

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

FILE COPY

Academic Senate Executive Committee

Wednes **Tuesday, July 12, 1995**

UU 216 **UU-220, 3:00-5:00pm**

2:00

*all minutes
have been
removed*

- I. Minutes: Approval of the Executive Committee minutes of May 2, May 9, May 23, May 30, June 1, and June 13, 1995 (pp. 2-17).
- II. Communication(s) and Announcement(s):
Memo from Cooper to Presidents re Tentative Agreement - Faculty Unit Successor Contract (pp. 18-22).
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Vice President for Academic Affairs' Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. Staff Council Representative:
 - G. ASI Representatives:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Committee vacancies (pp. 23-33).
 - B. Resolution to Approve Indirect Cost Distribution Policy (pp. 34-38).
 - C. Resolution Supporting Academic Senate CSU Resolution AS-2274-95/GA "...Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity...": Gish, chair of the Educational Equity Commission (pp. 39-45).
 - D. Proposal for the Cal Poly Governance Council (to be distributed).
 - E. The Cal Poly Plan: ongoing discussion and preparation of survey (pp. 46-48).
 - F. Selection of Interim Chair for the Budget Committee: The Deans' Council will be meeting during summer quarter to revise Cal Poly's budgeting allocation model. The Budget Committee chair should sit in on these discussions. One of the two continuing members of the Budget Committee, Myron Hood, has agreed to serve in this capacity if requested.
 - G. Request for Emeritus Status-Norman Murphy: (p. 49). [THE FILES REGARDING THIS MATTER WERE TOO VOLUMINOUS TO INCLUDE IN THE AGENDA. THEY ARE, HOWEVER, AVAILABLE IN THE ACADEMIC SENATE FOR REVIEW. PLEASE COME INTO THE OFFICE TO REVIEW THESE FILES PRIOR TO WEDNESDAY'S MEETING. THANK YOU.]
- VI. Discussion Item(s):
- II. Adjournment:

Memorandum

RECEIVED**RECEIVED**

JUN 21 1995

JUL 5 1995

To: Presidents

Date: June 19, 1995

Academic Senate CSU
Chancellor's Office

Academic Senate

From: June M. Cooper
Vice Chancellor
Human Resources & Operations

Phone: (310) 985-2670

Subject: Tentative Agreement - Faculty Unit Successor Contract

On Friday evening, June 16, 1995, negotiators for the California State University and the California Faculty Association reached tentative Agreement on a three year successor contract covering Unit 3 employees. The Board of Trustees will consider this tentative Agreement for ratification at its July 1995, meeting. A copy of the Agreement is in the process of being duplicated and will be distributed to the campuses shortly. The significant features are as follows:

Compensation

- A 1.2% across the board general salary increase.
- Elimination of automatic Merit Salary Adjustments, which are replaced by Service Salary Increases that must be specifically negotiated in any fiscal year. In fiscal year 1995/96, two negotiated Service Salary Step Increases (total of approximately 5%) payable on their anniversary dates, for all unit employees eligible to receive an MSA under old MSA concept. In addition a minimum one and one-half percent (1.5%) CSU gross general fund budget increase guarantees one Service Salary Step Increase (2.4%) in each of fiscal years 1996/97 and 1997/98.
- Implementation of a Performance Salary Step Increase program in academic year 1995/96 with a pool of \$900,000. Performance pay decisions are subject to **advisory** review by a faculty panel, rather than subject to binding grievance arbitration. Requirement that minimum of fifty percent (50%) of performance pay awards shall go to nominees recommended by faculty committee. Guaranteed **minimum** 20% of future years' total compensation settlement dedicated to the performance pool.
- Implementation of 2.4% salary schedule with new rank maxima (see attachment).

Presidents
June 19, 1995
Page 2

- Elimination the CPEC salary lag adjustment language.
- Elimination of Designated Market Discipline salary schedule, with transition of DMD faculty to new schedule.
- Implementation of new market/equity salary provision.

Lecturer Employment

- Lecturers (including part-time lecturers) with seven continuous years of service, culminating in academic year 1995/96, shall be considered during their academic year 1995/96 Periodic Evaluation for "continuing temporary employment" status, effective beginning in academic year 1996/97. This status requires the CSU to notify such faculty by June 1 if they will not be employed in the next academic year.
- Elimination of current careful consideration rights (provision 12.7) for all lecturers except those that are employed in at least the third year of consecutive temporary employment.

Sabbatical Leaves of Absence

Elimination of language requiring the deferral of sabbatical leaves to successive academic years.

Workload

- Elimination of suspended 1 Weighted Teaching Unit direct instructional reduction commitment.
- Elimination of the 15 (12 and 3) Weighted Teaching Unit standard in Article 20.
- Implementation of more expansive instructional faculty responsibilities definition.

Layoff

Increase in the notice of layoff of tenured faculty for lack of work/funds from 120 to 180 days (6 months).

Union Rights

Increase in the release time of CFA chapter representatives from 3 WTUs on semester campus, and 4 WTUs on quarter campus to 6 WTUs. Provide 24 WTU pool for system level CFA officers.

Presidents
June 19, 1995
Page 3

Grievance Procedure

- Implementation of statute of limitations on cases appealed to arbitration.
- Implementation of priority scheduling of liability cases.
- Implementation of optional advisory grievance mediation.

Non-instructional Issues

- Removal from the bargaining unit those Head Coaches in classifications 2373, 2374 and 2375 who supervise two or more full-time faculty unit employees.
- Clarification of appointment & evaluation procedures for non-instructional unit members.
- Requirement that approximately 150 counselor unit employees receive all benefits provided in the current faculty contract, with the sole exceptions of sabbatical leaves of absence, placement on the faculty salary schedule, and FERP.

Maternity Leave of Absence

Implementation of ten (10) days maternity leave of absence with pay for period of recovery from childbirth.

Union/Management Relations

Establishment of campus labor/management committee, to meet once/term, to discuss local matters of contract implementation & interpretation.

Please contact Employee Relations at (310) 985-2670 if you have any questions concerning this tentative agreement.

SAS

cc: Dr. Barry Munitz
Ms. Molly Corbett-Broad
Chancellor's Cabinet
Mr. Samuel A. Strafci
Board of Trustees
Vice Presidents of Academic Affairs
Faculty Employee Relations Designees
Employee Relations Staff Members

THE CALIFORNIA STATE UNIVERSITY PROPOSED SALARY STRUCTURE

Appendix C

Collective Bargaining ID RO3 Instructional Faculty-12 Month

		Current Schedule		Proposed Schedule			
		Steps	Rates	Rates	Steps		
ASSISTANT PROFESSOR	A	8	41,184	41,184	1	ASSISTANT PROFESSOR	
	S			42,180	2		
	S	9	43,164	43,164	3		
	I			44,196	4		
	S	10	45,216	45,216	5		
	T			46,296	6		
		11	47,376	47,376	7		
	P			48,504	8		
	R	12	49,632	49,632	9		
	O			50,844	10		
	F	13	52,044	52,044	11		
				53,280	12		
		14	54,516	54,516	13		
				55,836	14		
		15	57,156	57,156	15		
				58,536	16		
		16	59,916	59,916	17		
				61,356	18		
		17	62,784	62,784	19		
				64,332	20		
ASSOCIATE PROFESSOR	E	18	65,868	65,868	21		
				67,452	22		
		19	69,036	69,036	23		
				70,716	24		
		20	72,384	72,384			
				74,100			
				75,852			
				77,652			
				79,488			
				81,372			
						1	
						2	A
						3	S
						4	S
						5	O
						6	C
						7	I
						8	A
						9	T
						10	E
						11	
						12	
						13	P
						14	R
						15	O
						16	F
						17	E
						18	S
						19	S
						20	O
						21	R
						22	
							13
							14

-22-

Appendix C

Collective Bargaining ID RO3
Instructional Faculty-Academic Year

Current Schedule			Proposed Schedule		
	Steps	Rates	Rates	Steps	
ASSIST	8	35,868	35,868	1	
			36,720	2	
	9	37,560	37,560	3	A
			38,460	4	S
	10	39,360	39,360	5	S
ASSOC			40,272	6	I
	11	41,184	41,184	7	S
			42,180	8	T
	12	43,164	43,164	9	A
			44,196	10	N
PROF	13	45,216	45,216	11	T
			46,296	12	
	14	47,376	47,376	13	P
			48,504	14	R
	15	49,632	49,632	15	O
ESSOR			50,844	16	F
	16	52,044	52,044	17	E
			53,280	18	S
	17	54,516	54,516	19	S
			55,836	20	O
ESSOR	18	57,156	57,156	21	R
			58,536	22	
	19	59,916	59,916	23	
			61,356	24	
	20	62,784	62,784		
		64,260			
		65,772			
		67,320			
		68,904			
		70,524			

1			
2	A		
3	S		
4	S		
5	O		
6	C		
7	I		
8	A		
9	T		
10	E		
11		1	
12		2	
13	P	3	P
14	R	4	R
15	O	5	O
16	F	6	F
17	E	7	E
18	S	8	S
19	S	9	S
20	O	10	O
21	R	11	R
22		12	
		13	
		14	

06/30/95

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

ACADEMIC SENATE COMMITTEES
1995-1996

BUDGET COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Crabb, Charles	AcadAffs	AcadAffs	2186/2186	ExOff
Hood, Myron	Math	CSM	2352/2206	1996
Lebens, Frank	Adm&Fin	Adm&Fin	2171/2171	ExOff
Ramirez, Richard	BudgOfc	BudgOfc	2091/2091	ExOff
Shiers, Alden	Econ	CBUS	2564/2704	1996
VACANCY		CAGR*		
VACANCY		CAED		
VACANCY		CENG*		
VACANCY		CLA		
VACANCY		PCS*		
VACANCY		ASI		

CONSTITUTION & BYLAWS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Seim, Edwin	CropSci	CAGR	2272/1237	1996
Waddell, Jay	Lib/Ref	PCS	2642/2649	1996
Weatherford, Alan	BusAdm	CBUS	2944/2704	1996
VACANCY		CAED		
VACANCY		CENG*		
VACANCY		CLA		
VACANCY		CSM*		
VACANCY		ASI		

CURRICULUM COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Cartter, Marlene	AcadRecords	----	2542/2542	----
Fisher, Gene	CompSci	CENG	2416/2824	1996
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Rockman, Ilene	AssocDir	Library	5787/5787	ExOff
Taskey, Ronald	SoilSci	CAGR	1160/2261	1996
Wall, Matt	ConstMgt	CAED	1723/1323	1996
Whiteford, Mary	AcadProgs	----	5475/2246	----
Williamson, Daniel	Econ	CBUS	1768/2704	1996
VACANCY		CLA*		
VACANCY		CSM*		
VACANCY		PCS*		
VACANCY		ASI		

DISTINGUISHED TEACHING AWARDS COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Halisky, Linda	English	CLA	2596/2596	1996
Shani, Rami	Mgt	CBUS	1756/2704	1996
VACANCY		any college		
VACANCY		any college		
VACANCY		any college		
VACANCY		ASI		
VACANCY		ASI		

ELECTIONS COMMITTEE

FAIRNESS BOARD

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Burrell, Shel	CarServ	StudAffs	5974/2501	ExOff('96)
Ciano, David	FinAid	PCS	5877/2927	1996
VACANCY		CAGR*		
VACANCY		CAED		
VACANCY		CBUS*		
VACANCY		CENG*		
VACANCY		CLA*		
VACANCY		CSM*		
VACANCY		ASI		

GENERAL EDUCATION AND BREADTH COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Aviles, Brian	LandscArch	CAED	2864/1319	1996
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Stanton, George	PsycServs	PCS	6508/2511	1996
Vilkitis, James	NRM	CAGR	1262/2702	1996
VACANCY		CurrComRep		ExOff
VACANCY		CBUS		
VACANCY		CENG*		
VACANCY		CLA*		
VACANCY		CSM*		
VACANCY		ASI		

INSTRUCTION COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Freberg, Laura	Psyc&HD	CLA	2357/2033	1996
Hunt, Roger	AniSci	CAGR	2698/2419	1996
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Riener, Kenneth	Finance	CBUS	1763/2704	1996
Rogers, Norm	AV Servs	AV Servs	2211/2211	ExOff
Shaban, Ali	EL/EEEngr	CENG	2918/2781	1996
VACANCY		library rep		
VACANCY		CAED		
VACANCY		CSM		
VACANCY		PCS		
VACANCY		ASI		

LIBRARY COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Breitenbach, Jerome	EL/EEEngr	CENG	5710/2781	1996
Kesner, Brian	Arch	CAED	1793/2028	1996
Montgomery, Wayne	Lib/Ref	PCS	2057/2649	1996
Valencia-Laver, Debra	Psyc&HD	CLA	1603/2033	1996
VACANCY	Dn/Library	Lib/AcAffs	2345/2345	ExOff
VACANCY		CAGR		
VACANCY		CBUS		
VACANCY		ASI		
VACANCY		CSM*		

LONG-RANGE PLANNING COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Fanchon, Phillip	Econ	CBUS	1766/2704	1996
Fryer, Ann	DSS	PCS	1395/1395	1996
Gowgani, George	CropSci	CAGR	1237/1237	1996
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Keetch, Brent	English	CLA	2398/2596	1996
Kitamura, Robert	FacPlg	Fin&Adm	2581/2581	ExOff
Ramos Doyle, Elaine	InstlSts	InstlSts	2204/2204	ExOff
VACANCY		CAED*		
VACANCY		CENG*		
VACANCY		CSM*		
VACANCY		ASI		

PERSONNEL POLICIES COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Bertozzi, Dan	BusAdm	CBUS	2874/2704	1996
Brown, Johanna	Lib/GovDocs	PCS	1364/1364	1996
Cook, Barbara	SocSci	CLA	1322/2260	1996
Suess, Michael	FacAffs	FacAffs	2844/2844	ExOff
VACANCY		UPLC rep		ExOff
VACANCY		CAGR*		
VACANCY		CAED		
VACANCY		CENG*		
VACANCY		CSM		
VACANCY		ASI		

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (committee elected by the Academic Senate Executive Committee; faculty must be tenured; ex officio member is nonvoting)

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Abitia, Fred	IndTech	CBUS	5741/2676	1996
Irvin, Glenn	AcadProgs	AcadAffs	2246/2246	ExOff
Ruehr, Thomas	SoilSci	CAGR	2552/2261	1996
Wenzl, Michael	English	CLA	2184/2596	1996
VACANCY	Senate	mbr-at-lg		ExOff('96)
VACANCY		CAED*		1997
VACANCY		CENG*		1997
VACANCY		CSM		1997

RESEARCH COMMITTEE (elected committee; ex officio members are nonvoting)

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Chun, Edna	HumRes	Adm&Fin	2681/2681	ExOff
Erickson, Darrell	GrantsDev	Fdn	2982/2982	ExOff
Goers, John	Chemistry	CSM	1671/2693	1996
Krieger, Daniel	History	CLA	2641/2543	1996
Lakeman, Sandra	Arch	CAED	5526/1316	1997
MacCarley, Arthur	ElecEngr	CENG	2317/2051	1997
Opava-Stitzer, Susan	Dn/Res&GradPrgs	R&GS/DnsCnl	1508/1508	ExOff('96)
Shibata, Martin	CarServs	PCS	5726/2501	1996
VACANCY		CAGR*		1997
VACANCY		CBUS		1997
VACANCY		ASI		

STATUS OF WOMEN COMMITTEE

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Dawson, Madoka	FoodSci	CAGR	2377/2660	1996
Farmer, Marilyn	Arch	pt-tm rep	1790/1316	ExOff
Vaughn, Mina	SpchCom	CLA	2045/2553	1996
VACANCY		pt-time rep		ExOff
VACANCY		WCSU rep		ExOff
VACANCY		CAED		
VACANCY		CBUS*		
VACANCY		CENG		
VACANCY		CSM*		
VACANCY		PCS*		
VACANCY		ASI		

(The Coordinator of the Women's Resource Center, Director of Affirmative Action, Director of Women's Studies Program, a staff representative, and Chair of the EOAC are invited to this committee's meetings.)

STUDENT AFFAIRS COMMITTEE

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE (elected committee; faculty/librarians must be tenured and not on the college review committee)

<u>Name</u>	<u>Department</u>	<u>College</u>	<u>Ofc/Dept</u>	<u>Exp Term</u>
Faruque, Omar	LandArch	CAED	2610/2649	1997
Fujitani, Sharon	Lib/Ref	PCS	2649/2649	1996
Lutrin, Carl	PoliSci	CLA	2978/2984	1996
VACANCY		CAGR		1997
VACANCY		CBUS		1997
VACANCY		CENG		1997
VACANCY		CSM		1996

COLLEGE OF AGRICULTURE

BUDGET COMMITTEE

Dingus, Del	SoilSci
Kaminaka, Stephen	Ag Engr

CONSTITUTION & BYLAWS COMMITTEE

CURRICULUM COMMITTEE

O'Keefe, Timothy	NRM	1 of 3
------------------	-----	--------

DTA COMMITTEE

ELECTIONS COMMITTEE

FAIRNESS BOARD (tenure/track required)

Vix, Marlin	Agribusiness	1 of 2
-------------	--------------	--------

GENERAL EDUCATION & BREADTH COMMITTEE

Gowgani, George	CropSci	2 of 2
Harris, John	NRM	1 of 3
O'Keefe, Timothy	NRM	2 of 3
Vix, Marlin	Agribusiness	1 of 2

INSTRUCTION COMMITTEE

LIBRARY COMMITTEE

LONG-RANGE PLANNING COMMITTEE

Gowgani, George	CropSci	1 of 2
Harris, John	NRM	2 of 3
O'Keefe, Timothy	NRM	3 of 3

PERSONNEL POLICIES

Harris, John	NRM	3 of 3
--------------	-----	--------

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)

RESEARCH COMMITTEE (elected committee)

Plumber, William	AniSci
------------------	--------

STATUS OF WOMEN COMMITTEE

Hamlen, Heidi	AniSci
---------------	--------

STUDENT AFFAIRS COMMITTEE

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

BUDGET COMMITTEE

CONSTITUTION & BYLAWS COMMITTEE

CURRICULUM COMMITTEE

DTA COMMITTEE

ELECTIONS COMMITTEE

FAIRNESS BOARD (tenure/track required)

GENERAL EDUCATION & BREADTH COMMITTEE

INSTRUCTION COMMITTEE

LIBRARY COMMITTEE

LONG-RANGE PLANNING COMMITTEE

Duerk, Donna	Architecture
Smith, Gerald	LandscArch

PERSONNEL POLICIES

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)

Rodger, James	ConstMgt
---------------	----------

RESEARCH COMMITTEE (elected committee)

Lakeman, Sandra was elected to this committee

STATUS OF WOMEN COMMITTEE

STUDENT AFFAIRS COMMITTEE

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

COLLEGE OF BUSINESS

BUDGET COMMITTEE

CONSTITUTION & BYLAWS COMMITTEE

CURRICULUM COMMITTEE

DTA COMMITTEE

ELECTIONS COMMITTEE

FAIRNESS BOARD (tenure/track required)
Beardsley, George Economics

GENERAL EDUCATION & BREADTH COMMITTEE

INSTRUCTION COMMITTEE

LIBRARY COMMITTEE

LONG-RANGE PLANNING COMMITTEE
Bird, Allan GlobSt&Law 1 of 3

PERSONNEL POLICIES
Bird, Allan GlobSt&Law 2 of 3
Bertozzi, Dan GlobSt&Law

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)

RESEARCH COMMITTEE (elected committee)

STATUS OF WOMEN COMMITTEE
Bird, Allan GlobSt&Law 3 of 3

STUDENT AFFAIRS COMMITTEE

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

COLLEGE OF ENGINEERING

BUDGET COMMITTEE		
Freeman, Joanne	IME	2 of 4
CONSTITUTION & BYLAWS COMMITTEE		
Niku, Saeed	MechEngr	
CURRICULUM COMMITTEE		
Freeman, Joanne	IME	3 of 4
Nahvi, Mahmood	EE	1 of 3
DTA COMMITTEE		
ELECTIONS COMMITTEE		
FAIRNESS BOARD (tenure/track required)		
Hsieh, Carl	C/EEngr	2 of 2
GENERAL EDUCATION & BREADTH COMMITTEE		
Connely, John	CompSci	2 of 2
Freeman, Joanne	IME	4 of 4
Heidersbach, Robert	MatsEngr	
Lang, Robert	C/EEngr	
Nahvi, Mahmood	EE	3 of 3
INSTRUCTION COMMITTEE		
Nahvi, Mahmood	EE	2 of 3
Shaban, Ali	EE	1 of 3
LIBRARY COMMITTEE		
Beug, James	CompSci	1 of 2
Shaban, Ali	EE	2 of 3
Shetler, Joy	CompEngr	
LONG-RANGE PLANNING COMMITTEE		
Beug, James	CompSci	2 of 2
Shaban, Ali	EE	3 of 3
PERSONNEL POLICIES		
Hsieh, Carl	C/EEngr	1 of 2
PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)		
Connely, John	CompSci	1 of 2
Freeman, Joanne	IME	1 of 4
RESEARCH COMMITTEE (elected committee)		
MacCarley, Carl was elected to this committee		
STATUS OF WOMEN COMMITTEE		
STUDENT AFFAIRS COMMITTEE		
UNIVERSITY PROFESSIONAL LEAVE COMMITTEE		

COLLEGE OF LIBERAL ARTS

BUDGET COMMITTEE

CONSTITUTION & BYLAWS COMMITTEE

CURRICULUM COMMITTEE

Clark, Nancy	History
Olds, Alexis	SpCCom

DTA COMMITTEE (must be a past recipient)

Halisky, Linda	English
----------------	---------

ELECTIONS COMMITTEE

FAIRNESS BOARD (tenure/track required)

Cruikshanks, Randal	PoliSci	1 of 2
Murray, Randall	Journalism	
O'Toole, Fred	Philosophy	

GENERAL EDUCATION & BREADTH COMMITTEE

Bomstad, Linda	Philosophy
Houlgate, Laurence	Philosophy
Snetsinger, John	History
Wenzl, Michael	English

INSTRUCTION COMMITTEE

LIBRARY COMMITTEE

LONG-RANGE PLANNING COMMITTEE

Troxel, Patricia	English	1 of 2
------------------	---------	--------

PERSONNEL POLICIES

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)

RESEARCH COMMITTEE (elected committee)

Engle, Patrice	Psyc&HD
----------------	---------

STATUS OF WOMEN COMMITTEE

Vaughn, Mina	SpCCom
--------------	--------

STUDENT AFFAIRS COMMITTEE

Cruikshanks, Randal	PoliSci	2 of 2
Troxel, Patricia	English	2 of 2

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

COLLEGE OF SCIENCE & MATHEMATICS and UCTE

BUDGET COMMITTEE		
Nulman, Dennis	UCTE	
Terry, Raymond	Math	5 of 6
CONSTITUTION & BYLAWS COMMITTEE		
Terry, Raymond	Math	4 of 6
CURRICULUM COMMITTEE		
Sungar, Nilgun	Physics	2 of 3
Terry, Raymond	Math	1 of 6
DTA COMMITTEE (must be a past recipient)		
ELECTIONS COMMITTEE		
Rogers, John	Stats	2 of 2
FAIRNESS BOARD (tenure/track required)		
Baldwin, Marylud	UCTE	2 of 2
GENERAL EDUCATION & BREADTH COMMITTEE		
Rogers, John	Stats	1 of 2
Smidt, Robert	Stats	
Sungar, Nilgun	Physics	3 of 3
Terry, Raymond	Math	2 of 6
INSTRUCTION COMMITTEE		
LIBRARY COMMITTEE		
Rigler, Mary	Chem	2 of 2
Terry, Raymond	Math	6 of 6
LONG-RANGE PLANNING COMMITTEE		
Head, Dwayne	PE&K	
Terry, Raymond	Math	3 of 6
PERSONNEL POLICIES		
PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)		
RESEARCH COMMITTEE (elected committee)		
Rigler, Mary	Chem	1 of 2
STATUS OF WOMEN COMMITTEE		
Baldwin, Marylud	UCTE	1 of 2
Sungar, Nilgun	Physics	1 of 3
STUDENT AFFAIRS COMMITTEE		
UNIVERSITY PROFESSIONAL LEAVE COMMITTEE		

PROFESSIONAL CONSULTATIVE SERVICES

BUDGET COMMITTEE

Waller, Julia

FinAid

2 of 2

CONSTITUTION & BYLAWS COMMITTEE

CURRICULUM COMMITTEE

Somppi, Susan

SAS

DTA COMMITTEE (must be a past recipient)

ELECTIONS COMMITTEE

FAIRNESS BOARD (tenure/track required)

Burrell, Shel

CareerServs

Ciano, David

FinAid

Takken, Meredith

FinAid

GENERAL EDUCATION & BREADTH COMMITTEE

Andre, Barbara

IntlEduc

Lutrin, Sam

SL&A

Spradlin, Wendy

CLA

1 of 2

INSTRUCTION COMMITTEE

LIBRARY COMMITTEE

LONG-RANGE PLANNING COMMITTEE

PERSONNEL POLICIES

Waller, Julia

FinAid

1 of 2

PROGRAM REVIEW AND IMPROVEMENT COMMITTEE (elected by the Academic Senate Executive Committee)

RESEARCH COMMITTEE (elected committee)

STATUS OF WOMEN COMMITTEE

Ramsey, Jere

CBUS

1 of 2

Spradlin, Wendy

CLA

2 of 2

STUDENT AFFAIRS COMMITTEE

Crawford, Robin

FinAid

Ramsey, Jere

CBUS

2 of 2

UNIVERSITY PROFESSIONAL LEAVE COMMITTEE

Adopted: May 30, 1995

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

AS-444-95/RC
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

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 ~~full~~ indirect cost income. ~~equal to 20% of the total direct costs, or the federally negotiated rate on a federal grant or contract in the event that this is less than 20% of total direct costs.~~
3. If a grant/contract qualifies for a return of IDC, 15% of the recovered indirect costs will be returned to the project investigator(s) and 15% to the administrative unit.
4. Distribution of the indirect cost returns computed as above will be made on a quarterly basis. Eighty percent of the 30% to be returned will be distributed at that time. The remainder will be held in reserve until the end of the fiscal year. Direct cost overruns on a project will be covered from the portion of indirect cost income remaining for distribution to that project. Should the overruns exceed the funds available, they will be covered from the indirect cost allocation due to the project in the next fiscal year, before any subsequent distributions are made. 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 ~~for faculty~~ 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. The Academic Senate Research Committee will develop criteria to assess the impact of the provisions of this policy. The Committee will review the policy at the end of each fiscal year and make recommendations for changes, as appropriate, in a written report to the Executive Committee of the Academic Senate.

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

DISTRIBUTION THRESHOLD, # 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	6,199
			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
SUPPORT ACADEMIC SENATE CSU RESOLUTION AS-2274-95/GA
"...PRINCIPLES THAT GUIDE PROGRAMS TO ACHIEVE EDUCATIONAL
EQUITY AND FACULTY DIVERSITY..."

RESOLVED: That the Academic Senate of Cal Poly endorse the Academic Senate of The California State University resolution and position paper entitled "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University" (AS-2274-95/GA) as Cal Poly's statement of principles to guide its educational equity and faculty diversity goals.

Proposed by the Educational Equity
Commission
May 16, 1995

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2274-95/GA
March 9-10, 1995

Support for the Principles that Guide Programs to Achieve Educational
Equity and Faculty Diversity in the California State University

RESOLVED: That the Academic Senate of the California State University adopt the attached position paper titled, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University," and affirm the principles contained in the position paper as follows:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.
2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial, ethnic, economic, geographic, and social diversity of the State.
3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who have been and are currently underrepresented in higher education.
4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.
5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU.
6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to redress problems of access and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education; and be it further

RESOLVED: That the Academic Senate CSU request that the Chancellor and the Board of Trustees affirm and endorse the position paper, and continue to implement the principles embodied in, "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University"; and be it further

RESOLVED: That the Academic Senate CSU assist the Chancellor in identifying faculty whose testimony may lead to a better understanding of the purpose, nature, and value of Educational Equity Programs and Faculty Diversity Programs in the CSU.

APPROVED UNANIMOUSLY – March 9-10, 1995

POSITION PAPER

Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University

The mission of the California State University is to "encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study" (CSU Mission Statement). In support of this mission, the CSU "seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, or personal barriers to assist them in advancing to the highest educational level they can reach" (CSU Mission Statement). This mission was reaffirmed in the 1989 report "California Faces...California's Future..." and subsequent statutes based on this report (primarily AB 617) in relation to California's changing demographics. In recognition of the fact that California is becoming a State with a new multicultural majority, and that the State's future depends upon ensuring that students are prepared for an international, multicultural society, the CSU has in place a number of programs that make particular effort to redress problems of access to the University and barriers to employment faced by persons from groups who have been and are currently underrepresented in higher education.

Programs in the CSU that address concerns about student access and educational success are commonly referred to in the CSU as "Educational Equity Programs".

Examples include programs like "The Student Affirmative Action Program", California Academic Partnership Program", and the "Educational Opportunity Program":

Programs that address concerns regarding the recruitment and retention of a diverse faculty are commonly referred to as "Faculty Diversity Programs". Faculty Diversity Programs include programs like the "Nondiscrimination and Affirmative Action

Programs in Employment" governed by EO 340, "The Forgivable Doctoral Loan Program", and "The Faculty Development Affirmative Action Program".

In the case of both Educational Equity and Faculty Diversity Programs the aim is to achieve and continuously maintain a diverse student body and faculty. The principle that guides Educational Equity Programs is embodied in Section 66205 of the Education Code as follows: to enroll a student body that meets high academic standards and reflects the cultural, racial, economic, geographic, and social diversity of the State. In the case of Faculty Diversity Programs, the guiding principle is articulated in CSU Board of Trustees Policy adopted in 1988 as follows: "to employ a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State". Educational Equity and Faculty Diversity Programs in the CSU are mainly of the "voluntary" type, do not set quotas, and do not establish "preference" solely on the basis of race or gender. Rather, they are programs that actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU, and thereby benefit from and contribute to the CSU.

Over the past year, programs subsumed under the general title of "Affirmative Action Programs" have been the subject of intense public debate, and numerous legislative efforts that deal with matters related to such programs are underway (e.g., AB 211/SB 939, ACA 2/SCA 10, AB 1793, ACA 16). Although the Academic Senate of the CSU (ASCSU) does not choose at this time to take a position in support of, or in opposition to, specific pieces of proposed legislation, the ASCSU does consider it imperative at this time to assert its position on the principles that govern the Educational Equity Programs and Faculty Diversity Programs of the CSU and to reaffirm its commitment to the continuation of these programs.

Specifically, the ASCSU supports the following principles that guide Educational Equity and Faculty Diversity Programs in the CSU:

1. The CSU should encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate education.
2. The CSU should actively seek to enroll a student body that is academically qualified and reflects the cultural, racial/ethnic, economic, geographic, and social diversity of the State.
3. The CSU should make particular efforts to provide access to education and the opportunity for educational success to those who are historically and currently underrepresented in higher education.
4. The CSU should seek to recruit and retain a faculty of the highest quality which increasingly reflects the ethnic and cultural diversity of the State.
5. Educational Equity Programs and Faculty Diversity Programs in the CSU should actively seek and support qualified students and faculty who might otherwise not have the opportunity to be a part of the CSU .
6. Educational Equity Programs and Faculty Diversity Programs in the CSU should attempt to redress problems of access and barriers to employment faced by persons from groups who have been in the past and are currently underrepresented in higher education.

AGENDA ITEM #6 - RESOLUTION IN SUPPORT OF THE PRINCIPLES WHICH
GUIDE PROGRAMS TO ACHIEVE EDUCATIONAL EQUITY
AND FACULTY DIVERSITY AT SAN FRANCISCO STATE
UNIVERSITY: a resolution from the Executive Committee – TIME
CERTAIN of No Later Than 3:00 p.m.

In response to the Academic Senate's request that the Executive Committee bring an action item to the floor of the Senate on the subject of the University's commitment to equity and diversity, the Executive Committee presents the following resolution:

RESOLVED That the Academic Senate of San Francisco State University affirm and endorse the resolution and position paper entitled "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University" unanimously

adopted by the Academic Senate of the California State University on March 10, 1995; and be it further

RESOLVED That the Academic Senate of San Francisco State University requests that the President of San Francisco State University affirm and endorse the position paper, and continue to implement the principles embodied in "Support for the Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity in the California State University;" and be it further

RESOLVED That the Academic Senate of San Francisco State University communicate its action to the Governor and members of the Assembly and Senate of the State of California.

- President Corrigan enthusiastically endorsed the principles articulated in Senate Resolution #RS95-143, Resolution in Support of the Principles Which Guide Programs to Achieve Education Equity and Faculty Diversity at SFSU;

AGENDA FOR CAL POLY PLAN MEETINGS WITH CO

June 15, 1995

Introduction

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: as many as 450,000 more annually statewide, 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.
- 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 must engage these trends actively at the campus level at the same time that we participate in efforts to address them more comprehensively on a statewide basis. While the challenges we face in higher education statewide are truly unprecedented in their scope, we believe that Cal Poly is in many ways uniquely positioned to lead the way in addressing them and to serve as a testbed for new strategies. The agenda presented here outlines several areas where we wish as an institution to explore innovative approaches responsive to the challenges confronting the CSU and higher education more generally in the State of California.

Some Primary Issues

Several overall framing assumptions will guide development of the Cal Poly Plan.

1. Agreements are a unified package and are not unilaterally altered by either party.
2. Jointly establish definition of unit cost(s) on agreed upon cost calculations, unit definitions, time lines and base lines.
3. Assurances that state appropriations and state university fees allotted for enrollment growth or quality enhancements will not fall below systemwide averages.

4. Student mix is campus choice. Student mix will not affect fund allocation assumptions made by CO.
5. Financial aid set asides are retained on campus.

General Outline

I. FISCAL FLEXIBILITY

- A. Establish principle of sources and uses
 1. minimize designated use of any fund source
 - a. establish limits of flexibility
 2. diminish restrictions on alternate uses
 - a. minor capital outlay
 - b. extended education
- B. Establish limits on alternative sources
 1. Tax support vs. system fees vs. campus fees
 2. Change residency requirements?
- C. Establish protocols for approval of campus fees
- D. Develop process to tie performance to funds from non-campus sources

II. EMPLOYEE RELATIONS

- A. Opportunity for local bargaining, continuing use of Charter Employee Relations Committee
 1. Establish limits of authority or process to establish same
 - a. alternative rewards/incentives
- B. Two tier retirement, benefits for Foundation employees

III. ACCOUNTABILITY

- A. Define terms
 1. Institutional productivity
 2. Student productivity
 3. Instructional productivity
 4. Administrative productivity
 5. Quality
- B. Set process in place to:
 1. agree upon measures of quality
 2. agree upon measures of productivity
 3. agree on base lines and time lines
 4. implement I.D.
- C. Relationship to Strategic Planning

IV. ENROLLMENT MANAGEMENT

- A. Student mix
 - 1. California residents
 - 2. international students
 - 3. non-California US residents
 - 4. cultural diversity
 - 5. upper/lower division
- B. Financial Aid
 - 1. Tuition discounts at campus discretion
 - 2. Aid during fourth quarter
 - 3. Manage local funds locally (see Pri. Issue 3)

V. PROCESS REENGINEERING

- A. Identify process requirements limiting quality of service.

VI. CURRICULAR ISSUES

- A. General Education and Breadth
 - 1. permit outcomes rather than course based satisfaction of requirements?
- B. Articulation agreements
- C. Degree Program approval

State of California

RECEIVED

CAL POLY
San Luis Obispo
CA 93407

Memorandum

JUN 28 1995


To : Harvey Greenwald
Chair, Academic Senate

Academic Senate

Date : June 21, 1995

File No.:

Copies : Norman Murphy
Michael Suess

From : Robert D. Koob 
Vice President for Academic Affairs

Subject: Request for Emeritus Status--Norman Murphy

Appended is a copy of a letter dated March 31, 1995 addressed to Edna Chun from Dr. Norman Murphy, a former Student Services Professional--Academic Related employee who retired in 1991.

At the time of his retirement, Dr. Murphy was considered for emeritus status. His department head (Kerry Yamada) and the Vice President for Student Affairs (Hazel Scott) did not favorably endorse the award of emeritus status and consequently, it was not awarded.

Dr. Murphy has requested that the 1991 decision not to award emeritus status be reconsidered because of alleged bias. Since Dr. Yamada and Dr. Scott have both retired, they are unavailable to reconsider the matter. Consequently, the reconsideration request was referred to the tenured members of his former department (Psychological Services). The tenured staff advised me on June 9, 1995 that it could not make an unbiased decision to recommend granting or not granting emeritus status and recommended that individuals from the faculty ranks who are not familiar with Dr. Murphy review his files and recommend whether he should be considered for emeritus status.

I must point out that the decision has been made that he has satisfied the fifteen year requirement. At issue is whether his service is deemed to have been meritorious. Please refer this matter before the appropriate faculty committee and advise me whether the request for emeritus status is recommended. I am forwarding his personnel action file for review. Dr. Murphy has requested the opportunity to make a verbal presentation to the faculty members selected to review this matter, however, I will leave that decision to the discretion of the committee.

Thank you in advance for your assistance in this matter.

Miss - Exec 7/12/95

AGENDA FOR CAL POLY PLAN MEETINGS WITH CHANCELLOR'S OFFICE REPRESENTATIVES

**Revised June 20, 1995
based on
Golden Shore meeting of June 19, 1995**

Introduction

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: as many as 450,000 more annually statewide, 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.
- 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 must engage these trends actively at the campus level at the same time that we participate in efforts to address them more comprehensively on a statewide basis. While the challenges we face in higher education statewide are truly unprecedented in their scope, we believe that Cal Poly is in many ways uniquely positioned to lead the way in addressing them and to serve as a testbed for new strategies. Foremost among those strategies is creating harmony between desired goals for higher education and the funding structure which supports it. The agenda presented here outlines several areas where we wish as an institution to explore innovative approaches responsive to the challenges confronting the CSU and higher education more generally in the State of California.

Some Primary Issues

Several overall framing assumptions will guide development of the Cal Poly Plan.

- 1. Agreements are a unified package and are not unilaterally altered by either party.**
- 2. Jointly establish definition of unit cost(s) on agreed upon cost calculations, unit definitions, time lines and base lines.**

3. Assurances that state appropriations and state university fees allotted for enrollment growth or quality enhancements will not fall below systemwide averages during the investment period for the Cal Poly Plan. Long term financial arrangements will assure Cal Poly can maintain the income differential necessary to preserve its traditional polytechnic mission.
4. Student mix will be chosen based on sound academic reasons and the Cal Poly Strategic Plan. Student mix decisions will prove revenue neutral to the campus.
5. Financial aid set asides are retained on campus. (Agreement not reached. The overall financial aid policy for system appears to still be under review.)

General Outline

I. FISCAL FLEXIBILITY

- A. Establish principle of sources and uses
 1. minimize designated use of any fund source
 - a. establish limits of flexibility
 2. diminish restrictions on alternate uses
 - a. minor capital outlay
 - b. extended education
- B. Establish limits on alternative sources
 1. Tax support vs. system fees vs. campus fees
 2. ~~Change residency requirement?~~
- C. Establish protocols for approval of campus fees
- D. Develop process to tie performance to funds from non-campus sources

II. EMPLOYEE RELATIONS

- A. Opportunity for supplemental agreements, continuing use of Charter Employee Relations Committee
 1. Establish limits of authority or process to establish same
 - a. alternative rewards/incentives
- B. Two tier retirement, benefits for Foundation employees

III. ACCOUNTABILITY

- A. Define terms
 1. Institutional productivity
 2. Student productivity
 3. Instructional productivity
 4. Administrative productivity
 - a. staff productivity
 - b. streamline processes
 5. Quality

- B. Set process in place to:
 - 1. agree upon measures of quality
 - 2. agree upon measures of productivity
 - 3. agree on base lines and time lines
 - 4. implement I.D.
- C. Relationship to Strategic Planning

IV. ENROLLMENT MANAGEMENT

- A. Student mix
 - 1. California residents
 - 2. international students
 - 3. non-California US residents
 - 4. cultural diversity
 - 5. upper/lower division
- B. Financial Aid
 - 1. Tuition discounts at campus discretion
 - 2. Aid during fourth quarter
 - 3. Manage local funds locally (see Pri. Issue 3)

V. PROCESS REENGINEERING

- A. Identify process requirements limiting quality of service.

VI. CURRICULAR ISSUES

- A. General Education and Breadth
 - 1. permit outcomes rather than course based satisfaction of requirements?
- B. Articulation agreements
- C. Degree Program approval

VII. FUTURE GROWTH

- A. Successful return to current cap creates priority for future capitalization.

Next steps: Cal Poly will, by August 1, 1995 create its definitions of the different productivities, and define measures, time lines and base lines for each. Throughput measures are expected to be one of those used. Cal Poly will indicate how those indicators are expected to be tied to budget allocations. Executive Council, at its August retreat will discuss fee levels and the stability of baseline funding for campuses charging fee differentials. The method for filling financial aid shortfalls may be opened for review. Bob Koob will call Richard West on July 17 to check mutual progress.

ACCOUNTABILITY MEASURES
Discussion Draft

Bob Koob
June 23, 1995

From 7/12 Exec
nothing that captures
the transformational
element of what we
do w/ students while
they're here

Rewarding desired behaviors is easier to say than to do. One of the tricks is defining desired behavior. Most actions we take are actually compromises or vectors or interacting forces. For example, a desired student may be one that performs high on standard predictors of academic success, belongs to a particular protected population group and wishes to major in a particular discipline. It is not always true that those performing highest on predictors of academic success belong to the desired population group and wish to major in a field where the University has space available. For example, not all veterans receive 1600 SAT scores and wish to major in Engineering. The student we actually admit, then, is one who is best fit to our mission, quality and representation needs.

One mechanism for representing such compromises or vectors resulting from these forces is a matrix. Since multi-dimensional matrices are difficult to reproduce on paper, what follows is a table and descriptions of elements of that table which attempt to describe the action we desire to take and how we might know if we succeed. How complete these tables have to be will be the subject of debate. To illustrate our need, I filled out a very complete table for Enrollment. Similar tables need to be constructed for Programs and Services. I hope this will be sufficient to precipitate constructive discussion.

ENROLLMENT (Each number in the table corresponds to a question that follows.)

	Recruit	Admit	Enroll	Retain	Progress	Graduate	<i>Post-Graduate</i>
Mission	1	4	7	10	13	16	
Quality	2	5	8	11	14	17	
Representation	3	6	9	12	15	18	

1. Does the applicant pool reflect the University range of programs?
Measures: ratio of pool of applicants to pool of need (program demand)
ratio of applicants to Cal Poly to all CA students self expressed interest in Cal Poly fields of study (market share)
2. How well does the applicant pool reflect the quality of available applicants?
Measures: ratios of Cal Poly applicant SAT (ACT) scores and self reported GPA for first time freshmen to CSU eligible pool by major
3. Does the applicant pool reflect the diversity of the CSU eligible pool?
Measures: ratio of the percent of applicants to Cal Poly in protected groups to their percent in the eligible pool

ACCOUNTABILITY MEASURES

DISCUSSION DRAFT

Page 2

4. Does the admitted pool reflect the University range of programs?
Measures: ratio of pool of admitted to pool of need
ratio of admitted to Cal Poly to all CA students self expressed interest in Cal Poly fields of study (service share)
5. How well does the admitted pool reflect the quality of available eligible?
Measures: ratios of Cal Poly admitted SAT(ACT) scores and self reported GPA for first time freshmen to CSU eligible pool by major.
6. Does the admitted pool reflect the diversity of the CSU eligible pool?
Measures: ratio of the percent of admitted to Cal Poly in protected groups to their percent in the eligible pool
7. Does the enrolled pool reflect the University range of programs?
Measures: ratio of pool of enrolled to pool of need
ratio of enrolled to Cal Poly to all CA students self expressed interest in Cal Poly fields of study
8. How well does the enrolled pool reflect the quality of available eligible?
Measures: ratios of Cal Poly enrolled SAT (ACT) scores and self reported GPA for first time freshmen to CSU eligible pool by major
9. Does the enrolled pool reflect the diversity of the CSU eligible pool?
Measures: ratio of the percent of enrolled to Cal Poly in protected groups to their percent in the eligible pool
10. Are students retained in the College initially chosen?
Measures: fraction of students leaving College at any term break to:
a) move to another College
b) move to another University
c) leave higher education
11. Is student retention related to traditionally used predictors of success?
Measures: ratio of self report HSGPA and SAT scores of those not retained to those retained
12. Is student retention related to representation?
Measures: retention ratio organized by representation category
13. Is each student current on his/her plan of study?
Measure: number of students not current on filed plan of study
a) because of institutional barrier
b) because of student choice
14. Is student performance against his/her plan of study related to traditional predictors?
Measure: correlation between HSGPA, SAT and CPGPA for those meeting their plan of study
15. Is student performance against his/her plan of study related to representation?
Measure: correlation between representation CPGPA for those meeting their plan of study

ACCOUNTABILITY MEASURES

DISCUSSION DRAFT

Page 3

16. Do students graduating the University represent the mission of the campus?
Measure: the numbers of graduates from each College
17. Does student graduation relate to traditional predictors?
Measure: correlation between predictor and graduation
18. Do students graduating the University represent the target population mix?
Measure: the numbers of graduates from each group relative to target

Measures for each of the above elements will yield a number. What the number means on a scale of excellence is not designated, but this should be decided in advance of the measurement. Similarly, not all elements will be considered to be of similar importance. Weighing factors will need to be determined for each element in order to yield some overall measure of excellence in the category of Enrollment.

Similar matrices need to be built for other important segments of the University. These might include, but not be limited to, Academic Programs, Co-curricular programs, Student Services and Institutional Services. The faculty and students need to be involved in the first, student affairs professionals and students in the second, staff and students in the third, and staff in the fourth. I believe characteristics such as mission, quality and representation are a good starting point for one axis of the matrix in each of these as well.

Once these matrices are built, productivity increases become rather easy to define. They are an increase in the number of units (students, credits, etc.), or the increase of an excellence indicator, or both, for a given cost.

Rather than fix base lines or time lines for any measure, I propose continuous trend monitoring. Practically speaking, this probably will originate from the early '80s as that is the advent of the currently available data bases. I would propose that actions taken against a given trend be based on three year rolling averages. This may help avoid precipitous action caused by significant environmental change and gives the institution an opportunity to respond to those changes.

Next steps would include:

1. determining the usefulness and validity of this approach;
2. proposing alternatives if this approach is found wanting;
3. if approach is accepted, identify the matrices that need to be built;
4. assigning matrix construction to appropriate task groups with defined deadlines.

To help stimulate thinking on this difficult challenge, I've attached tables from two accountability studies published recently, Wisconsin and Texas. You'll see their approaches are different from this and different from each other.

Status of UW System Accountability Goals, 1994

	<u>GOAL</u>	<u>STATUS</u>
#1	Student surveys	Systemwide survey to be conducted, spring 1995.
#2	Alumni surveys	Systemwide survey of Class of '91 scheduled for 1996.
#3a	Distribution of undergraduate instruction	70% of undergraduate instruction delivered by faculty.
#3b	Faculty instructional workload	Weekly contact hours and course credits taught by faculty rise; average student course and credit loads fall. Faculty spend more time with students individually.
#4	Research funding	Research support for UW-Madison rises: extramural dollars increase 6.2% to \$256 million, Madison ranks 8th in nation; 47% of faculty members at Madison and 19% at Milwaukee receive research awards.
#5	Sophomore competency test	UW sophomores score well above national norms in writing and math.
#6	Graduation rates	Graduation rates for students starting full-time in the UW System rise from 58.8% to 61.5%.
#7	Post-graduation experience	Graduate/professional school entrance and professional licensure test scores will be reported in 1995.
#8	Credits to degree	Change in tuition policy will be considered to speed graduation rates.
#9	State funding for instruction-related activities	Proportion of GPR/fee support for instruction-related activities remains stable.
#10	Access and admission	Access for Wisconsin high school graduates rises from 31.5% to 32.1%; 98% of qualified freshman applicants admitted in Fall 1993.
#11a	Hire women and minorities in proportion to availability	UW is hiring women and minority faculty and staff in proportion to availabilities in Ph.D. pool and relevant labor pools.
#11b	Retain women and minority faculty	A high percentage (over 95%) of female and minority faculty were renewed in 1993-94.

	<u>GOAL</u>	<u>STATUS</u>
#11c	Tenure	Total minority and female faculty tenured at rates comparable to whole faculty. Minority males tenured at higher rates in 1992-93 but somewhat lower rates in 1993-94.
#12	M/D enrollment	Number and % of minority enrollments rise. Graduation rates rise for African Americans, Asians, and American Indians; rates fall for Hispanics.
#13	Sexual harassment	Complaints fell 23% in '93; 93% resolved.
#14	Faculty retention and development	Recruitment and exit surveys to be administered in 1994-95. Nearly \$1.3 million in Systemwide development awards matched by campus funds.
#15	Maintenance backlog	Has been reduced by \$117M; UW System at 32% of its 10-year goal.
#16	Workplace safety	Workers Compensation claims drop 20% between FY 1993 and FY 1994; UW System established Office of Safety and Loss Prevention to assist institutions with training and technical assistance.
#17	Employer satisfaction with graduates	Over 90% of employers rank UW graduates good to excellent in basic skills, professional knowledge, and critical thinking—next survey scheduled for fall '94.
#18	Extension enrollment	UW-Extension continuing education and cooperative extension contacts grow a combined 23% over last five years.

Min - Exec 7/12/95

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.