

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

Academic Senate Executive Committee
Tuesday, April 25, 1995
UU 220, 3:00-5:00pm

- I. Minutes: Approval of the Executive Committee minutes of March 28, 1995 (pp. 2-3).
- II. Communication(s) and Announcement(s):
The President's luncheon for the Executive Committee has been rescheduled to May 24, 11:30am, President's patio, (rescheduled from May 17). Please correct your calendars.
- III. Reports:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. [for Executive Committee approval] Resolution to Approve Emeritus Status for W. Mike Martin (pp. 4-9).
 - B. Resolution to Approve Indirect Cost Distribution Policy-Krieger, chair of the Research Committee (pp. 10-14).
 - C. Resolution to Amend AB 93-1, Cal Poly Sexual Harassment Policy-Swartz/Terry, chairs of the Status of Women and Personnel Policies Committees (pp. 15-16).
 - D. Resolution to Approve Policy and Review Procedures for Discontinuance of an Academic Program-Gowgani, chair of the Long-Range Planning Committee (pp. 17-22).
 - E. Resolution to Approve Procedures for External Review of Departments with No Accreditation Agency-Gowgani, chair of the Long-Range Planning Committee (pp. 23-26).
 - F. Resolution on Grading of Graduate Research and Thesis Courses-Freberg, chair of the Instruction Committee (to be distributed at the meeting).
- VI. Discussion Item(s):
Continued discussion of the Cal Poly Plan.
- II. Adjournment:

Adopted:

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

**Executive Committee
RESOLUTION TO
APPROVE EMERITUS STATUS FOR
W. MIKE MARTIN**

RESOLVED: That the Executive Committee of the Academic Senate, Cal Poly, approve the request from W. Mike Martin for emeritus professor status.

Proposed by the Executive Committee of the
Academic Senate, Cal Poly
April 25, 1995

State of California

RECEIVED

**CAL POLY
San Luis Obispo
CA 93407**

M e m o r a n d u m

APR 5 1995

Academic Senate

To : Jack Wilson
Chair, Academic Senate

Date : March 30, 1995

File No.:

Copies : Robert Koob
Michael Suess



From : Warren J. Baker
President

Subject: Emeritus Status: W. Mike Martin

Enclosed is a request from Mike Martin for emeritus professor status and a copy of CAM 314.5. It is my practice to consult with members of the Executive Committee of the Academic Senate regarding requests to waive the service criterion for emeritus status. Please share this request with the Executive Committee and advise me of its recommendation. Thank you.

Excerpt from Campus Administrative Manual

314.5 Emeritus Classification

A. Eligibility

Faculty and staff personnel, including employees of the university's official auxiliary organizations, who have a minimum of 15 years of full-time meritorious service at California Polytechnic State University, San Luis Obispo, upon retiring will be honored by the emeritus title. Emeritus faculty and staff are entitled to the following privileges:

1. Library Service
2. Use of Staff Dining Room
3. Participation in faculty and staff social affairs
4. Receiving Cal Poly Report by mail
5. Use of Campus Store and El Corral Bookstore
6. Attendance at classes with instructor's permission
7. Admission to areas reserved for faculty and staff
8. Use of University computer facilities subject to certain restrictions
9. Parking Permit upon request
10. Emeritus business cards upon request
11. Photo identification card
12. University catalog listing
13. Golden Years' Card upon request from ASI for reduced admission to campus events (limited to those 62 years and over)
14. Group Discount Tickets authorizing reduced admission fees for many attractions in California (available in Personnel Office)
15. Office space and staff assistance for continued University service (upon availability and department authorization)
16. Admission to campus events the same as an active employee

B. Special Considerations

Retired personnel who desire special privileges or wish to render additional formal service to the university, or whose services are requested by the university after retirement, may receive special consideration through the following procedure:

1. An annual request in writing to the tenured members of the department from which retired, specifying the added privileges desired.
2. Endorsement by a 65 percent vote of the tenured members of the department.
3. Approval through all administrative channels necessary to provide the special provisions requested.

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

COLLEGE OF ENVIRONMENTAL DESIGN
UNDERGRADUATE OFFICE

BERKELEY, CALIFORNIA 94720

February 21, 1995

President Warren Baker
California Polytechnic State University
San Luis Obispo, CA 93407

Dear President Baker:

As you are aware I retired from the California Polytechnic State University in July of 1994. This was a part of the Golden Handshake offered by the PERS system to individuals of 50 years of age or older.

It was my understanding that upon retirement, I would be granted the title of emeritus professor. Recently I had reason to ask for one of the privileges of this title, library use and parking, and I was informed that I was not included in the list of recent retirees. Upon further checking I discovered that because of my years of service at Cal Poly (nine years) I was not eligible for the title of emeritus professor without special recommendation from the President.

I see my years at Cal Poly significant ones in my academic career and would very much like to have the recognition of my service to the University in the form of emeriti status. I request that you review my case and if appropriate make the recommendation as required.

I would be happy to provide a copy of my curriculum vitae for your review to illustrate my academic and scholastic achievements upon your request. I think, however, it is important that I give you a brief overview of my activities while at Cal Poly. In my role as Department Head in Architecture, I point to the following highlights:

1. Curriculum revisions to open the program to more University offerings and participation in the larger University agenda..
2. Providing leadership in reestablishing full 5 year term NAAB accreditation for the program.
3. Increased the annual giving program by over 150%
4. Established the Washington/Alexandria Urban program providing students and faculty the opportunity for involvement in an urban setting.
5. Established , along with Sandra Miller, the San Francisco Urban Laboratory, again an opportunity for students to study and work in one of the major urban settings in the world.
6. Played a major roll in increase the student diversity in architecture program, i.e. involvement in the Summer Institute, Architecture Career Workshop, and active participation in the SAS programs.
7. Actively represented the program and the University within the State, nationally, and internationally by serving in leadership roles in the American Institute of Architecture, the Association of Colleague Schools of Architecture, and CSU International Programs committees.
8. Was an active participant in the committees of the Academic Senate, i.e. Budget, Curriculum, President's Council, and the Campus Planning Committee.
9. Active involvement in the creation of the Performing Arts Center of which I still am actively contributing.

In addition, during my brief term as the Interim Director of Facilities Planning, I initiated the following activities:

1. Selection of a new Campus Architect to work more closely with the development of the physical environment of the campus.
2. Designed the process and schematic plan for the revising Campus Master Plan..
3. Created a process along with Norm Johnson to integrated the numerous utility projects, i.e. electrical service, steam, communications, and water into a format that would allow for the establishment of a utility tunnel/utilidor system..

4. Developed the plan for moving the Performing Arts parking structure from in front of the Performing Arts Center to a location where it would be less obtrusive.
5. Started a process to open the planning and design activities of the campus to more participation and understanding by the faculty, staff and students of the University.

In no way do I want to infer that all of this was accomplished single handed. There were and still are many people, Frank Lebens, Paul Neel, Allan Cooper, Bob Kitamura and many others who have contributed to these efforts and deserve much of the credit. I do, however, believe that it was through my efforts and vision that many of these activities were born.

I hope that you can support this request. If I can provide additional information I would be happy to respond. Thanks in advance for you continued support.

Respectfully,

A handwritten signature in black ink, appearing to read "W. Mike Martin". The signature is fluid and cursive, with a long horizontal stroke at the end.

W. Mike Martin

Adopted:

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

**AS- -95
RESOLUTION TO
APPROVE INDIRECT COST DISTRIBUTION POLICY**

RESOLVED: That the Academic Senate of Cal Poly approve the attached Indirect Cost Distribution Policy; and, be it further

RESOLVED: That the attached Indirect Cost Distribution Policy be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Academic Senate Research Committee
Date: April 25, 1995

DRAFT

INDIRECT COST DISTRIBUTION POLICY

Whereas indirect costs recovered on grants and contracts are reimbursements by the sponsor to the University for real costs that the University has incurred;

and whereas the University is committed to furthering the development of faculty and student research, creative activity, and instructional support activities (*e.g.* fellowships, curriculum development, student services) on the campus;

the following indirect cost distribution policy is proposed:

1. A fixed percentage of the indirect costs (IDC) recovered on all grants and contracts will be returned to the project investigators and their administrative units (academic administrative units or research centers/institutes that have received senate approval). These funds will be restricted in their use as outlined subsequently in the policy.
2. To qualify for a return of IDC to either a project investigator or an administrative unit the grant or contract must have earned indirect cost income equal to 20% of the total direct costs.
3. If a grant/contract qualifies for a return of IDC, 12.5% of the recovered indirect costs will be returned to the project investigator(s) and 12.5% to the administrative unit.
4. Distribution of the indirect cost returns computed as above will be made as soon as feasible after completion of each fiscal year. Amounts less than \$100 for a fiscal year will not be distributed.
5. The remaining indirect costs will be pooled with those recovered on sponsored projects that did not qualify for a return of IDC, and used to support the Department of Sponsored Programs in the Foundation and the University Grants Development Office. Any funds remaining after the justifiable expenses of these two units have

been met, will be transferred to the Dean for Research and Graduate Programs, to be used in support of the development of research on the campus.

6. The amount transferred to Research and Graduate Programs will not exceed the total amount returned to project investigators and administrative units in a given fiscal year. Should this occur, additional amounts will be returned to the project investigators and administrative units in proportion to their IDC earnings, so that the total amount of IDC distributed to them is equal to the amount assigned to Research and Graduate Programs.
7. If insufficient funds remain after the distribution to project directors and administrative units to cover the legitimate expenses of the Grants Development and Sponsored Programs offices, the deficit will be covered from the General Fund of the University. Approval of this allocation will be the responsibility of the Vice President for Academic Affairs.
8. All sponsored projects are expected to recover full indirect costs (for FY '93-'94, approximately 22% of total direct costs) from the sponsor. Project investigators will make every reasonable effort to assure this.
9. Funds that are returned to project investigators may be used for professional development activities and research expenses. They may not be used to pay additional salary of any kind to the project investigator. Examples of appropriate uses of these funds are:
 - Professional travel
 - Books, journals, office supplies
 - Telephone, postage, photocopy, photographic expenses
 - Secretarial services
 - Student assistant expenses
 - Dues for professional organizations
 - Publication costs
 - Additional released time
10. Funds that are returned to administrative units may be used for any appropriate purpose except to provide additional salary of any kind to project investigators.
11. Sharing of indirect cost returns among several investigators on a single project will be based on the percent effort devoted to the project by each investigator. Only principal and co-investigators will share in the return. The same parameter will be used to determine the sharing of indirect cost returns among administrative units on projects that involve more than one such unit.
12. This policy will be reviewed by the Academic Senate Research Committee after the first and second years of implementation, to assess the impact of its provisions.

Impact of the Application of this Policy to the '93-'94 Fiscal Year (see attached table.)

If this policy had been applied in 1993-1994, 43 project investigators in six colleges, and 20 administrative units in six colleges, would have received returns of indirect cost income, ranging from \$130 to \$13,248 for individual project investigators (total: \$75,291), and \$130 to \$30,297 for individual administrative units (total: \$75,291). A total of \$150,582 would have been returned to project investigators and administrative units. The operating expenses of the Sponsored Programs and Grants Development Offices would have been met fully and * \$5,047 would have remained for the Office of Research and Graduate Programs.

* It should be noted that the Grants Development Office drew on reserves to cover part of their expenses. If GDO expenses had been fully covered, an additional \$18,000 would have been used, resulting in a deficit of \$12,953 rather than a surplus. The deficit would have had to be covered from University funds and no funds would have been transferred to the Research and Graduate Programs Office.

Application of Proposed Indirect Cost Policy to FY 93/94

DISRIBUTION THRESHHOLD, # OF DOLLARS

\$99.99

PD RECOVERY THRESHOLD FOR DIST =

19.99%

THEN PERCENT TO PD =

12.50% OF IDC RECOVERED ON PROJECT

Total to Project Directors

\$75,291

DPT RECOVERY THRESH =

19.99%

THEN PERCENT TO DPT =

12.50%

Total to Departments

\$75,291

Distribution Total

\$150,582

SCH	DEP	DEPDISBOTH	SCH	PD	PDDIST
AGRI	AE	944	AGRI	CAVALETTO	182
AGRI	ASIN	523	AGRI	WILLIAMS	762
AGRI	CRI	5,316	AGRI	DAUGHERTY	148
AGRI	DPTC	2,639	AGRI	HUNT	375
AGRI	DRSC	163	AGRI	HALLOCK	635
AGRI	ITRC	1,333	AGRI	RICE	3,512
AGRI	SOIL SCI	342	AGRI	VILKITIS	1,169
ARED	ARCH	3,580	AGRI	TONG	2,639
ARED	DESI	9,926	AGRI	REIF	163
BUSI	IT	130	AGRI	STYLES	1,333
ENGR	AERO	1,023	AGRI	DINGUS	138
ENGR	ARDFA	30,297	AGRI	RICE	204
ENGR	CSCI	408	ARED	POHL	3,580
ENGR	ELEE	1,592	ARED	POHL	9,668
ENGR	ME	2,364	ARED	RODGER	258
LIBA	PSHD	827	BUSI	GAY	130
SCMA	BIO	4,341	ENGR	CUMMINGS	1,023
SCMA	CHEM	1,433	ENGR	CHATZIOANOU	3,551
SCMA	CTED	675	ENGR	HOCKADAY	7,418
SCMA	PHYS	7,436	ENGR	KOLKAILAH	292
			ENGR	MACCARLEY	356
			ENGR	MARTIN	1,041
			ENGR	SULLIVAN	11,246
			ENGR	VAN'T RIET	194
			ENGR	WALSH	8,199
			ENGR	FISHER	408
			ENGR	MACCARLEY	738
			ENGR	NAFISI	527
			ENGR	TANDON	326
			ENGR	CARPENTER	1,356
			ENGR	CHIVENS	467
			ENGR	MEDIZAHDEH	541
			LIBA	LEVI	340
			LIBA	VALENCIA-LAVER	487
			SCMA	HANSON	3,074
			SCMA	HOLLAND	656
			SCMA	HOLLAND/HANSON	611
			SCMA	CENSULLO	164
			SCMA	JONES	248
			SCMA	WILLS	1,021
			SCMA	CICHOWSKI	675
			SCMA	FRANKEL	1,660
			SCMA	HOFFMAN	1,904
			SCMA	KNIGHT	1,237
			SCMA	ROSEN	2,635

Adopted:

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

**AS- -95/
RESOLUTION TO
AMEND AB 93-1
CAL POLY SEXUAL HARASSMENT POLICY**

- WHEREAS, Administrative Bulletin 93-1 (AB 93-1), the Cal Poly Sexual Harassment Policy, commits the University to creating and maintaining an environment in which faculty, staff, and students are free to work together in an atmosphere of mutual respect and unconstrained academic interchange, and
- WHEREAS, AB 93-1 holds all Cal Poly faculty, staff, and administrators accountable for compliance with the University's sexual harassment policy, and
- WHEREAS, Sexual harassment seriously threatens the academic environment and violates state and federal law, as well as University policy, and
- WHEREAS, AB 93-1 currently makes optional the placing of a statement of findings in an employee's personnel file after a University determination that the employee has violated the University's sexual harassment policy, therefore, be it
- RESOLVED: That AB 93-1 be amended such that any violation of AB 93-1 by any Cal Poly employee (as determined by University investigation of a formal complaint) shall result in a copy of the University's findings, which should include information on both the offense and remedy (sanction) taken, being placed in the employee's personnel file within five days of such a finding with any and all references to the personal identity of the complainant removed.

Proposed by the Academic Senate Personnel
Policies Committee and the Status of Women
Committee
April 25, 1995

State of California

Memorandum

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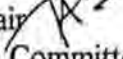
CAL POLY
SAN LUIS OBISPO
CA 93407

Academic Senate

To: Jack Wilson, Chair
Academic Senate

Date: 3 February 1995

File: status/ab931.01

From: Terri Swartz, Chair 
Status of Women Committee

Copies: Status Of Women
Committee

Subject: Requested review of AB 93-1

At your request, the Status of Women Committee has reviewed AB 93-1, the Sexual Harassment Policy. Specifically, you had inquired about whether the policy "... was violated by neglecting to make this charge [a finding of sexual harassment] a matter of consideration in the faculty member's tenure review."

As stated in the background section of AB 93-1 "California Polytechnic State University, San Luis Obispo, is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange." Furthermore, AB 93-1 goes on to state, "Sexual harassment is not simply inappropriate behavior...Sexual harassment violates University policy, seriously threatens the academic environment, and is contrary to law...All faculty, staff, and administrators will be held accountable for compliance with this policy..."

While sexual harassment has been identified as inappropriate, illegal and intolerable behavior at Cal Poly, there is **no provision in AB 93-1 for a finding of sexual harassment to result in a letter placed in the individual's personnel file**. Such action *may* be taken, but is not required. It is the conclusion of the committee that while the policy was not technically violated, the spirit of the policy was.

Given the University's position, as quoted above, it is not clear why such a requirement is missing. Based on our review of this matter, it is the recommendation of the Status of Women Committee that following changes occur:

- amend AB 93-1 such that "a finding of sexual harassment results in a letter placed in the individual's personnel file";
- amend Cal Poly's appointment, retention, promotion and tenure policy to incorporate, specifically, consideration of professional ethics, which would include among other things the issue of sexual harassment.

Adopted:

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

**AS- -95
RESOLUTION TO
APPROVE POLICY AND REVIEW
PROCEDURES FOR DISCONTINUANCE
OF AN ACADEMIC PROGRAM**

- RESOLVED: That the Academic Senate of Cal Poly approve the attached Policy and Review Procedures for Discontinuance of an Academic Program; and, be it further
- RESOLVED: That the attached Policy and Review Procedures for Discontinuance of an Academic Program be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Academic Senate Long-Range Planning
Committee
Date: April 25, 1995

POLICY AND REVIEW PROCEDURES FOR DISCONTINUANCE OF AN ACADEMIC PROGRAM

Many CSU campuses, including Cal Poly, San Luis Obispo, may find it necessary to reduce faculty, support, and administrative positions due to enrollment declines or financial support reductions. When financial support is reduced, the discontinuance or curtailment of programs or departments sometimes emerges as the alternative which does the least harm to the quality of remaining programs. Program and department discontinuance or curtailment are valid ways of responding to reductions in resources; however, program discontinuance can and must be accomplished with minimal impact. Program discontinuance decisions must be made in a reasoned way which will minimize damage to institutions and to the majority of their programs.

The following procedures have been developed in response to Ep&R 79-10, January 26, 1979, Chancellor Dumke to Presidents, "Interim Policy for the Discontinuance of Academic Programs," and EP&R 80-45, June 12, 1980, Vice Chancellor Sheriffs to Presidents, "Clarification of Interim Policy for Discontinuance of Academic Programs." These documents outline general procedures for program discontinuance and request that campuses submit local discontinuance procedures.

I. PROCEDURES

A. Initiation of a discontinuance proposal.

A proposal to discontinue an academic program will ordinarily be the result of regular program review but a request for special review may be initiated at any time by any of the following:

- A majority of the tenured and tenure track faculty of the affected department(s)
- The dean of any of the schools involved in the program.
- The Vice President for Academic Affairs.
- The President of the University.

The proposal shall clearly indicate whether the proposed discontinuance is to be permanent or temporary. The proposal shall be submitted to the Vice President for Academic Affairs for review.

B. Review of a discontinuance proposal.

The Vice President for Academic Affairs will review the proposal for discontinuance and accept or reject the proposal within three calendar weeks. If the request for review is approved, a Discontinuance Review Committee will be appointed within three calendar weeks after approval, to conduct a review in accordance with the procedures outlined in this document and make recommendations to the Vice President for Academic Affairs, as required by the CSU Chancellor's Office.

C. Appointment of a review committee.

The review committee will consist of two groups.

The first group will include:

1. A representative from the Academic Program office (nonvoting)

2. The Deans of schools not involved in the program (or a representative nominated by the Dean)
3. One student not involved in the program, nominated by the ASI President
4. Two faculty representatives from schools not involved in the program, nominated by the Chair of the Academic Senate

The second group will include:

1. The Deans of schools involved in the program (or a representative nominated by the Dean)
2. The department heads of departments involved in the program
3. One student involved in the program, nominated by the ASI President
4. Two faculty representatives involved in the program, nominated by the tenured and tenure track faculty involved in the program.

D. Recommendations from the committee.

The ultimate decision to discontinue a program rests with the Chancellor's office. The purpose of the Discontinuance Review Committee is to facilitate the recommendation of the President or Academic Vice President by providing an impartial report on the merits or lack of merit of the program under review. If there is no opposition to the proposed discontinuance within the committee, the proposal will be forwarded to the Academic Vice President, with a report indicating that there is no opposition. If any of the committee members oppose the discontinuance, the Discontinuance Review Committee will generate a report, using the following two step process.

In the first step, each group will create a document describing the strengths and weaknesses of the program under review, and a justification of why the program should or should not be terminated. The documents must be generated within sixteen weeks after the committee has been appointed. The merits of the program shall be assessed using the elements described in the Academic Program Review and Improvement Guidelines. If appropriate, the document shall include what remedies could be taken to address weaknesses, including a precise statement of goals and a time table to reach those goals.

The proposal shall then be made available to all faculty members for comments for four weeks. A written request for comments must be sent to all the faculty and staff directly affected by the potential discontinuance at the start of the period for comments.

In the second step, immediately following the four weeks of comments, the two groups will exchange documents and provide a critique of the arguments presented in the document from the other group within six weeks.

The two groups will then have four weeks to jointly discuss and amend the documents produced. The final version of the two analyses, with the comments from the other groups, and with all the information deemed relevant, shall be bound in a single document (which, at this point, should have a format similar to what is produced by the state analyst to assist voters) and sent to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate for review and recommendation.

E. Final decision on discontinuance of the program.

The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate will forward their recommendations to the President within six weeks, and the president will make his final recommendation to the Chancellor's Office.

II. CONSIDERATIONS IN PROGRAM DISCONTINUANCE REVIEW

Considerations for program discontinuance will be similar to those for initiation of new programs. The elements that must be considered in a final recommendation must also include, but will not be limited to :

- The impact of discontinuance on student demand
- The impact of discontinuance on Statewide or regional human resources needs
- The effectiveness of the program to meet the identified needs.
- The existence of programs within the CSU which could enroll students in this program.
- A three year history of the total cost per FTEF and per FTES for the program at Cal Poly and at other institutions offering comparable programs.
- The effects of enrollment shifts on other instructional areas at Cal Poly.
- The current or expected demand for graduates of the program.
- The contributions of the program to the general education and breadth of students.
- The effects of discontinuance on facilities:
- The financial effects of discontinuance, including an estimate of the yearly savings for the three years following discontinuance.
- The effects on faculty and staff, including a description of what career opportunities the University will offer them.

III. INFORMATION FOR PROGRAM DISCONTINUANCE REVIEW

The information considered during the evaluation of an academic program for discontinuance will contain all the information that is needed for the creation of a new program. In addition, the information will include but will not be limited to:

- A. The most recently completed Review of Existing Degree Programs with current statistical update.
- B. The most recent accreditation report, if a program is accredited or approved. If the accreditation is over six years old, or if there is no accrediting body for the program, a review of the program by a panel of professionals outside the CSU can be substituted for the accreditation report, provided the review has been done within the last six years. The review shall contain all the elements included in an accreditation report.
- C. If not contained in A or B:
 1. FTEF required each quarter for the past three years
 2. Special resources and facilities required
 3. Number of students expected to graduate in each of the next three years.
- D. Conclusions and recommendations of the project team on Academic Programs, contained in the 1980 edition of Academic Program and Resource Planning In the California State University and Colleges, p 28.

TIME TABLE FOR PROGRAM DISCONTINUANCE

- 1 Proposal to discontinue an academic program received by the Vice President for Academic Affairs.

Three calendar weeks after receipt of the proposal

- 2 The Academic Vice President accepts or rejects the proposal.

Three calendar weeks after acceptance of the proposal

- 3 Discontinuance Review Committee appointed

Within sixteen weeks after appointment of the Discontinuance Review Committee

- 4 Initial report: Each of the two groups from the program discontinuance committee produce their report and exchange it for the report from the other group.

Within four weeks after the initial reports have been exchanged

- 5 Period of comments: Each of the two groups from the program discontinuance committee solicit comments on the reports from the University at large.

Within six weeks after the end of the period of comments

- 6 Critique of the initial reports: Each of the two groups from the program discontinuance committee produce a critique of the arguments produced by the other group.

Within four weeks after the critique of reports have been produced

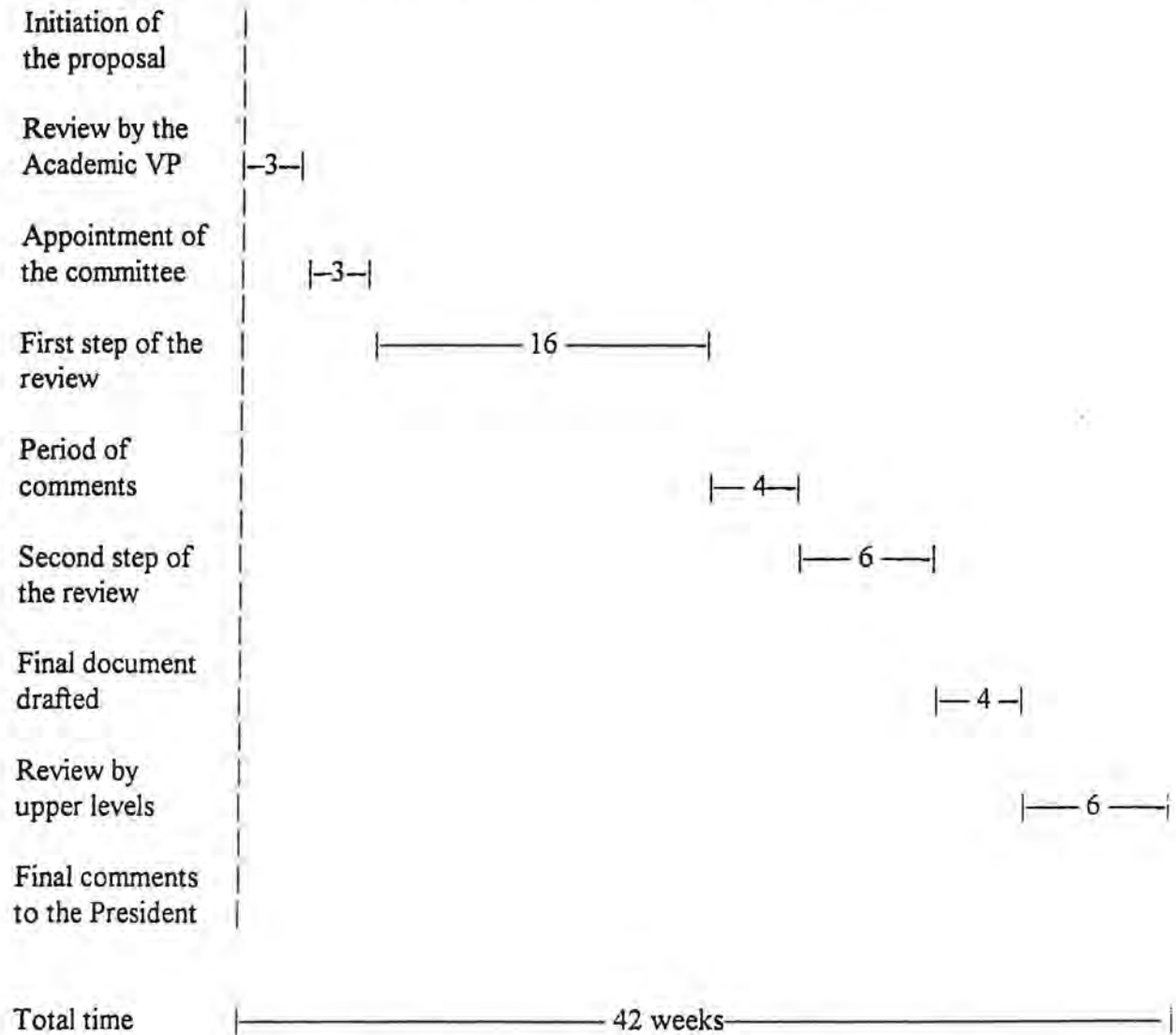
- 7 Final report: The two groups from the program discontinuance committee jointly discuss and amend, if necessary, the final document, and send it to the Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate.

Within four weeks after the critique of reports have been sent

- 8 Recommendations: The Vice President for Academic Affairs, the Academic Deans Council and the Academic Senate make a recommendation to the President.

NOTE: A calendar week is five working days. Calendar weeks exclude Summer break and the breaks between quarters.

TIME TABLE FOR PROGRAM DISCONTINUANCE (in weeks)



Adopted:

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

**AS- -95
RESOLUTION TO
APPROVE PROCEDURES FOR EXTERNAL REVIEW
OF DEPARTMENTS WITH NO ACCREDITATION AGENCY**

RESOLVED: That the Academic Senate of Cal Poly approve the attached Procedures for External Review of Departments with no Accreditation Agency; and, be it further

RESOLVED: That the attached Procedures for External Review of Departments with no Accreditation Agency be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Academic Senate Long-Range Planning
Committee
Date: April 25, 1995

April 25, 1995

PROCEDURES FOR EXTERNAL REVIEW OF DEPARTMENTS WITH NO ACCREDITATION AGENCY

I. Review Cycle

It is the recommendation of the Long-Range Planning Committee that the external review cycle should occur every five years. It is for the benefit of the department that this review take place the year before the program comes up for review by the Academic Senate Program Review & Improvement Committee.

II. Composition of the Review Panel

- A. The review panel will be composed of three persons: (1) academic representative (e.g., president of respective society, department head or faculty member from another institution; (2) industry or public agency representative (e.g., head of commodity group, company CEO, well-recognized grower); (3) a faculty member close to the discipline, preferably from another college (e.g., biological science faculty for the Crop Science program).
- B. The department under review will propose the names of the review panel with the college dean's approval. If the name(s) is(are) not acceptable, more names will be submitted for consideration.
- C. An academic member from another institution will serve as the chair of the panel.
- D. It is recommended that the team members work together. However, it is possible that a review panel member may conduct an independent review. The findings are to be submitted as one report. The chair of the review panel will submit the official report.

III. Preparation for Review

A. Pre-visit preparations

- 1. In preparation for the review, the department will conduct its own self-evaluation by updating the following items:
 - a. Faculty vitae--detailing recent five-year activities, professional development, consulting, publications, new course offerings
 - b. Expanded course outlines and samples of course materials, student work, grades, exams and other assessments, grade distribution, etc.
 - c. Statistical data for the department comparing the program with similar programs in California and the nation, such as:
 - 1. number of students in the major
 - 2. demand for the program (student applications)
 - 3. GPA and SAT scores (average)
 - 4. retention and graduation rate (throughput)
 - 5. job market for graduating students; i.e., company interviews

6. student demographics
 7. recruitment efforts of department
 8. awards and honors received by students
 9. other data required by the Academic Senate Program Review & Improvement Committee
 10. supplemental facilities; e.g., library, computers
2. All documentation must be available to reviewers at least one month ahead of visitation.

B. On-site visitation

1. Reviewers to consider the following guidelines:
 - a. Department objectives:
 1. what are the goals of the department for the next five years?
 2. how does the department plan to meet its five-year goal?
 - b. Curriculum
 1. what significant changes have been made in the curricula in the last five years?
 2. what are the current and anticipated objectives of the department?
 3. what are the distinguishing features of the program?
 4. are there emerging trends or areas within the discipline which should be included?
 5. are there out-of-date elements which should be phased out or deleted?
 6. how could the program be improved through better resource support or use?
 - c. Faculty
 1. what research or other special projects are the department faculty pursuing?
 2. what other faculty development programs are present in the department?
 3. what faculty development programs are planned, including sponsored projects from external agencies?
 - d. Summary
 1. what are the strengths and achievements of the program?
 2. what improvements should the department make? Include a time table for implementation.
 3. what are the most important problems facing the department?
2. Visit with department chair/head and the dean to establish the administration's interest and vision for the department.
3. Visit with different faculty groups if there is more than one major in the department.

4. Visit physical facilities, equipment, laboratories (if applicable).
5. Visit with representative students.
6. The exit-visit with the department head and dean should followed by a meeting with the President and Vice President for Academic Affairs.

C. Written report

The chair of the review panel is responsible for the written report; however, s/he may delegate this responsibility to another member. The written report should be submitted no later than 45 days after the review.

D. Expenses

The dean or Vice President for Academic Affairs will cover the expenses.

E. Post review

The President or designee will respond to the report within six months after the submission of the report.

News - Spec 4/25/95

Alternative policy considered by the Academic Senate Research Committee.

The policy is the same as the one approved by the ASRC except for the following passages:

3. If a grant/contract qualifies for a return of IDC, ~~12.5%~~ 10% of the recovered indirect costs will be returned to the project investigator(s) and ~~12.5%~~ 10% to the administrative unit.

New Item:

4. If the total direct costs of research grants/contracts awarded to a single administrative unit in a given fiscal year total \$350,000 or more, a greater percentage of the recovered IDC will be returned to the administrative unit, as follows:

Total Direct Costs	% IDC Returned
\$350,000-699,999	15% of total IDC
\$700,000-999,999	25% of IDC earned on TDC in excess of \$700,000
\$1,000,000	33% of IDC earned on TDC in excess of \$1,000,000

Impact of the Application of this Policy to the '93-'94 Fiscal Year (see attached table.)

If this policy had been applied in 1993-1994, 43 project investigators in six colleges, and ~~20~~ 21 administrative units in six colleges, would have received returns of indirect cost income, ranging from \$130 to ~~\$13,248~~ \$10,599 for individual project investigators (total: ~~\$75,291~~ \$60,233), and ~~\$130~~ \$104 to ~~\$30,297~~ \$39,000 for individual administrative units (total: ~~\$75,291~~ \$75,390). A total of ~~\$150,582~~ \$135,623 would have been returned to project investigators and administrative units. The operating expenses of the Sponsored Programs and Grants Development Offices would have been met fully and approximately * ~~\$5,047~~ \$20,006 would have remained for the Office of Research and Graduate Programs.

* This figure is approximate because it should be noted that the Grants Development Office drew on reserves to cover part of their expenses. If GDO expenses had been fully covered, an additional \$18,000 would have been used, resulting in a deficit of \$12,052 rather than a surplus. The deficit would have had to be covered from University funds and no funds would have been transferred to leaving only \$2006 for the Research and Graduate Programs Office.

Miner - Exec 4/25/95

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

**AS-95/
RESOLUTION ON
GRADUATE RESEARCH AND THESIS SP GRADE CHANGES**

WHEREAS, The campus has the authority to determine policy on "SP" grades in graduate research and thesis courses; and

WHEREAS, The current policy on this matter is unnecessarily restrictive and places undue burden on students; and

WHEREAS, Current regulations allow seven years for completion of a Master's degree; therefore, be it

RESOLVED: That grades of "SP" issued by an instructor in graduate research and thesis courses will be replaced by an "NC" if a final grade has not been assigned within five (5) years of registration for the course; and, be it further

RESOLVED: That students may apply for a renewable, one-year extension to the five-year time period.

Proposed by the
Graduate Studies Committee
April 24, 1995

Ennis-Exec 4/25/95

Date: 4/25/95
From: Charles Burt *C. Burt*
Irrigation Training and Research Center (ITRC) Director
To: Academic Senators
Re: Research Committee overhead proposal.

The present proposal is much better than previous proposals.

Still, it can benefit from some modifications. The following friendly amendments are essential to develop (and maintain) a strong base of outside contracts and grants.

1. A 40% return of indirect costs (IDC) is reasonable and provides a win-win situation. The present proposal returns only 3.8% of the total project amount to the individuals/centers.¹
2. The returned IDC should be distributed as soon as the money is obtained by the Foundation, not a year later.
3. Contracts which are currently in place or in negotiation should keep the overhead rate which was already agreed to, for the duration of those contracts.²

¹ Computation:

92% (The Foundation takes 8% of all money in its accounts, even returned IDC)
x 25% (The returned percentage of the IDC)
x 20% (The percentage of the Total Direct Costs)
= 4.6% return of DIRECT project costs (TDC)

With a 20% IDC, this is equivalent to 3.8% of the final contract amount

$$\text{Final \%} = \frac{.046 * 100}{120} = 3.8\%$$

For a permanent CENTER such as the ITRC with on-going expenses, full time personnel, hiring expenses, permanent phone rental, etc., the recommended 1.9% for such a Center is insufficient. Please note that we have NEVER, to my memory, ever received a contract based on a tip from GDO or others here at Cal Poly. We generate our own contacts and contracts. (*Perhaps an option is for our Center to pay for expenses of GDO and Foundation that we incur, rather than paying a flat % to them.*)

The economic analysis of the proposal appears to be flawed because it is based on the assumption that previous numbers are representative of future trends. A year ago, the ITRC was granted a 40% return of overhead on future contracts, and the ITRC immediately began to pursue full overhead contracts. In the past, since the return to the ITRC was not guaranteed (and therefore amounted to nothing), the ITRC had no incentive to pursue full overhead contracts. I believe that this was true for many others, also.

With a 40% return to Centers and Principal Investigators, everyone should win, including Foundation and Grants Development and Research/Grad. Studies, if those offices keep a reasonable rein on their expenses.

You should understand that the ITRC is different from most campus Centers in that we have permanent, full time staff employed, and that we pay for the majority of our facility maintenance plus all of our equipment maintenance and purchases, supplies, etc.

- ² This is extremely important - the ITRC has, for over 1 year, spent significant funding to aggressively pursue full overhead contracts with various agencies. The ITRC has a written agreement to a specific overhead rate on those contract/proposals. We would not have invested so much of our own funding in pursuing those contracts if the overhead rate was the 3.8% proposed by the Research Committee. I believe that there will be some legal problems if that agreement is not adhered to.

11/10 - Spec 8/25/95

REFERENCE INFORMATION RE RESOLUTION TO APPROVE INDIRECT COST DISTRIBUTION POLICY

Grants Development Office (GDO) - under the university and Foundation

- assists in preparing proposals
- assists in routing proposals
- helps work out details between grantee and grantor

Sponsored Programs (SP) - under the Foundation only

- provides contract management
- protects the Foundation and university
- provides sponsors with pertinent financial and technical status information

Direct Costs (DC) - costs involved with directly carrying out the research

Indirect Costs (IDC) - costs involved with administrative and facilities expenditures

Administrative Costs (AC) - accrue to (1) sponsored programs and (2) Grants Development Office

Facts Between 1987/88 and 1992/93:

- Total Direct Costs (TDC) varied from \$2,622,669 to \$6,131,383
- Total Indirect Costs (IDC) varied from \$492,273 to \$938,429
- IDC as a percentage of TDC averaged 15.43%
- Cost of SP + GDO as a percentage of IDC averaged 78.3% and increased steadily from 74.5 to 81.2%
- Percent IDC recovery (\equiv IDC - costs of SP and GDO) varied between 25.5 and 18.8%
- Cost of GDO + SP as a percentage of TDC averaged 11.7%

Sherris - Exec Com 9/25/95

THE CAL POLY PLAN: INVITATION TO A DISCUSSION ABOUT THE FUTURE OF CAL POLY

THE CHALLENGES

As we in California higher education look toward the next century, several trends are clear:

- There will be a tremendous increase in the number of students seeking a higher education in the state.
450,000 more students will seek admission annually to the state's colleges and universities, and 180,000 more each year in the CSU alone, within a decade.
- The state's appropriations of money for higher education will not keep pace with student demand.
Indeed, in just the last few years the percentage of the state's general fund budget allocated to higher education has declined from 13 percent to nine percent -- and a recent Rand Institute report predicts that this trend will continue for the foreseeable future.
- Growing public concerns about access, educational quality, productivity and accountability will encourage efforts to increase external regulatory controls on the state's colleges and universities.

At Cal Poly we cannot assume that comprehensive responses to these trends will be forthcoming in the near future. We must engage these challenges actively at the campus level at the same time that we participate in efforts to address them more comprehensively on a statewide basis.

CAL POLY'S UNIQUE OPPORTUNITIES

While the challenges we face in higher education are truly unprecedented in their scope, Cal Poly is in many ways uniquely positioned to lead the way in addressing these challenges:

- Cal Poly has many more well-qualified applicants than it can accept at present funding levels -- but has a physical plant capacity that would permit us to enroll more than two thousand additional full-time students during the academic year and a substantial increase during the Summer Quarter.
- Cal Poly's unique and critical role in the state is widely recognized, and there is support for the University to pursue adequately funded growth in enrollments -- through a special (differential) funding structure for the campus. The additional funds for growth could come from a differential state allocation for Cal Poly, from a differential fee structure -- or from a combination of the two.

However achieved, adequately funded growth -- up to Cal Poly's physical plant capacity -- would yield precious new dollars for investment in expanded access, and in enhancements in productivity, quality and accountability.

- Cal Poly could serve thousands of well-qualified students who must currently be turned away.
- Cal Poly -- already a leader in undergraduate education -- could invest in improvements that would enhance the student experience, open up new opportunities for faculty professional development, stimulate innovations in productivity and quality, and further consolidate our growing national reputation. Among the tangible investments we would consider:

Campus diversity

The University has already made significant gains in this area and could expand its efforts with adequately funded growth.

New faculty

At a time when many universities nationwide are reducing their faculties, Cal Poly could hire a significant number of highly qualified new faculty members who would renew and strengthen our already strong and distinguished faculty.

Academic programs and resources, student services and other support services

We could offer students even more personal attention and provide enhanced access to classes, library services, lab resources, information technology, etc. -- according to student needs and expressed wishes.

Innovation

We could pursue additional ways to increase institutional productivity -- including expanded year-round operations and continuous improvement strategies. We could increase support for efforts by our faculty to explore innovative approaches to teaching and learning. We could investigate ways to increase student productivity -- promoting increased retention and graduation rates and decreased time-to-degree.

OUR COURSE OF ACTION

Confronted by daunting challenges on one hand and promising opportunities on the other, Cal Poly has the ability to take control of its own destiny and move to a position of increased national prominence. To do so, however, we must produce a plan that answers the following questions:

1. Access: If we are to achieve adequately funded growth, in what areas should this growth be realized?
2. Funding: How should this growth be financed? What combination of state allocations and student fees is possible? And how do we continue to guarantee that no qualified student will be denied access to Cal Poly because of an inability to pay?
3. Diversity: What steps should be taken to further diversity?
4. Productivity, Quality and Accountability: How do we define these concepts -- and what kinds of initiatives should we pursue to attain improvements?

To determine whether it might be feasible to develop a plan for Cal Poly, the administration held preliminary discussions with Chancellor Munitz and his Cabinet in late March. The Chancellor has authorized us to explore development of a plan through the following steps:

1. Consultation this spring and summer between representatives of Cal Poly and the Chancellor's Office. Out of this consultation will come a white paper which will describe the boundaries within which campus decisions are possible.
2. Consultation this spring between the Cal Poly administration, faculty, students and staff to develop a process for campus consultation and consensus, to take place in the fall.
3. Wide-ranging campus discussion by faculty, students and staff in the fall, concerning planning options and alternatives.
4. Production by the new year of a planning proposal that may be transmitted to the Chancellor, the Board of Trustees, and -- if necessary -- to the legislature, for review and approval.

A fully funded increase in enrollments presents us at this time with important opportunities to increase access, to expand support for faculty growth and professional development, to enhance the student experience -- and to strengthen the University overall. Please join us in realizing this opportunity and in defining Cal Poly's course into the future.