

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

Meeting of the
Academic Senate Executive Committee
Tuesday, March 30, 1999
UU220, 3:00-5:00pm

2.16.99
minutes were
removed

- I. Minutes: Approval of the Executive Committee minutes for February 16, 1999 (p. 2).
- 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. **Appointments to Academic Senate committees for 1999-2001:** (pp. 3-9).
 - B. **Appointments to the Academic Senate Student Grievance Board** (p. 10).
 - C. **Appointments to universitywide committees for 1999-2001:** (pp. 11-13. See enclosure for full description of all universitywide committees).
 - D. **Appointment to the Cal Poly Plan Universitywide/Collaborative Projects Advisory Committee** for the 1999-2001 term (one appointment from any college/UCTE).
 - E. **Resolution on Credit by Examination Policy:** Freberg, chair of the Instruction Committee (p. 14).
 - F. **Resolution on Development of a Research Infrastructure at Cal Poly:** Clay, chair of the Research & Professional Development Committee (pp. 15-19).
 - G. **Resolution on Dependent Care:** Harris, chair of the Faculty Affairs Committee (p. 20).
 - H. **Resolution to Establish a Graphic Communication Institute:** Levenson, Department Head for Graphic Communication Department (pp. 21-31).
- VI. Discussion Item(s):
- VII. Adjournment:

COLLEGE OF AGRICULTURE

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u>		
*Rice, Thomas	SoilSci	1 of 1
*Kaminaka, Stephen (incumbent)	Biores&AE	1 of 1
<u>Curriculum</u>		
NO VACANCIES		
<u>Cultural Pluralism Requirement Subcommittee</u>		
No nominations received		
<u>Faculty Affairs</u>		
No nominations received		
<u>Faculty Awards</u>		
No nominations received		
<u>Faculty Ethics</u>		
No nominations received		
<u>Fairness Board</u>		
NO VACANCIES		
<u>Grants Review</u>		
NO VACANCIES		
<u>Instruction</u>		
NO VACANCIES		
<u>Library</u>		
Ahern, Jim (incumbent)	Agribus	1 of 2
Shank, Carolyn	NRM	1 of 1
Tong, Phillip	DairySci	1 of 2
<u>Program Review and Improvement</u>		
NO VACANCIES		
<u>Research and Professional Development</u>		
Plummer, Bill (incumbent)	AniSci	1 of 1
Tong, Phillip	DairySci	2 of 2

* Indicates a willingness to serve as chair of the committee.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u> NO VACANCIES		
<u>Curriculum</u> NO VACANCIES		
<u>Cultural Pluralism Requirement Subcommittee</u> NO VACANCIES		
<u>Faculty Affairs</u> No nominations received		
<u>Faculty Awards</u> No nominations received		
<u>Faculty Ethics</u> No nominations received		
<u>Fairness Board</u> NO VACANCIES		
<u>Grants Review</u> Clay, Gary	LndscpArch	1 of 1
<u>Instruction</u> No nominations received		
<u>Library</u> NO VACANCIES		
<u>Program Review and Improvement</u> No nominations received		
<u>Research and Professional Development</u> NO VACANCIES		

*Indicates a willingness to serve as chair of the committee.

COLLEGE OF BUSINESS

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u> NO VACANCIES		
<u>Curriculum</u> NO VACANCIES		
<u>Cultural Pluralism Requirement Subcommittee</u> Villegas, Dan (incumbent)	Econ	1 of 1
<u>Faculty Affairs</u> NO VACANCIES		
<u>Faculty Awards</u> No nominations received		
<u>Faculty Ethics</u> *Dobson, John	Finance	1 of 1
<u>Fairness Board</u> Robison, Jack (incumbent)	Acctg	1 of 1
<u>Grants Review</u> NO VACANCIES		
<u>Instruction</u> NO VACANCIES		
<u>Library</u> Geringer, Michael	GIStrat&Law	1 of 1
<u>Program Review and Improvement</u> NO VACANCIES		
<u>Research and Professional Development</u> No nominations received		

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COLLEGE OF ENGINEERING

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u>		
No nominations received		
<u>Curriculum</u>		
Mallareddy, H	C&EEngr	1 of 2
<u>Cultural Pluralism Requirement Subcommittee</u>		
No nominations received		
<u>Faculty Affairs</u>		
Hsieh, Carl (incumbent)	C&EEngr	1 of 3
<u>Faculty Awards</u>		
No nominations received		
<u>Faculty Ethics</u>		
No nominations received		
<u>Fairness Board</u>		
Hsieh, Carl	C&EEngr	3 of 3
Shaban, Ali	ElecEngr	3 of 3
<u>Grants Review</u>		
Braun, David (incumbent)	ElecEngr	1 of 1
<u>Instruction</u>		
NO VACANCIES		
<u>Library</u>		
NO VACANCIES		
<u>Program Review and Improvement</u>		
No nominations received		
<u>Research and Professional Development</u>		
Owen, Frank	MechEngr	1 of 1
Sullivan, Edward (incumbent)	C&EEngr	1 of 1

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COLLEGE OF LIBERAL ARTS

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u> <i>NO VACANCIES</i>		
<u>Curriculum</u> <i>NO VACANCIES</i>		
<u>Cultural Pluralism Requirement Subcommittee</u>		
Brown, Kenneth	English	1 of 1
*Hudson, Lynn	History	1 of 2
*Mori, Barbara	SocialSci	1 of 1
<u>Faculty Affairs</u> <i>NO VACANCIES</i>		
<u>Faculty Awards</u>		
Culver, John	PoliSci	1 of 2
<u>Faculty Ethics</u> No nominations received		
<u>Fairness Board</u> No nominations received		
<u>Grants Review</u>		
*Hudson, Lynn	History	2 of 2
<u>Instruction</u> <i>NO VACANCIES</i>		
<u>Library</u> <i>NO VACANCIES</i>		
<u>Program Review and Improvement</u> <i>NO VACANCIES</i>		
<u>Research and Professional Development</u> <i>NO VACANCIES</i>		

* Indicates a willingness to serve as chair of the committee.

COLLEGE OF SCIENCE AND MATHEMATICS

Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001DepartmentOrder of PreferenceBudget and Long Range Planning

NO VACANCIES

Curriculum

No nominations received

Cultural Pluralism Requirement Subcommittee

NO VACANCIES

Faculty Affairs

No nominations received

Faculty Awards

No nominations received

Faculty Ethics

No nominations received

Fairness Board

No nominations received

Grants Review

NO VACANCIES

Instruction

No nominations received

Library

No nominations received

Program Review and Improvement

No nominations received

Research and Professional Development

NO VACANCIES

* Indicates a willingness to serve as chair of the committee.

PROFESSIONAL CONSULTATIVE SERVICES**Faculty Interest Questionnaires Received for
Academic Senate Committee Vacancies for 1999-2001**

	<u>Department</u>	<u>Order of Preference</u>
<u>Budget and Long Range Planning</u>		
Domingues, Tony	PCS	2 of 2
Waller, Julia (incumbent)	PCS	1 of 1
<u>Curriculum</u>		
Brown, Johanna	Library	1 of 1
Breitenbach, Stacey (incumbent)	Advising Center	1 of 2
Domingues, Tony	PCS	1 of 2
Lutrin, Sam	St. Life	1 of 1
<u>Cultural Pluralism Requirement Subcommittee</u>		
<i>NO VACANCIES</i>		
<u>Faculty Affairs</u>		
<i>NO VACANCIES</i>		
<u>Faculty Awards</u>		
<i>NO VACANCIES</i>		
<u>Faculty Ethics</u>		
No nominations received		
<u>Fairness Board</u>		
<i>NO VACANCIES</i>		
<u>Grants Review</u>		
McDonald, Luann (incumbent)	Financial Aid	1 of 1
<u>Instruction</u>		
Breitenbach, Stacey	Advising Center	2 of 2
<u>Library</u>		
<i>NO VACANCIES</i>		
<u>Program Review and Improvement</u>		
<i>NO VACANCIES</i>		
<u>Research and Professional Development</u>		
<i>NO VACANCIES</i>		

* Indicates a willingness to serve as chair of the committee.

STUDENT GRIEVANCE BOARD

College of Agriculture

(1 vacancy/Term Exp. 2000)

Ahern, Jim*

College of Architecture and Environmental Design

(1 vacancy/Term Exp. 2001)

Berrio, Mark

College of Business

(1 vacancy/Term Exp. 2000)

Beardsley, George*

College of Engineering

(1 vacancy/Term Exp. 2001)

Hsieh, Carl*

Shaban, Ali

College of Liberal Arts

(1 vacancy/Term Exp. 2000)

Battenburg, John

Culver, John

Orth, Michael*

College of Science and Math

(1 vacancy/Term Exp. 2001)

Professional Consultative Services

(1 vacancy/Term Exp. 2000)

Aleshire, Shelly*

Jelinek, Cynthia

ASI

(2 vacancies/Term Exp. 2000)

* Nominated by Caucus. Other names submitted by the individuals via Faculty Interest Questionnaires.

3.23.99

UNIVERSITY-WIDE COMMITTEES
Faculty Interest Questionnaires Vacancies for 1999-2001

	<u>Department</u>	<u>Order of Preference</u>
<u>ACCOMMODATION REVIEW BOARD</u>		
(2 Vacancies/2 Appointments)		
<i>NO NOMINATIONS SUBMITTED</i>		
<u>ASI FACILITIES AND OPERATIONS COMMITTEE</u>		
(1 Vacancy/1 Appointment)		
<i>NO NOMINATIONS SUBMITTED</i>		
<u>ASI STUDENT SENATE</u>		
(1 Vacancy/1 Appointment)		
<i>NO NOMINATIONS SUBMITTED</i>		
<u>ATHLETICS GOVERNING BOARD</u>		
(1 Vacancy/3 Appointments)		
Brown, Johanna (incumbent)	Library	1 of 1
Frayne, Colette	GI Strat & Law	1 of 3
Noel, J.E.	Agribus	1 of 1
Novak, Matthew	English	1 of 1
<u>CAL POLY PLAN STEERING COMMITTEE</u>		
(3 Vacancies/3 Appointments)		
<i>NO NOMINATIONS SUBMITTED</i>		
<u>CAMPUS DINING ADVISORY COMMITTEE</u>		
(1 Vacancy/1 Appointment)		
Dawson, Madoka	Fd Sci & Nut	1 of 1
Hunt, Roger	Ani Sci	2 of 2
<u>CAMPUS FEE ADVISORY COMMITTEE</u>		
(1 Vacancy/1 Appointment)		
<i>NO NOMINATIONS SUBMITTED</i>		
<u>CAMPUS PLANNING COMMITTEE</u>		
(2 Vacancies/2 Appointments)		
Beckett, Jonathon	Ani Sci	1 of 1
Domingues, Anthony	PCS	2 of 2
Li, Eldon	Mgmt	1 of 5
Loh, Alice	Lndscp Arch	1 of 1
Lucas, Michael	Arch	1 of 3
Rice, Thomas	Soil Sci	1 of 1

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE

(1 Vacancy/1 Appointment)

Cavalleto, Richard (incumbent)
DeMers, Gerald
Hunt, Roger
Kellogg, Bill
Marlier, John
Mori, Barbara
Shaban, Ali

Biores&AE	1 of 1
PE&K	1 of 1
AniSci	1 of 2
AgEd&Comm	1 of 1
Chem/BioChem	1 of 1
SocialSci	2 of 2
EE	2 of 2

DEANS ADMISSIONS ADVISORY COMMITTEE

(2 Vacancies/2 Appointments)

Botwin, Mike
Breitenbach, Stacey
Li, Eldon
Villegas, Daniel (incumbent)
Waller, Julia

ArchEngr	1 of 1
Advising Center	2 of 2
Mgmt	4 of 5
Econ	1 of 1
PCS	1 of 1

DEANS ENROLLMENT PLANNING ADVISORY COMMITTEE

(1 Vacancy/1 Appointment)

Breitenbach, Stacey
Domingues, Anthony
Li, Eldon

Advising Center	2 of 2
PCS	1 of 2
Mgmt	5 of 5

DISABLED STUDENTS ADVISORY COMMITTEE

(2 Vacancies/4 Appointments)

Jones, Carolyn (incumbent)
McDonald, Luann

Career Services	2 of 2
Financial Aid	1 of 1

EL CORRAL BOOKSTORE ADVISORY COMMITTEE

(1 Vacancy/2 Appointments)

Breitenback, Jerome
Shaban, Ali

ElecEngr	1 of 1
EE	1 of 1

EXTENDED UNIVERSITY PROGRAMS AND SERVICES ADVISORY COMMITTEE

(1 Vacancy/1 Appointment)

Battenburg, John
Geringer, Michael
Pritchard, Eileen

English	2 of 2
GlStrat&Law	2 of 2
Library	1 of 1

FACULTY DEVELOPMENT GRANTS REVIEW COMMITTEE

(1 Vacancy/1 Appointment)

Frayne, Colette

GlStrat&Law	2 of 3
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GLOBAL AFFAIRS COUNCIL

(1 Vacancy/1 Appointment)

Battenburg, John	English	1 of 2
Chavez, Gilbert	Journ	1 of 1
Dobson, John	Finance	1 of 1
Frayne, Colette	GIStrat&Law	3 of 3
Geringer, Michael	GIStrat&Law	1 of 2
Li, Eldon	Mgmt	2 of 5
Little, William (incumbent)	ModLang	1 of 1
Lucas, Michael	Arch.	2 of 3
Mallareddy, H.	C&EEngr	1 of 2
Mori, Barbara	SocialSci	1 of 2
Owen, Frank	MechEngr	1 of 1

INFORMATION RESOURCE MANAGEMENT POLICY PLANNING COMMITTEE

(1 Vacancy/3 Appointments)

Li, Eldon	Mgmt	3 of 5
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STUDENT AFFAIRS COUNCIL

(2 Vacancies/3 Appointments)

Berio, Mark	ArchEngr	1 of 1
Jones, Carolyn (incumbent)	Career Services	1 of 2
Lucas, Michael	Arch	3 of 3

STUDENT HEALTH ADVISORY COMMITTEE

(1 Vacancy/1 Appointment)

NO NOMINATIONS SUBMITTED

SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE

(1 Vacancy/1 Appointment)

Robison, Jack	Acctg	1 of 1
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Adopted:

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

**AS- -99/
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, Under current Cal Poly policy, it is possible for a student to complete entire minors through credit by examination; and
- WHEREAS, Letter grades for credit by examination appear to be somewhat inflated in comparison to regularly administered courses; 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 grading of credit by examination units be on a CR/NC basis only.

Proposed by the Academic Senate
Instruction Committee
February 22, 1999

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

AS___-99/

**RESOLUTION ON
DEVELOPMENT OF A RESEARCH INFRASTRUCTURE
AT CAL POLY**

Background Statement: In 1996, the Academic Senate reconfigured its subcommittees. From this process, the Research and Professional Development Committee was formed and given the charge to assist in the development of research policies for the campus. Faculty on this committee, over the past two years, began identifying barriers to research on campus through a campus wide survey, and have prepared recommendations for creating an environment which supports faculty efforts in their scholarly work.

- WHEREAS, Cal Poly is an institution known for its high quality of undergraduate education, where graduate programs have traditionally played a small role and faculty teaching of undergraduates has been the highest priority; and
- WHEREAS, The Cal Poly Strategic Plan outlines a greater emphasis on research and other scholarly activities by faculty in the future; and
- WHEREAS, The Research and Professional Development Committee was formed by the Academic Senate and given the charge to assist in the development of research and professional development policies for the campus; and
- WHEREAS, The success of research on campus requires an investment of time by faculty and students, allocation of space, and commitment of fiscal resources by the university administration; and
- WHEREAS, The processes of teaching, discovery, integration, and application through research and creative activities is crucial for the continued growth and development of a community of faculty and student scholars; therefore be it
- RESOLVED, That research and other scholarly activities be a factor in assigning faculty work loads; and be it further
- RESOLVED, That research and other scholarly activities be a factor in assigning faculty work space, facilities, and equipment; and be it further
- RESOLVED, That campus resource allocations include considerations of research and other scholarly activities; and be it further

- RESOLVED, That research programs and proposed development efforts be encouraged and supported; and be it further
- RESOLVED, That scholarly activities be given consistent recognition in retention, tenure, and promotional decisions at all levels of review; and be it further
- RESOLVED, That graduate curricula be encouraged and developed, including funding for recruitment of graduate students and for graduate assistants; and be it further
- RESOLVED, That the Academic Senate approve the attached recommendations for research and professional development at Cal Poly, and that these recommendations be forwarded to the President and Provost of Cal Poly.

Proposed by: Research and Professional Development Committee
Date February 22, 1999

RECOMMENDATIONS FOR A RESEARCH AND PROFESSIONAL DEVELOPMENT PROGRAM AT CAL POLY

Cal Poly Mission Statement

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This it does by emphasizing teaching; engaging in research; participating in the various communities, local, state, national, and international, with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines, in the United States and abroad.

Importance of Faculty Scholarship

In *Scholarship Reconsidered* (citation), Ernest Boyer emphasized that teaching and research are both important scholarly activities of the professorate. In its strategic plan, Cal Poly has encouraged the four scholarships as defined by Boyer;

“Cal Poly endorses the broad definitions of the four types of scholarship set forth in the Carnegie report. The following thoughts extracted from the Carnegie report summarize the mission of teaching and scholarship at Cal Poly.”

The scholarship of Teaching: As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must be well-informed and steeped in the knowledge of their fields. Teaching is also a dynamic endeavor which must bring students actively into the educational process. Further, teaching, at its best, means not only transmitting knowledge, by transforming and extending it as well. In the end, inspiring teaching keeps scholarship alive and inspired scholarship keeps teaching alive. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge diminished.

The scholarship of Discovery: comes closest to what is meant when academics speak of “research”. This scholarship contributes not only to the stock of human knowledge, but also to the intellectual climate of the University. Not just the outcomes, but the process, and especially the passion, giving meaning to the effort. The probing mind of the researcher is a vital asset to Cal Poly, the state, and the world. Scholarly investigations and/or creative activity, in all the disciplines, is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended. Disciplined, investigative efforts within the University should be strengthened, not diminished. Those engaged in the Scholarship of Discovery shall ask: What is known and what is yet to be discovered?

The scholarship of Integration: involves the serious, disciplined work of interpreting, drawing together, and bringing new insight to bear on original research. This scholarship can involve doing research at the boundaries where fields of study converge, or it can involve the interpretation and fitting of one’s own research -- or the research of others -- into larger intellectual patterns. Integration means making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too. Those engaged in The scholarship of Integration shall ask: What do the research findings mean and is it possible to interpret what has been discovered in ways that provide a larger, more comprehensive understanding?

The scholarship of application: involves using knowledge to solve problems. This scholarship is a dynamic process where new research discoveries are applied and where the applications themselves give rise to new intellectual understandings. This scholarly activity, which both applies and contributes to human knowledge, is particularly needed in a world in which huge, almost intractable problems call for the skills and insights of university faculties. Those engaged in the scholarship of application shall ask: How can knowledge be responsibly applied to consequential problems, and how can social, economic, and other problems define an agenda for scholarly investigation?

Cal Poly continually seeks ways to integrate the four types of scholarship, for the purpose of maintaining high quality academic programs. The benefits of faculty scholarship are many. Some examples are:

- Scholarship enables faculty to maintain currency in their disciplines
- Scholarship keeps teaching relevant and lively
- Scholarship can be revenue generating
- Scholarship provides opportunities for undergraduates to engage in sustained work on demanding, multifaceted problems in which they learn to define and communicate their own solutions, and to develop critical thinking and analytical skills.
- Scholarship provides opportunities for students to acquire core competencies that are valued by employers.
- Scholarship enhances the reputation of the individual and the University
- Scholarship provides an avenue for creativity and self expression
- Scholarship provides a means for faculty to reflect on the learning process
- Scholarship provides opportunities for interaction with working professionals and with scholars at other Universities
- Scholarship provides for extended individual interaction between faculty and students

The National Science Foundation recently undertook an extensive review of science, mathematics, engineering and technology education. Its report; Shaping the Future: New Expectations for

Undergraduate Education in Science, Mathematics, Engineering and Technology, stated that; “all students have access to supportive, excellent undergraduate education in science, mathematics, engineering, and technology, and all students learn these subjects by direct experience with the method and process of inquiry. Every student should be presented an opportunity to understand what science is and is not, and to be involved in some way in scientific inquiry, not just a ‘hands-on’ experience.”

Need for Policy

To operationalize this commitment to scholarship, Cal Poly needs to develop new policies and revise existing policies to support scholarly activities. A recent survey conducted by this committee of the Cal Poly faculty revealed that although there is some level of support for the research activities of its faculty, Cal Poly does not provide the necessary support to meet the professional development needs of faculty and students in the area of research. The following barriers to professional development were identified by the faculty survey:

1. Unavailability of funds to maintain a professional development program;
2. Lack of policy for research/creative activity space allocation;
3. Inequitable teaching loads;
4. Inadequacy of “seed” funds to develop or expand creative/investigative activities;
5. Insufficient support for graduate courses and programs;
6. Lack of standardized RPT criteria and acknowledgment of research as a valued activity;
7. Unavailability of functional, “supportive” intellectual environment;
8. Ambiguous policy regarding intellectual property of inventors.

Recommendations of the Research and Professional Development Committee

1.0 Make funds available to maintain a professional development program:

It should be the responsibility of each college to allocate and administer resources to maintain a professional development program. It is recommended that such resources be allocated to faculty based on professional progress and productivity.

2.0 Provide space for creative/investigative activities:

It is recommended that each college ensure that adequate space is provided to support creative and scholarly activities, and develop criteria for allocating such space to its faculty and students.

3.0 Equitable teaching loads:

Use flexibility in assigning faculty work loads to support scholarship. Scholarship and creative activities represent significant and valuable contributions to the University, and should be recognized in assigning faculty work loads. Efforts should be made in the assignment of work loads (e.g.; numbers of courses requiring preparation, contact hours, class size, committee assignments) to ensure that all faculty, and particularly junior faculty, have quality time to devote to the pursuit of their scholarship. In addition, junior faculty should be offered a reduced teaching load in their first year of employment.

4.0 Make available creative/investigative “seed” funds:

Cal Poly should establish a campus wide research fund to support the initiation of research programs by faculty, and in particular, junior faculty. These funds would supplement funds

currently available through programs such as the State Faculty Support Grants Program. In addition, start up funds should be made available for new or junior faculty, and should be offered as part of the recruitment package.

5.0 Promote graduate curricula:

Graduate programs are an important complement to faculty scholarship. Resources should be dedicated to strengthening, expanding and initiating new graduate programs, particularly in disciplines relevant to the polytechnic emphasis of the campus. Since graduate level courses require a greater in-depth coverage of the subject matter and a greater student-teacher interaction, they should be given an additional weight factor when calculating WTU's.

Adopted:

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

**AS-___-99/
RESOLUTION ON
DEPENDENT CARE**

- WHEREAS, Countless organizations have recognized the importance of provision of dependent care in the lives of their employees; and
- WHEREAS, Cal Poly currently provides childcare services via the Children's Center. However, the Children's Center currently has a waiting list of more than 200 children from parents who are either students, staff, or faculty, and an additional 116 children on the waiting list from members of the community; and
- WHEREAS, The influx of older students and younger faculty and staff due to retirements in the next 10 years will only exacerbate the current waiting list situation; and
- WHEREAS, The provision of dependent care on campus may be a significant factor in the successful recruitment of students, staff, and faculty; therefore, be it
- RESOLVED: That a new children's center predesign/design/preoperations task force be formed in a timely manner; and be it further
- RESOLVED: That the membership of the task force has adequate representation (a minimum of two faculty, staff, and student representatives).

Proposed by: Academic Senate Faculty
Affairs Committee
Date: March 30, 1999

Adopted:

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

**AS-__-99/
RESOLUTION TO
ESTABLISH A GRAPHIC COMMUNICATION INSTITUTE**

RESOLVED: That a Graphic Communication Institute be established at Cal Poly as proposed in the attached *Graphic Communication Institute Proposal*.

Proposed by: Graphic Communication Department
Date: March 30, 1999

Graphic Communication Institute

**A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department**

by the

**Cal Poly Graphic Communication Department
Advisory Board**

(Updated) February 22, 1999

Graphic Communication Institute

Title: Establishment of a Graphic Communication Institute to Act as "Resource Center" for the Graphic Communication Industry in the Western United States

Purpose and Objectives

- * Establish a Graphic Communication Institute at Cal Poly as a "Resource Center" for the Western United States printing, imaging, publishing, and related industries.
- * Attract applied research projects to Cal Poly in the graphic communication discipline.
- * Provide student experiential opportunities through research and testing.
- * Provide faculty professional development opportunities through research.
- * Facilitate and coordinate expertise for the graphic communication industry, whether it is for Cal Poly "home-grown," or the western focus for eastern-based companies, institutions, and associations.
- * Improve laboratory equipment available for instruction and fee-based testing.
- * Partner with industry associations and co-sponsor activities with them (this is an immediately available source of revenue and credibility).
- * Provide continuing education programs for industry professionals.

In today's business climate, many graphic communication companies would make use of an institute that offered appropriate services, ad hoc project work, and coordinated the offerings of seminars and workshops on useful industry topics and imperatives. The prevailing attitude in the graphic communication industry is "do more with less," and the institute approach offers an attractive method to "buy," what is needed without hiring additional people for the longer term.

This proposal requests funding to create a testing and training center which shall become self-supporting through user fees and donations within one year after start-up. Through this center, the Graphic Communication Department instructional program will be improved with upgraded laboratory equipment acquired by the testing facility. The California publishing and printing industry will be provided with service and support

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- * Offer Cal Poly Graphic Communication department facilities for use as a "retreat" for industry (companies or associations) off-site meetings, etc., to promote the university and its students to companies.
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Benefits to University, it's Faculty and Students

- * Fosters closer relationship between industry professionals and students for the future.
- * Enhances visibility with future employers and contributors.
- * Enhances relationships with potential supporters of the Graphic Communication Endowment fund.

- * Creates a revenue-generating enterprise.
- * Provides another opportunity to "sell," the Graphic Communication Department to major companies in the industry for recruitment and endowments.
- * Provides opportunities for students to achieve internships or co-op positions with major companies before graduation.
- * Serves as a forum to introduce and emphasize the opportunities at Cal Poly to high schools, junior colleges, and to the international marketplace by its publicity.
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Benefits to Companies in the Western Graphic Communication Industry

- * Provides companies with access to a pool of qualified graduates with industry "real world," experience.
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- * Preview potential employees from the institute's student assistants.
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- * Continuing education programs.
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(* A question was raised about any requirement that the institute office be physically located on the Cal Poly campus, or if a home office or other site would be equally acceptable.)

Funding Requirements and Business Plan

Graphic Communication Advisory Board: \$50,000 in matching funds through industry donations.

Cal Poly Support: \$50,000 for first year start-up.

Estimated Expenditures:

	Year 1	Year 2	Year 3	Year 4	Year 5
Administrator	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Tech. Support	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Student Ass't.	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Equipment	\$20,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Miscellaneous	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total:	\$90,000	\$73,000	\$73,000	\$73,000	\$73,000

Revenue Expectations:

Year 1	Year 2	Year 3	Year 4	Year 5
\$60,000	\$15,000 Seminars	\$15,000 Seminars	\$20,000 Seminars	\$20,000 Seminars
(Seed Money)	\$20,000 Paper Testing	\$30,000 Paper/Ink Test	\$30,000 Paper Tests	\$30,000 Paper Tests
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	\$10,000 Contributions	\$10,000 Contributions		
\$60,000	\$110,000	\$85,000	\$85,000	\$85,000

Plan for First Year of Activities

1. Obtain \$50,000 in "Seed Money," and get agreement from Cal Poly for "matching funds." We recommend a "top-down," approach between representatives of some of the largest graphic communication companies in the west, and their major suppliers. If each of the ten companies made contact with three suppliers, in various parts of the "vertically integrated," business chain, and asked for a "less-than-capital" amount of \$2,000, the target would be reached.

Some Possible Initial Supporter

The "Ten Largest" List

Copley
Freedom Newspapers
Graphic Arts Center
Hearst
RCPC (Brown Printing)
R. R. Donnelley
Treasure Chest
World Color/George Rice
Los Angeles Times
Other Advisory Board companies

Partial Suppliers' List

AGFA
Imation (Previously 3M)
DuPont
GPI
Flint Ink
Polychrome
Kodak
Scitex
Heidelberg Prepress
Heidelberg Web Press
Goss
BASF
Champion Papers and other paper companies
Smurfit Newsprint
Blanket Suppliers
CREO

2. Three to four seminars or workshops planned in each metropolitan area contracted through Cal Poly Conference Services. Company headquarters will be used as "free" sites. Total income: \$10,000 plus 25 percent overhead. Travel, lodging, food, and other incidental expenses will be established as well as per hour charge for instruction.
3. Begin paper testing plan using standard contract procedures administered through Cal Poly's Grants Development department. Set-up parameters and methods for testing. Average fee is \$500 per test series plus 25 percent overhead. An expense schedule will be established as will a per hour charge for laboratory work and report preparation.
4. Identify projects for six of the target companies; identify co-ops and special university "project teams;" demonstrate successful completion of projects for industry.
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6. Through tours and an "open house," showcase the Graphic Communication department's capabilities of faculty, students, and private consultants who may participate in the institute in providing services to industry.

Organization and Administration

The Graphic Communication Institute will report to the dean of the College of Liberal Arts via the Graphic Communication department head. A hired institute administrator will be an industry-respected, perhaps recent retiree, graphic communication professional. The administrator will be responsible for coordinating the institute's programs, projects, and related activities. The administrator's task will be to ensure that the institute will be self-sustaining within one year.

Start-Up Expenses (First Year):

Administrator, Salary, and Benefits	\$45,000
Part-Time Technical Support	\$15,000
Student Assistants	\$10,000
Equipment	\$20,000
Total Expenses:	\$90,000

Miscellaneous:

Any income after expenses will go back into the Graphic Communication department educational program.

The institute will not be required to pay overhead expenses from the first year of development money which will be deposited in an "Institute Account."

The Cal Poly Foundation will administer the "Institute Account" and there will be a five (5) percent charge for this service.

All legal matters related to insurance, liability, etc., will be reviewed and approved by the Cal Poly Foundation.

Graphic Communication Institute

**A Proposal Submitted to the Cal Poly
Research and Graduate Programs Department**

by the

**Cal Poly Graphic Communication Department
Advisory Board**

(Updated) February 22, 1999

Graphic Communication Institute

Title: Establishment of a Graphic Communication Institute to Act as "Resource Center" for the Graphic Communication Industry in the Western United States

Purpose and Objectives

- * Establish a Graphic Communication Institute at Cal Poly as a "Resource Center" for the Western United States printing, imaging, publishing, and related industries.
- * Attract applied research projects to Cal Poly in the graphic communication discipline.
- * Provide student experiential opportunities through research and testing.
- * Provide faculty professional development opportunities through research.
- * Facilitate and coordinate expertise for the graphic communication industry, whether it is for Cal Poly "home-grown," or the western focus for eastern-based companies, institutions, and associations.
- * Improve laboratory equipment available for instruction and fee-based testing.
- * Partner with industry associations and co-sponsor activities with them (this is an immediately available source of revenue and credibility).
- * Provide continuing education programs for industry professionals.

In today's business climate, many graphic communication companies would make use of an institute that offered appropriate services, ad hoc project work, and coordinated the offerings of seminars and workshops on useful industry topics and imperatives. The prevailing attitude in the graphic communication industry is "do more with less," and the institute approach offers an attractive method to "buy," what is needed without hiring additional people for the longer term.

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Swins - Exedon 3.30.99

RECEIVED

MAR 30 1999

CAL POLY

SAN LUIS OBISPO
CA 93407

State of California
Memorandum

Academic Senate

To: College Deans, Hiram Davis, Susan Roper
John McCutcheon, and Juan Gonzalez

From: *Mike*
Michael Suess
Associate Vice President for Academic Personnel

Subject: Draft Faculty Merit Increase Policy

Date: March 28, 1999

File: MA fmi..draftfmimemo

Copies: Paul Zingg
Warren Baker
Department Heads/Chairs

Appended is a copy of the draft Faculty Merit Increase Policy that is being reviewed by the Academic Senate. Please provide me with any suggested revisions or comments.

The draft FMI Policy is an attempt to incorporate as much of the previous PSSI policy as possible. The draft includes the following provisions:

1. Allocations will be made to each college/unit based on full-time equivalent positions (FTEF) as of Fall 1998. The President will withhold 5% for discretionary purposes. (Section 1.6)
 - a) Academic Personnel will prepare target allocations based on Fall '98 FTEF for both 1998 and 1999 FMIs.
 - b) Chancellor's Office expects to specify dollar allocations by April 15th
 - c) Separate FMI allocations will be identified for department heads/chairs.
 - d) Department heads/chairs will apply directly to Dean.
2. College deans/appropriate administrators will reserve 10% of college allocation and redistribute the remainder as "target allocations" to departments based on FTEF. (Section 1.6)
3. Departments have option to use departmental faculty FMI committees of tenured faculty or choose College Review Board (same as last year. (Section 3.2 and 3.3)
4. Favorable recommendations will specify whether "highly recommended" or "recommended" and the amount of the FMI within department's target allocation (See Form FMI 100. Page 7)
5. Department head/chairs shall make separate recommendations using same process as departmental FMI committees. (Section 3.6)
6. Deans will confer with Provost and President before awarding FMIs. President may provide additional funds from reserve to college/unit. (Section 4.2)
7. At least 50% of the candidates awarded FMIs must have received a positive recommendation by the highest-level faculty committee. (Section 4.1)
8. Deans' decisions are final--there is no appeal process. (Section 4.2)
9. Notification is July 1, 1999; however, in order to insure use this year's fiscal funds for 1988 FMIs, the Payroll Office should receive list by June 16th. (See timetable, Page 9).

CAL POLY

PERFORMANCE SALARY STEP FACULTY MERIT INCREASE POLICY

1.0 Performance Salary Step Faculty Merit Increases - General Provisions

~~1.1 Performance Salary Step Increases (PSSI) recognize outstanding or meritorious performance in each of the following areas: teaching and other professional performance, professional growth and achievement, and service to the University community, students, and community. Faculty unit employees whose performance does not include assignments in all of the above areas shall nonetheless be eligible for a PSSI on the basis of their performance in the individual areas of their assignment (MOU—see Article 31.14).~~

~~1.1.1~~ The following working definitions shall apply:

Outstanding: exceptional performance; distinguished; acknowledged as a model of performance.

Meritorious: commendable performance; worthy of praise, cooperative and productive work with colleagues.

~~1.2 The recognition of outstanding or meritorious performance by a Unit 3 employee shall normally be in the form of a permanent increase in the base salary of the individual. PSSI awards shall consist of from one to five steps on the salary schedule in any single year (MOU—see Article 31.15), or shall be in the form of a bonus (not a permanent increase in the base salary) of no more than 2.4% of the candidate's annual salary base in those cases where the faculty unit employee has reached the top step of his/her rank. (Employees in the full professor rank for any instructional faculty classification may be paid at a salary rate above the performance maximum for their classification.)~~

~~1.2.1 No candidate shall receive an FMI that results in more than a twelve and one-half percent (12.5%) in any year.~~

~~1.2.2 FMI may be in the form of a bonus (not a permanent increase in the base salary of the individual) of no more than the equivalent of an annual salary increase of two and four-tenths percent (2.4%) in the case of faculty unit members whose outstanding or meritorious performance was part of an activity or project conducted by a team, department or group of employees.~~

~~1.3 For the purposes of PSSI FMI review and funding targets, counselors, librarians, athletic coaches, and UCTE Unit 3 employees shall be considered separate units. (MOU—see Article 31.23).~~

~~1.4 The effective date of all PSSI FMI awards shall be July 1st of each year that there are negotiated Performance Salary Step Faculty Merit Increases (MOU—see Article 31.25).~~

~~1.5 There is no requirement to expend all funds dedicated to the PSSI FMI program in any given fiscal year. Any portion of the funds not expended in any fiscal year shall automatically carry forward to the PSSI FMI pool in the next fiscal year. In the event that the PSSI FMI program is eliminated, any funds that have been carried forward shall be used for the professional development opportunities identified in Provision 25.1 of the MOU.~~

~~1.6 Each year that the PSSI FMI program is funded, the President shall allot 95% of the campus funding to the colleges/units based on the pro rata share of total salary filled full-time equivalent faculty positions for Unit 3 employees (department chairs/heads not included in these calculations) in each college/unit (MOU—see Article 31.29) and shall reserve 5% of the campus funding to provide a pool for applicants who are subsequently awarded a PSSI pursuant to an appeal (MOU—see Article 31.39); for discretionary use. A separate allocation of FMI funds designated for department chairs/heads shall be based on the FTEF pro rata portion of chairs/heads in each college or unit. The Chair of the Academic Senate shall be notified of the allocation model by the Provost and Vice President for Academic Affairs in a timely fashion.~~

College Deans shall distribute the PSSI FMI allocation pools to departments/equivalent units after factoring out a pro-rata amount (based on total salaries filled full-time equivalent faculty positions (department chair/head positions not included) for awarding PSSIs to department heads/chairs (or equivalent supervisors) and retaining 10% for their discretionary use for FMIs of faculty positions (excluding department chairs/heads). College deans shall inform all Unit 3 employees within their College as to the total funding for the College and the distribution of those funds.

1.7 ~~At each level of evaluation, applicants~~ candidates shall be informed of their standing, including the reasons thereof, and be provided with a summary of the basis of their recommendation ~~whether an FMI is recommended, and if so, the amount of the salary increase recommended.~~

1.8 Those involved in reviewing Faculty Activity Reports may access Personnel Action Files to verify or substantiate information.

1.9 A copy of the Faculty Activity Report will be filed in the candidate's Personnel Action File. Recommendations pertaining to FMI will not become a part of the candidate's Personnel Action File. A copy of the correspondence awarding FMI will be filed in the incumbent's Personnel Action File.

2.0 Eligibility, Applications, and Nominations

2.1 ~~All Unit 3 employees are eligible to who submit an annual a completed Faculty Activity Report report of his/her activities to the Department Chair/Head by the established deadline shall be considered for an FMI application for a PSSSI award or to be nominated by other faculty or academic administrators each year that the PSSSI FMI program is funded (MOU—see Article 31.16).~~

2.1.1 Applications/nominations Faculty Activity Reports of Department Chairs/Heads, and other equivalent supervisors of Unit 3 employees, ~~who are contractually eligible to apply or be nominated,~~ will be evaluated and FMI's determined recommended by their Dean, or appropriate administrator.

2.1.2 Unit 3 employees shall not review his/her own annual report for an Faculty Merit Increase who are being evaluated for a PSSSI, either through application or nomination, cannot serve on any PSSSI-related evaluation committee which may evaluate said employee. However, no faculty unit employee shall become ineligible for service on a faculty campus committee because he/she is a candidate for an increase.

2.2 ~~All applications/nominations must be submitted to the Department Chair/Head or equivalent supervisor prior to the application closure date, with a copy to the President or his/her designee, and must follow the approved PSSSI Application format (MOU—see Article 31.16; see page 6). The application is limited to 3 pages, however, applicants/nominators To facilitate the application process, Unit 3 employees may download the sample PSSSI application form Faculty Activity Report from the OpenMail Bulletin Area-Forms, or from Academic Personnel website (hppt://www.Academic-Personnel.calpoly.edu) under forms. The Faculty Active Report is limited to no more than four (4) typewritten pages using 12-point type and one-inch margins. Candidates may, without disrupting the order of the information presented, alter the amount of space dedicated to a specific section.~~

2.3 ~~For FMI's retroactive to July 1, 1998, evidence submitted in support of an applicant/nominee candidate should emphasize the period since the employee's last PSSSI award; or the 5 year period prior to the current PSSSI FMI evaluation; or the interval since their initial appointment at Cal Poly if less than 5 years.~~

For FMI's to become effective July 1, 1999, evidence submitted in support of a candidate should emphasize the period July 1, 1998 through December 31, 1998.

2.4 All applications/nominations Faculty Activity Reports and supporting documentation must only be submitted in writing. All forms of electronic, photographic, and other media will be returned to the applicant and will not be considered, unless authorized by Dean or appropriate administrator.

3.0 Department Criteria and Procedures and Criteria

3.1 ~~Criteria and procedures, including the application form (as limited by Section 2.2 above), used in evaluating for PSSSI awards to be established by each department/unit and approved by the Dean (or appropriate administrator). Criteria to be used in evaluating applicants/nominees are to be consistent with approved guidelines applied in RPT evaluations (MOU—see Article 31.18). The criteria for the award of Faculty Merit increases shall be as follows. Faculty shall be eligible for Faculty Merit Increases for demonstrated performance, commensurate with rank, work assignment, and years of service, for:~~

The quality of the unit member's teaching alone;

Teaching and scholarship;

Teaching and service to the University and community; or

Teaching, scholarship, and service to the University and community.

- 3.2 Departments/units may elect to utilize a College Review Board. In such cases, the department/unit would request that the Dean convene an elected Review Board. The composition of the Review Board should be similar to the College Peer Review Committee used in promotion considerations, but could include representation from departments/units outside of the College when requested by the department/unit being evaluated.

The counselor, librarian, athletic coach, Writing Skills Program, and UCTE units may elect to request that the Provost and Vice President for Academic Affairs appoint a Review Board consisting of tenured faculty.

- ~~3.3 Applicants/nominees are to be evaluated in the following areas: teaching performance and/or other professional performance; professional growth and achievement; and service to the university, students, and community (MOU—see Article 31.14).~~

- ~~3.3~~ 3.4 Academic departments/units shall constitute the highest level faculty review committee with regard to PSSSI FMI applications/nominations unless replaced by a Review Board. Following completion of the evaluation procedure used by the faculty review committee, all applications/nominations Faculty Activity Reports shall be forwarded to the appropriate department chair/head Dean of the College (or appropriate administrator). Departmental PSSSI FMI recommendations, including the number of salary steps increase recommended, shall be forwarded to both the department chair/head and the Dean of the College (or appropriate administrator) and the President of the University (MOU—see Article 31.21).

- 3.4.1 Applicants/nominees Candidates shall be informed by their department/unit PSSSI FMI committee/Review Board of its recommendation and number of steps the amount of salary increase for which they were recommended. Recommendations are not to be placed into the candidate's Personnel Action File.

- 3.4.2 Applicants/nominees may forward a one page rebuttal, to the departmental or Review Board recommendation, to the Dean or appropriate administrator (with a copy to the President) within 7 calendar days of their notification. Statements submitted by applicants/nominees shall be included with their original PSSSI application.

- 3.4 ~~3.5~~The total cost of all departmental recommendations shall not exceed the targeted allocation for the department/unit.

- 3.5 ~~3.5.1~~Applicants/nominees Candidates who receive positive recommendations, but for whom there is insufficient funding within the targeted departmental/unit allocation shall have their recommendation forwarded on a separate list so noted for consideration by the department chair/head and Dean.

- 3.6 The department chair/head shall receive the Faculty Activity Reports and recommendations from the departmental FMI committee or College Review Board, as appropriate. After review of the Faculty Activity Reports and the recommendations provided by the departmental FMI committee (or College Review Board), the department chair/head shall provide the Dean (or appropriate administrator) with his/her recommendations and the amount of any salary increase being recommended. The department chair/head shall inform the candidate of his/her recommendation.

4.0 Administrative Review

- 4.1 The Dean or appropriate administrator of each College/unit shall receive all PSSSI FMI applications and recommendations annual reports from each department/unit within the College. After review of the applications/nominations Faculty Activity Reports, the recommendations of the departmental FMI committee and department chairs/heads, and consultation with the Department Chairs/Heads, the Dean or appropriate administrator shall award PSSSI FMIs, which at a minimum shall include at least 50% of Unit 3 members recommended for PSSSI FMI awards by the respective department/unit/ review board. Once the 50% awards criterion is met from the 85% allocation, deans/appropriate administrators may treat the remaining dollar allocation as discretionary funds (in addition to the initial 10% discretionary allocation). The total cost of all steps recommended by the Dean shall not exceed the target allocation for the College/unit.

- 4.2 After conferring with the President and Provost, the Dean or appropriate administrator shall notify each applicant candidate of the decision to grant or deny a PSSSI FMI award for outstanding or meritorious performance. The President

may increase the allocation of a college/unit from his/her discretionary reserve. Applicants ~~Candidates~~ awarded a PSSSI FMI shall also be informed of the number-of-steps salary increase to be granted and the effective date of the award.

- 4.3 Administrative review of counselors shall be the responsibility of the Vice President for Student Affairs or his/her designee; for librarians the Dean of Library Services or his/her designee; for athletic coaches the Athletic Director or his/her designee; and for UCTE the Director of UCTE or his/her designee.

5.0 President's Review

- 5.1 The President or designee shall review the applications/nominations Faculty Activity Reports, recommendations from the academic departments/units and the decisions of College Deans, or appropriate administrator.

6.0 PSSSI calendar and timeline

- 6.1 The specific timeline covering notification, application submission, evaluation, and PSSSI FMI award announcements shall be established by the President or designee in consultation with the Academic Senate. Faculty members who do want their name published should so indicate on their Faculty Activity Report at the time it is submitted.

7.0—Peer Review of PSSSI denials

- ~~7.1—Applicants/nominees who fail to receive a PSSSI award shall be eligible to have their application reviewed by the University Peer Review Panel. The appeal letter may be up to six pages in length, double spaced, and must be received by the Provost and Vice President for Academic Affairs within ten academic working days of receipt of the notification of denial (MOU—see Article 31.40).~~
- ~~7.2—University Peer Review Panels, consisting of 3 members and 1 alternate, will be appointed by the Provost and Vice President for Academic Affairs in consultation with California Faculty Association. Members shall be selected by lot from among all full-time, tenured faculty who did not serve on a PSSSI committee, and who were not applicants/nominees for a PSSSI award (MOU—see Articles 31.41; 31.42).~~
- ~~7.3—The University Peer Review Panel shall begin to review the specific Performance Salary Step denial within 14 days of its selection. The Panel's review shall be limited to a reconsideration of the increase denial of the applicant/nominee, and the appropriate administrator's written response to any allegations made by the affected employee. Except for presentations of the complainant and the administrator, if the administrator chooses, the peer review will be made from the documents set forth in Section 31.43 of the MOU.~~
- ~~7.4—The University Peer Review Panel proceeding will not be open to the public and shall not constitute a hearing (MOU—see Article 31.44).~~
- ~~7.5—No later than thirty (30) days after its selection, the University Peer Review Panel shall submit to the President and complainant a written report of its findings and recommendations. All written materials considered by the University Peer Review panel shall be forwarded to the President. When the panel has complied with this section, it shall be discharged of its duties for any individual case (MOU—see Article 31.45).~~
- ~~7.6—The President shall consider the University Peer Review Panel's recommendations and all forwarded materials. No later than fourteen (14) days after receipt of the University Peer Review Panel's report, the President shall notify the applicant/nominee and the University Peer Review Panel of his/her final decision, including the reasons therefor. Notification of the President's decision concludes the peer review procedure and his/her decision shall not be subject to review in any forum.~~

CAL POLY 1999 FACULTY MERIT INCREASE CALENDAR**July 1, 1998 FMI
&
July 1, 1999 FMI****April 1-30**

- All faculty unit employees complete Faculty Activity Reports that detail in separate sections the following:
 - a) all appropriate activities for the period from last review (see Section 2.3 of Campus Policy) to July 1, 1998, for fiscal year 1998/99 Faculty Merit Increases retroactive to July 1, 1998, and
 - b) all appropriate activities between July 1, 1998, through December 31, 1998 for fiscal year 1999/2000 Faculty Merit Increases to become effective July 1, 1999.

April 16

- Departments determine whether to utilize a Departmental FMI Committee composed of tenured faculty unit employees, or a College Review Board, and advise Dean (or appropriate administrator) accordingly.

May 3 (Monday)

- 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 College Review Board, as appropriate.
- Faculty Activity Reports of Department Chair/Head (or equivalent supervisors) are submitted to Dean, or appropriate administrator.

May 21

- Departmental FMI Committee (or College Review Board) review Faculty Activity Reports and provide recommendations to Department Chairs/Heads with a copy to Dean (or appropriate administrator).

June 1

- Department Chair/Head reviews Faculty Activity Reports and provides FMI recommendations to the Dean.

June 15

- Dean or appropriate administrator reviews Faculty Activity Reports and confers with Provost and President (Deans provide working list of 1998 FMIs to Payroll Office by June 16th)

July 1

- Dean or appropriate administrator (as the President's designee) notifies candidates of final FMI decision retroactive to July 1, 1998.

**14 days after
final budget
allocation to
campus**

- Dean or appropriate administrator (as the President's designee) notifies candidates of final FMI decision effective July 1, 1999.

Cal Poly FMI Policy
3/17/99

For the period: _____ (date of last review) through June 30, 1998
(circle applicable time period) July 1, 1998 through December 31, 1998

Name	Date
Dept.	Highest Degree & Date
Rank/Classification	Tenured or Probationary or Temporary
If tenured or probationary, date of initial tenure-track appointment	
If temporary, date of first appointment	Years in present rank/classification
Time Base	Current Salary (monthly or annual)

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 following areas, for the period covered by this report.

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

- A. List courses taught and enrollments by term.
- B. Summarize your student evaluations of teaching.
- C. Describe any changes in teaching approach or in responsibilities.
- D. Describe your responsibilities in advising, supervision, or similar activities.
- 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. Work in Progress – Describe work accomplished.
- C. Other

III. University & Community Service

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

IV. Special Accomplishments & Other Activities Not Included Above

Are you willing to have your name published if awarded a faculty merit increase? Yes No

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

Faculty Member's Signature

Date

CAL POLY

FACULTY MERIT INCREASE RECOMMENDATIONS RETROACTIVE TO JULY 1, 1998

Candidate: _____ Department: _____

Recommendation of Faculty Committee

Check appropriate boxes:	Outstanding	Meritorious	N/A
<input type="checkbox"/> The quality of the unit member's teaching alone:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching and scholarship;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching and service to the University and community; or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching, scholarship, and service to the University and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Faculty Merit Increase retroactive to July 1, 1998 is(check ONLY ONE):

- ☐ highly recommended within target allocation for annual increase of \$ _____
- ☐ recommended within target allocation for annual increase of \$ _____
- ☐ recommended, however, insufficient funds within target allocation to cover costs
- ☐ not-recommended

Signature, Chair of Faculty Committee

Print Name

Date

Recommendation of Department Chair/Head

Check appropriate boxes:	Outstanding	Meritorious	N/A
<input type="checkbox"/> The quality of the unit member's teaching alone:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching and scholarship;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching and service to the University and community; or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Teaching, scholarship, and service to the University and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Faculty Merit Increase retroactive to July 1, 1998 is(check ONLY ONE):

- ☐ highly recommended within target allocation for annual increase of \$ _____
- ☐ recommended within target allocation for annual increase of \$ _____
- ☐ recommended, however, insufficient funds within target allocation to cover costs
- ☐ not-recommended

Signature, Department Chair/Head

Print Name

Date

Resolution on Merit Pay Under the Imposed Employment Conditions

- Whereas The implementation of a merit pay system should be done seriously with clear, well-defined objectives, and
- Whereas The Imposed Employment Conditions require that the faculty fill out two Faculty Activity Reports (FAR's) by May 1st, and
- Whereas The CSU FAR form contained in the Imposed Employment Conditions asks for irrelevant and unnecessary information that is already available to any administrator wishing to considering it, and
- Whereas The CSU FAR form would require an inordinate amount of time to complete, at a time when the faculty should be spending time educating students, and
- Whereas The CSU FAR form does not address or define the standards for determining a meritorious or outstanding performance in the areas of teaching, scholarship and service, be it therefore
- Resolved That the administration of the CSU and the administration of Cal Poly in particular defer implementation of the merit pay process until it can be done properly and in a manner that defines the standards for meritorious and outstanding performance, and be it further
- Resolved That the administration of the CSU and/or the administration of Cal Poly work together with the faculty to develop a process and a form that is meaningful, respectful and does justice to the determination of merit, and be it further
- Resolved That the merit money for the 1998-99 year be distributed equally among all eligible faculty members and be it further
- Resolved That the money be made retroactive to July 1, 1998.

Whereas IEE requires that every Faculty member submit a FAR

Adopted:

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

**AS-__-99/
RESOLUTION ON
DEPENDENT CARE**

WHEREAS, Countless organizations have recognized the importance of provision of dependent care in the lives of their employees; and

WHEREAS, Cal Poly currently provides childcare services via the Children's Center. However, the Children's Center currently has a waiting list of more than 200 children from parents who are either students, staff, or faculty, and an additional 116 children on the waiting list from members of the community; and

WHEREAS, The influx of older students and younger faculty and staff due to retirements in the next 10 years will only exacerbate the current waiting list situation; and

WHEREAS, A number of Cal Poly faculty and staff currently have had the difficult task of placing their parents in a care institution and the number is likely to increase greatly;

WHEREAS, The provision of dependent care on campus may be a significant factor in the successful recruitment of students, staff, and faculty; therefore, be it

~~RESOLVED: That a new children's center predesign/design/preoperations task force be formed in a timely manner; and be it further~~

RESOLVED: That a task force be established by the President to examine the feasibility of the construction and management of dependent care facilities for (1) children of faculty, staff, and students, and (2) the parents of faculty or their spouses and the parents of staff or their spouses; and be it further

DATE: March 30, 1999

TO: Academic Senate Executive Committee

FROM: John Hampsey
English Department

RE: 4 point hampsey proposal

i would like to urge the senate, the union, and cal poly faculty at large to consider and adopt the following 4 point hampsey proposal:

1. that no strike or boycott or faculty action be carried out for the sole sake of money or salary complaint (this would play into reed's hand that we are whiny individuals who only think of dollars. also, many faculty, including myself, would cross a picket line to teach class if the picket line was a complaint about faculty money). finally, a strike or action based on money would have no support from the students or public.
2. that the csu faculty at large and senate and union come out with a public statement supporting the idea of merit pay (this would derail reed's criticism and public notion that we don't believe in ANY kind of pay based on merit). we DO, just not the structure they've offered and the 40% etc. this would disempower their attacks on us and be great PR for us.
3. that ANY strike or boycott or faculty action be aimed against REED in general (not money): his incompetence, belligerence, undermining of our professionalism, all the problems since his hiring including HOW he was hired in closed door manner, and the fact that he is unqualified for the job (just look and make public his resume, his lack of credentials etc.). this general attack on reed would have support from students and public if we make our case.
4. that the csu academic senate charge the 22 csu campuses with carrying out an all faculty (not just union etc.) vote of confidence/no confidence re: REED. this would probably come out around 70% i guess of ALL csu faculty with no confidence in REED. this would be great PR, would help swing the public and governor to dismiss reed, and would derail reed's charge that the recent union vote to reject contract and to strike represents "only a small percentage of faculty cause union = 50% of faculty and only 51 % of them support the decision, etc." he would not be able to dismiss a vast majority of ALL faculty having no confidence in him.

Thank you for considering this proposal.