

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

FILE COPY

Academic Senate
Executive Committee Agenda
September 24, 1991
UU 220 3:00-5:00 p.m.

<u>Member</u> Andrews, Charles (C) Botwin, Michael DeMers, Gerald Devore, Jay Gamble, Lynne (VC) Gooden, Reginald Kersten, Timothy Koob, Robert Lomas, Charles Mori, Barbara	<u>Dept</u> Actg ArchEngr PE/RA Stats Library PoliSci Econ VPAA EngrTech SocSci	<u>Member</u> Murphy, James Peach, David Reynoso, Wendy Demko Russell, Craig (Secty) Shelton, Mark Vilkitis, James Copies: Warren Baker Glenn Irvin Howard West	<u>Dept</u> IndTech Mgt FinAid Music CropSci NRM
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Minutes of
 5.28, 5.30, and
 6.1.91 were
 removed

- I. Minutes: Approval of the May 28, May 30, and June 6, 1991 Academic Senate Executive Committee minutes (pp. 3-12).
- II. Communication(s) and Announcement(s):
 - A. Retroactive GPA Changes - Recommendation of the Student Progress Committee forwarded to the Instruction Committee for review (p. 13).
 - B. Academic Probation and Disqualification - Recommendation of the Student Progress Committee forwarded to the Instruction Committee for review (pp. 14-16).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Academic Senate/committee vacancies:
Academic Senate:
 SAGR Fall Qtr substitute for W Amspacher - ROBERT RUTHERFORD

 PCS Replacement for P Harrigan ('91-93 term)

Academic Senate committees:
 SAGR Research ('91-93 term)
 UPLC ('91-93 term)

 SAED Budget (replcmt for M Martin) ('91-93 term)
 Constitution & Bylaws ('91-93 term)
 Elections ('91-93 term)
 Student Affairs ('91-93 term)

 SBUS Elections (replcmt for J Dobson) ('91-93 term)
 Fairness Board ('91-93 term)
 Research (replcmt for J Anderson) ('91-92 term)
 Student Affairs ('91-93 term)

 SENG Instruction ('91-92 term)

 SLA UPLC (replcmt for D Henry) ('91-92 term)

-----> continued

SPS	Long-Range Planning Research	('91-93 term) ('91-93 term)
SSM	Research (replcmt for G Knecht) DON RAWLINGS (Math) RICHARD FRANKEL (Physics)	('91-92 term)
PCS	GE&B (replcmt for P Harrigan) Long-Range Planning (replcmt for B Williams) Research (replcmt for A Dominguez)	('91-92 term) ('91-92 term) ('91-92 term)

GE&B Subcommittee Area E:
 Two vacancies + an alternate

University-wide committees:

University Union Advisory Board	Two vacancies (one member and one proxy; this is a voting position)
ASI Board of Directors	Fall Qtr replcmt for W Amspacher

- B. Approval of the Academic Senate Calendar for 1991-1992 (p. 17).
- C. Approval of Academic Senate assigned time (p. 18).
- D. Amendments to the Academic Senate Constitution requiring adoption by the General Faculty [AS-353-91 and AS-365-91] (pp. 19-20).
- E. Selection of nominees to the Intersegmental CAN Course Descriptions Committees (pp. 21-22).
- F. Resolution re Faculty Suspension with Pay-Berrio, Chair of the Personnel Policies Committee (p. 23).
- G. Resolution re Selection Committee for Instructional School Deans-Berrio, Chair of the Personnel Policies Committee (pp. 24-25).

VI. Discussion:

- A. Draft Report of University Year Round Operation (pp. 26-56).
- B. Suggested process for receiving recommendations to the Strategic Planning Document (p. 57).
- C. Review of Academic Senate committee charges as described in the Senate Bylaws. **PLEASE BRING YOUR COPY OF THE CONSTITUTION AND BYLAWS FOR THIS DISCUSSION.**
- D. Academic Senate committee eligibility: Should faculty on the Faculty Early Retirement Program or on pre-retirement reduction be eligible for committee membership?
- E. AB 91-4, Administration of Conferences and Facilities Licensing (pp. 58-70).
- F. Continuing program review: How do we proceed from the work performed by the Program Review Task Force during Spring Quarter 1991.

VII. Adjournment:

State of California

Memorandum

-13-
RECEIVED

AUG 21 1991

*Instruction Committee
with time period*
CAL POLY
SAN LUIS OBISPO
CA 93407

To : Robert Koob
Vice President for Academic Affairs

Academic Senate

Date : 12 Aug 19

File No.:

Copies : Stu. Prog. Comm.

C. Andrews

E. Kennedy

W. Mark

P. Ringer

B. Hensel

S. Breitenbach

G. Panches

R. Terry

From : Glenn Irvin *G. Irvin*
Associate VPAA

Subject: Retroactive GPA Changes

At its meeting on 6 August 1991, the Student Progress Committee unanimously recommended that when a student repeats a grade, the change affect the current and cumulative GPA only for the term in which the course was repeated and subsequent terms. The change should not be retroactive and affect the term GPA or cumulative GPA for the term in which the course was first taken.

This recommendation should be reviewed by the Senate Instruction Committee and the Academic Senate in its regular proceedings.

If you have any questions regarding this recommendation, please contact my office.

State of California

Memorandum

RECEIVED

CAL POLY
SAN LUIS OBISPO
CA 93407

To : Robert Koob
Vice President for Academic Affairs

AUG 21 1991

Academic Senate

Date : 12 Aug 91

File No.: Stu. Prog.
Comm.

Copies : C. Andrews
C. Wallace
E. Kennedy
W. Mark
P. Ringer
B. Hensel
S. Breitenbach
G. Punches
R. Terry

From : Glenn Irvin *G. Irvin*
Associate VPAA

Subject: Academic Probation and Disqualification

The Student Progress Committee has looked into grade changes and finds that although a policy statement is required by Executive Order 320 (18 January 1980), there is no university policy covering this matter. To correct this deficiency, the Committee recommends the policy below.

In addition, the Committee recommends that a statement be printed on the grade report informing students that they must request grade changes within 60 calendar days of the first day of classes of the regular term following the award of the original grade, or the request will not be processed.

The Committee also recommends a periodic audit of grade changes and review by the appropriate faculty body. A summary report of grade changes will be distributed to each school quarterly.

The attendant matter of what a grade may be changed to is being reviewed by the ad hoc committee on retroactive withdrawal.

The Grade Change Form will need revision to make it consistent with the recommended policy.

I will forward this recommendation to the Senate Instruction Committee for their review and consideration by the Academic Senate. The matter should also be reviewed by the Fairness Board and by Carl Wallace, Judicial Affairs Officer. I will place it on the agenda for Deans Council for discussion.

Changes of Grade

The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor's judgment at the time the original grade is assigned

is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Authorized Incomplete, Unauthorized Incomplete, and Satisfactory Progress symbols.

1. In general, all course grades are final when filed by the instructor in the end-of-term course grade report. Each student is notified by mail of the grades earned during the term, and these grades become a part of the official record.
2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor re-evaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.
3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor via the department or program office within 60 calendar days of the first day of classes of the Fall, Winter, or Spring term following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Records Office. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change, and denies the student's request, the instructor's decision is final. The student may file a petition with the Fairness Board on the basis of capricious or prejudicial treatment by the instructor.
4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the Registrar unless approved separately by the department chair.
5. If a request for change of grade is initiated after 60 calendar days into the following term it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair, and the dean before acceptance by the Registrar.
6. Only as the result of a grade appeal will a grade be changed after award of a degree or credential.

GRADE CHANGE FORM

Responsibility for evaluating and reporting the performance of a student rests with the faculty member concerned. It is suggested that in considering a request for a change of grade the faculty member carefully evaluate the student's request within the framework of the integrity of the grading system and equity to the rest of the class.

Submit one course per form.

Today's Date _____

Student's Name _____
(Print Last) (First) (Middle)

Student's I.D. No. | | | | - | | | | - | | | |

Course Taken (Circle term):

WNTR (1)

SPRG (2)

SUMR (3)

FALL (4)

Calendar year:

19 _____

Course Prefix, Number, Sec. | | | | - | | | | - | | | |
(Sample) E N G L 0 1 1 4 0 2

CHANGE FROM _____ to _____
Old Grade New Grade

COURSE UNITS _____

Instructor: _____
(Signature)

Clerical error? Yes / No

Date work was completed by student: _____

(Instructor's Name Printed)

Dept. Head signature required for:

Grade change to "W" grade

Grade change to or from "No Grade"

SUBMIT TO RECORDS OFFICE, ROOM 222, ADMINISTRATION BLDG.

Copies will be returned when grade change has been processed.

Original-Records, 2nd copy-Major Dept., 3rd copy-Instructor's Dept., 4th copy-Instructor

NOTE: GRADE CHANGE FORMS WILL NOT BE ACCEPTED FROM A STUDENT.

GC-01 (07/90)

Academic Senate Calendar for 1991-1992

All Senate and Executive Committee meetings are held in UU 220 from 3:00 to 5:00pm unless otherwise noted.

September 16	Fall Conference: 1:30pm Academic Senate Standing Committees (UU 207) 2:45pm Academic Senate General Session (UU 207)
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September 24	Executive Committee
October 8	Senate
October 15	Executive Committee
October 29	Senate
November 5	Executive Committee
November 19	Senate
December 3	Executive Committee

December 9 through January 5, 1991 - finals and quarter break

January 7	Senate
January 14	Executive Committee
January 28	Senate
February 4	Executive Committee
February 18	Senate
February 25	Executive Committee
March 10	Senate

March 16 through March 29, 1991 - finals and quarter break

March 31	Executive Committee
April 14	Senate
April 21	Executive Committee
May 5	Senate
May 12	Executive Committee
May 26	Senate

June 2	(NEW) Executive Committee
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June 8 through June 21, 1991 - finals and quarter break

This results in:

- 10 Executive Committee meetings
- 10 Academic Senate meetings

The calendar is structured to have an Executive Committee meeting the Tuesday following each Academic Senate meeting. It also allows for 14 days between the Executive Committee and the next Academic Senate meeting for the completion and timely delivery of the agenda to the senators before the Academic Senate meetings.

Academic Senate Assigned Time

	FTEF	WTU's
<u>1985-86</u>		
Chair	0.400	18
GE&B Chair	0.200	9
Committee Chair (?)	<u>0.200</u>	<u>9</u>
	0.800	36
<u>1986-87</u>		
Chair	0.71	32
Secty/UPLC Chair	0.13	6
Budget Chair	0.09	4
Curriculum Chair	0.18	8
PPC Chair	<u>0.09</u>	<u>4</u>
	1.20	54
<u>1987-88</u>		
Chair	0.500	22.5
Secty	0.133	6
Budget Chair	0.167	7.5
Curriculum	0.133	6
GE&B Chair	0.133	6
LRP Chair	0.067	3
PPC	0.133	6
Student Affairs Chair	0.067	3
UPLC	<u>0.067</u>	<u>3</u>
	1.400	63
<u>1988-89</u>		
Chair	0.555	25
Vice Chair	0.067	3 (unused)
Secty	0.133	6 (3 WTU unused)
Budget Chair	0.212	9.5
Curriculum Chair	0.212	9.5
GE&B Chair	0.133	6.0
LRP Chair	0.067	3
PPC	<u>0.089</u>	<u>4.0</u>
	1.401	63.0
<u>1989-90</u>		
Chair	0.600	27
Secty	0.133	6
Budget Chair	0.200	9
Curriculum Chair	0.111	5
Curriculum Co-chair	0.089	4
GE&B Chair	0.133	6
PPC Chair	0.067	3
Research Chair	<u>0.067</u>	<u>3</u>
	1.400	63
<u>1990-1991</u>		
Chair	0.600	27
Vice Chair	0.200	9
Secretary	(granted by Dean of Library)	
Budget Chair	0.200	9
Curriculum Chair	0.200	9
Fairness Board Chair	0.067	3
GE&B Chair	<u>0.133</u>	<u>6</u>
	1.400	63
<u>1991-1992</u>		
Chair	0.555	25
Vice Chair	(granted by Dean of Library)	
Secretary	0.067	3
Budget Chair	0.180	8
Curriculum Chair	0.200	9
GE&B Chair(s)	0.133	6
Fairness Board Chair	0.067	3
Long-Range Plg Chair	0.090	4
Reserved	<u>0.110</u>	<u>5</u>
	1.400	63

Adopted: April 16, 1991

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

Background Statement: Section III.1.b. of the Academic Senate Constitution identifies what members of Professional Consultative Services (PCS) shall be represented by the Academic Senate. This description is outdated and makes the selection of who is represented a somewhat arbitrary one. It is also difficult to determine if librarians constitute a separate constituency, in which case, librarians would vote for librarians and the remainder of PCS would vote for those other than librarians.

AS-353-91/C&BC
RESOLUTION ON
PROFESSIONAL CONSULTATIVE SERVICES
REPRESENTATION IN THE ACADEMIC SENATE

WHEREAS, The current description of Professional Consultative Services (PCS) is outdated; and

WHEREAS, The current description makes the selection of PCS representation in the Academic Senate an arbitrary one; and

WHEREAS, The Academic Senate Constitution is ambiguous relative to librarians being a separate constituency within PCS; therefore, be it

RESOLVED: That Article III.1.b. of the Academic Senate Constitution be changed as follows:

The following designated personnel in Professional Consultative Services (excepting directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen members, or major fraction thereof. This formula is applied separately to each of the following two categories:

- (1) Librarians and Audiologists (class codes 2913, 2914, 2919, 2920, 2926, 2927); and
- (2) Counselors; Physicalians I, II, III, and Student Affairs Officers III, IV, and V. Student Services Professionals (SSP's) I-, II-, and III-academically related; SSP's III and IV; Cooperative Education lecturers; health educators; and physicians (class codes 2341, 2342, 2359, 3070, 3071, 3072, 3073, 3074, 3075, 3084, 3085, 3086, 3087, 3088, 3089, 7737, 7738, 7739, 7741, 7742, and 8147).

Proposed by the Academic Senate
Constitution and Bylaws Committee
February 19, 1991

Adopted: May 28, 1991

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

Background Statement: The implementation of the University Center for Teacher Education has created a unique situation for representation of its members within the Academic Senate and university committees. There is no provision within the Constitution of the Faculty and Bylaws of the Academic Senate which addresses representation from academic units which are not housed within a school.

AS-365-91/C&BC
RESOLUTION ON
ACADEMIC SENATE REPRESENTATION
UNIVERSITY CENTER FOR TEACHER EDUCATION

- WHEREAS, The University Center for Teacher Education has no representation within the Academic Senate; and
- WHEREAS, No provision exists which addresses representation of faculty within the Academic Senate or university committees from academic units not affiliated with a school or Professional Consultative Services; therefore, be it
- RESOLVED: That Article III.1.a. of the Constitution of the faculty be changed as follows:

Article III. The Academic Senate

Section 1. Membership

- a. Each school shall elect three senators, plus one senator for each thirty faculty members or major fraction thereof. Any academic unit not housed within a school, which is otherwise not represented within the Academic Senate, shall have an opportunity to obtain representation in the Senate and/or university committees through a petition to the Academic Senate Executive Committee. The unit, upon petition, may be allocated one senator for each thirty full-time faculty members or major fraction thereof who are solely affiliated with that unit.

Proposed By: Academic Senate
Constitution and Bylaws
Committee
May 9, 1991



ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 635-5578 or 5550

Office of the Chair

*need to submit map of 5
in of 6 in each of 5 specific
need 8-12-91 design
ACADEMIC SENATE OFFICE*

-21-

M E M O R A N D U M

TO: Chairs, Campus Academic Senates DATE: August 7, 1991

FROM: Sandra Wilcox, Chair *Sandra Wilcox*
Academic Senate CSU

SUBJECT: Nominations of Faculty for Intersegmental
CAN Course Descriptions Committees

I have received the attached request for nominations for faculty to serve on Intersegmental CAN Course Descriptions Committees in the following disciplines: Art, Business, Computer Science, Drama, and Music. The committees review sample course descriptions for introductory courses commonly offered by community college, CSU, and UC campuses. The committees agree on model course descriptions for each course and give it a CAN number. The CAN number can then be listed alongside the course number in the campus catalog of any campus whose faculty decide that the course they offer fits the model CAN description. This aids transfer students in identifying equivalent courses.

We are looking for nominations of CSU faculty knowledgeable about the introductory classes and articulation issues. The Executive Committee will make the final selection of faculty. Recognizing that some campuses will just be starting classes at the end of September, we suggest that you give your nominations to us by November 1 at the latest.

cc: Carolyn Salls
Executive Committee
Alan Wade

CAN

CALIFORNIA ARTICULATION NUMBER SYSTEM

July 18, 1991

CAN System Office
650 University Ave., Suite 102D
Sacramento, CA 95825
(916) 929-2629

TO: Sandra Wilcox, Chair
Academic Senate, CSU

FROM: Carolyn Salls, Coordinator



A proposal to the Joint CCC-CSU-UC Faculty Projects to continue CAN Course Descriptions Committees has been reviewed and funding recommended. Names of faculty for discipline committees in Art, Business, Computer Science, Drama, and Music are solicited for the development of descriptions for courses in the California Articulation Number System. Funding for travel will be available and the completion date for this project is June 1992.

In accord with established procedures, I am asking you to provide names of faculty in each of the above named disciplines to serve on the committees. In order to have statewide representation, the intersegmental committees will be comprised of two from "Northern" campuses, two from "Southern" campuses, for a total of four from each segment.

It is requested that names of identified faculty be received by October 1, 1991. If you have questions, please call the CAN Office, (916) 929-2629. Thank you for your continuing support of this important project.

cc: Richard Kornweibel, Project Co-Director
Christine Wagner, Project Co-Director

RECEIVED

JUL 22 1991

Academic Senate CSU
Chancellor's Office


4Y 30 1991

Academic Senate

Memorandum

To: James L. Murphy, Chair
Academic Senate

Date: May 30, 1991

From:  Mark Berrio, Chair
Personnel Policies Committee

Re: Faculty suspension with pay.

On May 29, 1991, the Personnel Policies Committee voted unanimously to present the following resolution to the Academic Senate for approval.

WHEREAS, faculty members are guaranteed confidentiality in personnel matters, and

WHEREAS, faculty members have the right to know the specifics of any charge or investigation related to them; therefore be it

RESOLVED that the following language be included in CAM as a second paragraph to Section 346.3 C.:

2. When a faculty member receives notice of a temporary suspension with pay, he or she may request in writing that the President provide specific details of the charge or investigation. Upon such request the President will provide in writing -only to the faculty member- the specific details of the charge or investigation.

(Note: This implies that the present paragraph in section 346.3 C. will be labeled: **1.**)

Memorandum

action?
RECEIVED

May 15, 1991

MAY 16 1991

Academic Senate

To: James L. Murphy, Chair
Academic Senate

From: Mark Berrio, Chair *Mark*
Personnel Policies Committee

Re: Resolution from the Personnel Policies Committee

In its meeting of May 8, 1991, the Personnel Policies Committee voted unanimously to present to the Academic Senate for approval, the following resolution on the *Committee to Advise in the Selection of a New Dean of Instructional Schools*.

WHEREAS, The current procedure for selection of a Consultative Committee to Advise in the Selection of a New Dean of Instructional School (C.A.M. 315.2) does not provide a mechanism for achieving a balance of women and minorities; and

WHEREAS, The Executive Committee of the Academic Senate has the responsibility for achieving such a balance; and

WHEREAS, An elected slate of candidates constrains the Senate's ability to fulfill that charge; *therefore be it*

RESOLVED That CAM 315.2 be revised as follows:

(a) Remove the phrase *from an elected slate of nominees* from CAM 315.2 A.2.

(b) Remove the word *from* and the sentences *Those on the slate will be elected from nominees supported by ten faculty signatures. The elected persons will be the ones who receive the largest number of votes in each unit.* from CAM 315.2 B.2

(NOTE: Part of CAM 315.2 is included to show how the above revisions will affect the general context.)

-25-

315.2 Appointment of Deans of Instructional Schools

When a vacancy occurs in a school dean's position, a consultative committee will be formed to advise in the selection of the new dean.

- A. The committee will be composed of tenured academic members and one student.

Composition of the committee will be as follows:

1. Four faculty members from the school where the vacancy occurs, elected by the faculty. No more than two of the four faculty members can be appointed from the same department.
2. Two faculty members selected by the Academic Senate Executive Committee, with the concurrence of the President, ~~from an elected slate of nominees~~ from the other schools and from Professional Consultative Services. Due attention will be paid to achieving a balance of women and minorities.
3. One department head selected by the President from the school seeking the dean.
4. One student elected by the School Student Council.
5. One school dean selected by the President.

The Director of Personnel and Employee Relations or designee and the Affirmative Action Director will serve as staff support for the committee.

- B. The President will send a notice of the position vacancy to the Chair of the Academic Senate and the School Student Council and request that members of the consultative committee in A. above be nominated or elected. Upon receipt of the notice of the position vacancy, the Chair of the Academic Senate and the School Student Council will initiate the formation of a consultative committee using the following procedures:

1. Nomination of faculty members in A.1. will be by an election process with ten signatures being required on a petition in order to place a faculty member's name on the ballot. The signatures on this petition must be those of faculty of the nominee's school. The petitions are to be submitted to the chair of the Election Committee of the Academic Senate. The Election Committee of the Academic Senate will conduct an election; the election shall be completed and results reported to the President within three weeks of the notice of vacancy. In this election, faculty members in the instructional school in which the vacancy exists will vote for four faculty; subject to the restrictions in A.1., the four faculty receiving the largest number of votes will be named members of the committee.
2. The slate of faculty in A.2., ~~from~~ which the Academic Senate Executive Committee selects will be composed of resource faculty (Professional Consultative Services) and from faculty outside the school for which the selection committee is being formed.

Those on the slate will be elected from nominees supported by ten faculty signatures. The elected persons will be the ones who receive the largest number of votes in each unit.

 The Executive Committee's selections shall be sent to the President within three weeks of the notice of vacancy.



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Office of the Chair

RECEIVED

SEP 17 1991

MEMORANDUM

Academic Senate

TO: Chairs, Campus Academic Senates DATE: September 10, 1991

FROM: Sandra Wilcox, Chair *Sandra Wilcox*
Academic Senate CSU

SUBJECT: DRAFT YRO Report

Attached is the draft of a document which we expect will form the nucleus of a report on year round operation (YRO) to the legislature requested in 1990 budget language. The text that of that language is included in the attached memo from Vice Chancellor Kerschner. The CSU report is due in Sacramento in November so that we want to have your comments on this item for our use at the October interim committee meetings. This means we should receive your comments in the Senate office by October 3.

The document you are receiving is Chapter 6 from a longer draft that addresses YRO from several perspectives beyond the fiscal. We expect that the longer draft will be incorporated in some way in the 1992-93 Growth Plan update to the legislature to be developed in the spring. The Senate believes that the full report is seriously flawed and so we are postponing campus consultation on it until we determine the process for revision of that material. Copies are available in the Senate office if you are interested in seeing the full draft.

cc: Vice Chancellor Lee Kerschner
Senate Committee Chairs (K. Boyum, R. Ediger, E. Kelly,
A. Silvers, P. Spear)

*1 - Cont comparison document attached distribution NY
Costs due to types of program*

Memorandum**RECEIVED**

To: Sandra Wilcox
Chair
Academic Senate

SEP 17 1991

Date: June 21, 1991

Academic Senate

RECEIVED

JUN 23 1991

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs

Academic Senate CSU
Chancellor's Office

Subject: Year Round Operation: Reaction to Draft Report

The CSU is required to submit a cost-benefit analysis on state-supported year round operation (YRO) to the Legislature by November 15, 1991. The study is in response to Supplemental Language to the Budget Act of 1990:

The California State University (CSU), in consultation with the CSU Academic Senate, the California Faculty Association, and the California State Student Association, shall report to the California Postsecondary Education Commission, the Joint Legislative Budget Committee, the Department of Finance, and the legislative fiscal committees by November 15, 1991 regarding the costs and benefits of year-round operations. This report shall use the most recent actual cost data available from the four campuses currently operating state-funded summer quarters. The report shall also explore the impact of varying financial assumptions, such as interest rates and capital outlay cost projections, and of varying summer session cost shifting assumptions. The report shall specifically address the costs and benefits of YRO compared to the costs and benefits of establishing new campuses or off-campus centers.

Statewide interest in YRO has been fueled by several factors including massive population growth; the capital outlay requirements implied by the CSU Growth Plan to the year 2005; state budget deficits and the failure of recent bond propositions; and the calendar changes occurring in K-12.

Sandra Wilcox
June 21, 1991
Page 2

Four CSU campuses have been on YRO since the mid-1960s. The attached draft examines the advantages and disadvantages of expanding state-supported YRO to additional campuses in the system.

The draft report was prepared under the direction of the Enrollment Planning Council (EPC) in this office. In accordance with the budget language, I would appreciate receiving your comments on and recommended revisions to the draft study. In addition, I think it would be useful for selected EPC staff to meet with you and others whom you identify to discuss the document in detail. Following these consultations, a review will be scheduled with the Executive Council.

Thank you for your assistance and I look forward to hearing from you.

LRK:dh
Attachments

cc: Dr. Ellis E. McCune
Dr. Barry Munitz
Dr. Herbert L. Carter
Enrollment Planning Council

DRAFT

VI. FISCAL COSTS AND BENEFITS

To a considerable extent, the relative advantages and disadvantages of state-supported year-round operation are matters of definition and perspective. The conclusions that one draws about YRO depends on how broadly the costs and benefits are defined, and on the length of the time frame in question. A narrow definition of costs and benefits combined with a future time frame of only a few years may yield one conclusion, while a broad definition spanning several decades may lead to quite another. The clear implication of the present study is that the latter approach is the proper one if the ultimate goal is to identify the net value of YRO for the state as a whole.

Nonetheless, the supplemental budget language which prompted this review focused almost exclusively on the fiscal costs and benefits associated with YRO, although no explicit time frame was mentioned. The language called for the use of "recent actual cost data" from the four YRO campuses to:

1. Test the impact of varying financial assumptions, such as interest rates and capital outlay projections;
2. Test the impact of varying summer session cost shifting assumptions;

3. Analyze the costs and benefits of YRO versus the costs and benefits of establishing a) new campuses and b) new off-campus centers.

A simulation model is required to make such estimates. The model should specify the assumptions and constraints underlying the calculations, and enable one to quantify the costs and benefits of parameters in both the operating and the capital outlay budgets. Two sources are of major importance in constructing such a model. One is the Technical Background Papers to Higher Education at the Crossroads: Planning for the Twenty-First Century published by the California Postsecondary Education Commission in January 1990. The report contains two chapters of direct relevance for this discussion: "Cost Estimates and Simulations for Capital Outlay Planning" and "Cost Estimates and Simulations for Operating Budgets." The other major source is a "present value" model of YRO developed in 1989 by Dr. Frank Jewett, director of the Planning for Growth project for the CSU. This section will seek answers to the following questions drawing from these and other sources as appropriate:

- What are the average costs per FTES for YRO campuses versus those on an academic year calendar, controlling for campus size? These estimates should include costs for administrative "cycling," utilities, equipment maintenance, and academic and student support services.

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- What enrollment levels are required during the summer to yield a positive ratio of capital outlay savings to operating costs? These estimates should test the impact of different interest rates and capital outlay cost projections, and of shifting self-support summer enrollments to public support.

- What are the overall costs and benefits of YRO to the state compared to the establishment of new campuses or new off-campus centers?

- What impact would implementation of YRO have on extended education and the public service function of the university? These estimates should include the loss of discretionary funds from self-support operations.

OVERVIEW

Campuses on a 12-month or YRO schedule experience incremental costs above those for campuses operating on a 10-month or academic year calendar. These include greater costs for utilities; plant and equipment maintenance and repair; staff support services, including an extra round of administrative "cycling;" and operating expenses. The fiscal issues associated with faculty positions were discussed in the previous section. Following is a brief summary of the non-faculty funding formulas:

1. Funding for utilities is not formula driven. Rather, campus allocations are based on need as determined by the previous year's expenditures.

2. Funding for staffing and maintenance of the physical plant is based on gross acreage and square feet of building space rather than on enrollments or the amount of plant use.

3. Funding for instructional equipment is a flat rate allocation, regardless of the calendar system or number of months of operation. Equipment replacement funding is dependent on special line item allocations, and is based on equipment inventories and depreciation schedules.

4. Quarter calendar campuses receive a ten percent augmentation in clerical and technical positions (based on FTEF), and YRO campuses get an additional four to seven positions. However, there are no special allocations for academic support services such as libraries, computer centers, and tutoring, which are funded primarily according to the academic year FTES.

5. State appropriations for operating expenses are based on annual FTES; there is an augmentation for quarter campuses, but nothing additional for year-round operation.

6. Institutional and management support functions as a whole appear to be a major casualty of summer terms. The additional logistical burdens of faculty hiring, student admissions, class scheduling, fiscal management, and plant maintenance are nowhere reflected in the budget staffing formulas. As a result, campus officials argue that institutional planning is undermined in favor of operational minutia.

As noted earlier, funding for faculty positions is based on the distribution of campus FTES by mode and level of instruction and the resulting student-faculty ratio. The dollar funding for summer quarter faculty positions is based on a single rank and step (associate professor, step 12). The net effect of the total appropriations process on YRO campuses is difficult to determine. In some respects, they receive special treatment by virtue of being a quarter campus. In other instances, they may receive a small augmentation because of YRO, yet get nothing extra in other areas. With the possible exception of Pomona, the reported FTES for summer term at YRO campuses has tended to be slightly below the budgeted level in recent years (Table 6.1). The precise relationship between YRO appropriations and expenditures is complicated further by a summer term that spans two separate fiscal years, which presents special problems in planning and budgeting.

TABLE 6.1

COMPARISON OF BUDGETED AND REPORTED
FTES AT YRO CAMPUSES FOR SUMMER QUARTERS
1981-1989

	<u>Hayward</u>		<u>Pomona</u>		<u>Los Angeles</u>		<u>San Luis Obispo</u>	
	<u>Budgeted</u>	<u>Reported</u>	<u>Budgeted</u>	<u>Reported</u>	<u>Budgeted</u>	<u>Reported</u>	<u>Budgeted</u>	<u>Reported</u>
1981	2,850	2,981	3,660	3,909	7,500	7,421	3,900	3,804
1982	3,210	2,963	4,140	3,617	7,500	7,764	3,900	3,161
1983	3,150	3,098	3,900	3,651	7,770	7,348	3,810	3,169
1984	3,150	3,004	3,900	3,634	7,500	6,505	3,690	3,242
1985	3,240	3,176	3,900	4,005	7,290	6,862	3,690	3,280
1986	3,180	3,124	3,900	3,951	7,050	6,895	3,810	3,343
1987	3,300	3,190	3,900	4,097	7,050	6,899	3,810	3,535
1988	3,180	3,311	4,050	4,302	6,900	6,871	3,540	3,553
1989	3,300	3,300	4,200	4,498	6,900	6,751	3,540	3,882

Studies of YRO conducted by the CSU in 1970, 1974, 1979, and 1983 have shown consistently that campus size rather than academic calendar is the critical determinant of costs per full-time-equivalent-student (FTES). The 1983 study found that the marginal cost of a FTES for the academic year was \$2,085, and that the comparable cost for a summer quarter was \$37 lower. Although quarter campuses tended to have higher costs per FTES than YRO campuses, and the latter were higher than semester campuses, virtually all of the variation disappeared when controls were introduced for size. Larger campuses simply have greater economies of scale; fixed costs can be spread over a broader base of enrollments.

The General Fund operating budget supports approximately three-fourths of the total cost per FTES in the system. The remainder is financed through a combination of student fee revenues, financial aid reimbursements, lottery fund receipts, and the state-funded capital outlay program. In 1989-90, the net campus cost per FTES from the General Fund was \$5,523. Following are the campus-specific averages:

Hayward	\$6,231	Bakersfield	\$7,848
San Luis Obispo	6,168	Stanislaus	7,560
Los Angeles	5,838	Humboldt	7,507
Pomona	5,610	Sonoma	7,053
		Dominguez Hills	6,341
		Fresno	6,327
		San Diego	6,284
		Chico	6,061
		Sacramento	5,492
		San Bernardino	5,477
		San Jose	5,423
		Long Beach	5,297
		Northridge	5,275
		Fullerton	5,241
		San Francisco	4,952

Clearly, campuses operating on the quarter calendar are more expensive than ones on the semester calendar, and small, quarter campuses are the most expensive. Each of the four YRO campuses operate on the quarter system, one is relatively small (Hayward), and two are heavily oriented toward agriculture and technical programs (San Luis Obispo and Pomona). Accordingly, it is difficult to draw any definitive conclusions about the independent effects of state-supported summer term on average costs per FTES. The major factors appear to include the size and mix of student enrollments, calendar systems, degree program emphases, and the age and rank of

faculty, which together probably account for much more of the campus variances than such things as utility bills and administrative cycling costs.

ENROLLMENTS, CAPITAL OUTLAY, AND OPERATING COSTS

Year-round operation promotes more efficient use of facilities and delays or reduces the amount of new capital outlay expenditures needed to accommodate enrollment growth. The total savings equal the value of the facilities that are not built, distributed over a period of years.

Two categories of additional costs appear in the support budget as a result of YRO. The first is higher operating costs for plant maintenance, equipment repair, utilities, and support services. The second involves higher instructional costs for the FTES that is displaced from self-support summer session. (A third, one-time cost could occur if a semester campus converts to the quarter system as part of the move to YRO).

Both the benefits (in capital outlay savings) and costs (in the operating and instructional budgets) occur over a period of years. The future values of each can be discounted to the present time period to make them comparable; i.e., the present values of the benefits and costs can be calculated based on the assumption of borrowing money at the current discount rate. Such a model permits

hypothetical costs and benefits to be generated under various scenarios of costs and enrollments. For example, what would be the potential savings in capital outlay costs to add facilities for 15,000 FTES under different enrollment scenarios for the summer term using the following assumptions:

1. A campus is at its current physical capacity with 10,000 FTES during the academic year, and 600 FTES attend self-support summer session.
2. The estimated cost of adding facilities (both instructional and non-instructional) is \$14,507 per FTES in 1989 dollars.
3. The estimated incremental cost of adding a FTES is \$2,167 in 1989 dollars, including reimbursements.
4. The campus will grow from 10,000 to 25,000 FTES in a) 15 years or b) in 30 years.
5. FTES enrollments in state-supported summer term (either semester or quarter) are a) 25 percent of the academic year term average, b) 50 percent of the academic year term average, or c) 75 percent of the academic year term average.
6. The discount rate is eight percent, which is approximately the cost of borrowing to the state.

Capital Outlay Cost Savings

The major fiscal benefit of YRO is the potential cost savings in capital outlay. Using the assumptions in the model described above, the estimated capital outlay cost to add facilities for 15,000 academic year FTES would be \$217.6 million (15,000 FTES multiplied by \$14,507 per FTES). The capital benefit or savings derived from YRO is the difference between this figure and the costs associated with alternative summer term enrollments. Table 6.2 shows the estimated annual savings and the present value of those savings (based on a discount rate of eight percent) for two build-out scenarios (15 and 30 years to add 15,000 additional FTES) and three enrollment scenarios (where summer FTES is 25, 50, or 75 percent of the average academic year term). For example, there would be an estimated savings of \$1.7 million per year (or \$19.5 million savings in present value) on a 30-year build-out with summer enrollment levels which were 50 percent of the average academic year term. In general, greater savings are generated with shorter build-outs and increased summer enrollments.

TABLE 6.2
ESTIMATED CAPITAL OUTLAY COST SAVINGS
FROM YRO
(in millions)

<u>FTES ENROLLMENT LEVELS</u>			
<u>Project</u>	<u>Summer = 25%</u>	<u>Summer = 50%</u>	<u>Summer = 75%</u>
<u>15 YEAR BUILD-OUT:</u>			
Annual Savings	1.9	3.5	4.8
Present Value	15.9	29.5	41.4
<u>30 YEAR BUILD-OUT:</u>			
Annual Savings	.9	1.7	2.4
Present Value	10.5	19.5	27.2
TOTAL SAVINGS	27.9	51.8	72.5

Operating Cost Increases

The potential savings from YRO in capital outlay are long-term. The increased costs to the support budget, on the other hand, are direct and immediate. Table 6.3 shows the additional operating costs incurred by administering a summer term for two phase-in periods.

TABLE 6.3

ESTIMATED SUPPORT BUDGET OPERATING COST INCREASES
FROM YRO
(in thousands)

	<u>Annual Cost</u>	<u>Capitol Value</u>	<u>*PV of Cap. Costs</u>	<u>PV Phase-In</u>	<u>PV Total</u>
<u>15 YEAR PHASE-IN</u>					
Summer FTES = 25%	90	1,130	356	367	723
Summer FTES = 50%	168	2,099	662	682	1,348
Summer FTES = 75%	235	2,938	926	955	1,881
<u>30 YEAR PHASE-IN</u>					
Summer FTES = 25%	90	1,130	112	373	486
Summer FTES = 50%	168	2,099	209	693	902
Summer FTES = 75%	235	2,938	292	970	1,263

* PV is present value calculated at eight percent.

The values in Table 6.2 were obtained as follows. It is estimated that the annualized cost differential (in 1989) between an academic year term and a summer term is \$47 per FTES. The annual cost is therefore \$47 per FTES multiplied by the annualized FTES in summer term. Thus, approximately \$90 thousand in operating costs will be added to the support budget if the summer term FTES is 25 percent of the average academic year term FTES. Once phased-in, this annual cost is incurred in perpetuity. The capitalized value of this cost is \$1.13 million, i.e., at eight percent, \$1.13 million will generate \$90 thousand per year in perpetuity. The present value of the capital cost is the capital value discounted to the present at eight percent. A 1989 deposit of \$356 thousand will grow to \$1.1 million in 15 years at eight percent.

Another component of the support budget cost increase is the cost of the phase-in as the summer term FTES grows from zero to its maximum. It is assumed that the growth occurs as a constant increment over the phase-in period (e.g., 128 FTES per year will accumulate to 1,923 FTES in 15 years). The expense for each future year was calculated as that year's FTES times \$47. The present value is the future year cost discounted to the present. The present value of the phase-in shown in the table is the sum of the discounted future year costs.

The present value total represents the sum of the two present value components. The total can be interpreted as the present cost of each summer term's enrollments. Thus, a 1989 deposit of \$723 thousand at eight percent will generate an income stream that will cover the \$47 cost differential associated with a 15-year phase-in at the 25 percent enrollment level.

It should be noted that governments often incur financial obligations that are not protected against future inflation by portfolio diversification. Tax collections, the primary source of government revenue, may or may not grow proportionately with inflation. The figures in Table 6.3 are not adjusted for inflation which could substantially underestimate the real cost of this item to the government, particularly in a relatively high inflation environment. Accordingly, the cost estimates for this item should be considered conservative.

Displacement Effects

The projected growth from 10,000 to 25,000 FTES is not a cost associated with implementation of YRO. Under the assumptions of the model, the FTES growth would have been budgeted anyway, whether it occurred during the academic year or the summer.

However, the displacement effect noted above is a measure of the self-support summer session FTES that is displaced by instituting a state-supported summer term. The summer session FTES that is displaced by the state-supported summer term represents an immediate public expenditure for no net increase in FTES. In other words, self-supported summer session essentially disappears when state-supported summer term is instituted. Evidence of the displacement effect is easy to identify. Self-support summer session FTES was 2,563 for the four YRO campuses one year prior to conversion; it was only 749 the year after conversion to YRO. For purposes of this model, it is assumed that an initial displacement of 500 FTES will occur with the implementation of YRO, and that it will grow to 900 FTES by the end of the build-out period of either 15 or 30 years.

The amount of the displacement cost can be estimated from the number of FTES displaced and the marginal cost per FTES (\$3,374 for 1989). The calculations are made in a manner similar to the operating cost increases described above; Table 6.4 presents the results. The annual costs are calculated during the phase-in period as displaced

FTES increase from 500 to 900. These annual costs are discounted and summed to obtain the present value of the phase-in. The marginal cost of 900 FTES is a permanent charge against the state budget following the initial phase-in period. This cost is capitalized at the end of the phase-in and then discounted to the present. The sum of the present value of the capitalized cost and of the phase-in cost is the present value of the displacement effect.

TABLE 6.4

ESTIMATED SUPPORT BUDGET COST INCREASES
FROM YRO DISPLACEMENT EFFECTS *
(in millions)

	15 Year <u>Build Out</u>	30 Year <u>Build Out</u>
Present Value of Phase-In Costs	20.6	25.7
Present Value of Capital Costs	12.0	3.8
Total	32.6	29.5

* Assumes a first-year displacement of 500 FTES and a 900 displacement at build-out.

Summary of Model

Table 6.5 presents a summary of the estimated capital outlay savings, operating costs, and displacement costs associated with implementation of YRO. The findings include two build-out and three enrollment scenarios. All of the estimated costs and savings represent present values. The net present value for each enrollment and build-out scenario is the present value of the savings minus the present value of the costs.

TABLE 6.5

SUMMARY OF YRO COSTS AND BENEFITS
(in millions, 1989 dollars)

	<u>Capital Outlay Savings</u>	<u>Operating Costs</u>	<u>Displacement* Costs</u>	<u>Net Present Value</u>
<u>15 YEAR BUILD-OUT</u>				
Summer FTES = 25%	15.9	-0.7	-32.6	-17.4
Summer FTES = 50%	29.5	-1.4	-32.6	- 4.4
Summer FTES = 75%	41.3	-1.9	-32.6	6.9
<u>30 YEAR BUILD-OUT</u>				
Summer FTES = 25%	10.5	-0.5	-29.5	-19.5
Summer FTES = 50%	19.5	-0.9	-29.5	-10.9
Summer FTES = 75%	27.2	-1.3	-29.5	- 3.5

* Assumes a first year displacement of 500 FTES and a 900 FTES displacement at build-out.

DRAFT

In general, the net costs or benefits from YRO depend primarily on the level of summer session displacement and on the level of summer term enrollments relative to those in the academic year. The more closely summer enrollments approximate those in other terms, the greater the net benefits. The goal, then, is to spread total campus enrollment as evenly as possible across each term of the school year.

NEW FACILITIES: CAPITAL OUTLAY AND OPERATING COSTS

Aside to limiting student access, construction of new facilities is the major alternative to YRO in an environment of increasing enrollment demand. Following are estimates of capital outlay and operating costs for various stages and levels of campus growth.

Capital Outlay

The CSU has used average (historical) capital outlay costs on a per full-time-equivalent basis to project future construction costs associated with enrollment growth. The projections assume a 50-year life cycle for buildings and a two percent annual renovation expense calculated on total capital stock. Three capital outlay cost estimates are made (excluding land purchase) which correspond to different stages of growth:

- The first is a cost per/FTES for construction of a new off-campus center built as a new permanent facility, based on the

experience of the Contra Costa Off-Campus Center. The total cost of the Contra Costa facility was \$27.9 million for 1,500 FTES, or roughly \$18,600 per FTES (Table 6.6). If the system adds 4,500 FTES over 15 years through the establishment of new off-campus centers, the total cost would be \$83.8 million, or an average of \$5.6 million per year (excluding land purchase).

- The second is for expanding an existing campus to accommodate additional growth, based on CSU historical experience and projections for the San Marcos campus. The total cost to expand San Marcos from 5,000 to 25,000 FTES is estimated at \$361.8 million, or roughly \$18,000 per FTES (Table 6.7). This latter figure is consistent with estimates derived from analysis of historic expansion costs at existing CSU campuses. An addition of 15,000 FTES to expand an existing campus would therefore cost about \$270 million in capital outlay expenditures (excluding land purchase).

- The third is for transition of an off-campus center into an entirely new campus, based on the experience at San Marcos. It is estimated that three to five years is required for a new campus to evolve from an existing off-campus center.

The initial capital outlay costs for San Marcos is shown in Table 6.8. The initial cost is \$55 million for planning, site development, infrastructure, building construction, and equipment, plus \$8.5 million for the library. The total of \$63.5 million creates a new campus with an enrollment capacity of approximately 2,000 FTES, or \$31,700 per FTES. An additional \$101 million is

TABLE 6.6

CAPITAL OUTLAY PROGRAM FOR
CONTRA COSTA OFF-CAMPUS CENTER OF
CSU, HAYWARD

1989-90

<u>Project</u>	<u>State Wide Priority</u>	<u>Cost</u>	<u>Prior to 1989/90</u>	<u>Phase</u>	<u>1989/90 Request</u>	<u>Phase</u>	<u>After 1989/90 Completion</u>	<u>Phase</u>	<u>FTE</u>
A. Previously Approved									
Infrastructure I	OCC 5	\$ 4,361,000	\$385,000	PW	\$ 3,976,000	C	\$ 0		
Initial Facility	OCC 6	<u>12,353,000</u>	<u>611,000</u>	PW	<u>10,777,000</u>	C	<u>965,000</u>	E	1,001
Total		16,714,000	996,000		14,753,000		965,000		
B. New									
Infrastructure II	OCC 7	\$11,206,000	0		602,000	PW	10,604,000	C	
Total		<u>\$11,206,000</u>	<u>0</u>		<u>602,000</u>	PW	<u>10,604,000</u>		
Grand Total		\$27,920,000	\$996,000		\$15,355,000		\$11,569,000		

A = Acquisition

E = Equipment

W = Working Drawings

C = Construction

P = Preliminary Plans

TABLE 6.7

Summary of Projected Costs,
State-Funded Capital Improvement Program
CSU, San Marcos

<u>Size of Campus per FTE</u>	<u>Project Cost (Cumulative)</u>	<u>Estimated Cost in Dollars per FTE</u>
2,000	\$ 63,533,000	\$31,767
5,000	164,867,000	32,973
15,000	316,485,000	21,099
25,000	526,719,000	21,068

projected to build the new campus to 5,000 FTES; \$151.6 million will bring the total FTES to 15,000; and another \$210 million will complete the build-out at 25,000 FTES (Table 6.9). As Table 6.7 indicates, the total cost of the transition to a campus of 25,000 FTES is projected to be \$526.7 million, or about \$21,000 per FTES.

TABLE 6.8

CAPITAL OUTLAY PROGRAM FOR CSU, SAN MARCOS 1989-90

<u>Project</u>	<u>State Wide Priority</u>	<u>Cost</u>	<u>Prior to 1989/90</u>	<u>Phase</u>	<u>1989/90 Request</u>	<u>Phase</u>	<u>After 1989/90 Completion</u>	<u>Phase</u>	<u>FTE</u>
A. Previously Approved									
Infrastructure/ Site Development	OCC 1	\$10,193,000	\$492,000	PW	\$9,701,000	C	\$ 0		
Physical Plant/ Corporation Yard	OCC 2	1,693,000	105,000	PW	1,485,000	C	103,000	E	
Initial Facility	OCC 3	21,499,000	869,000	PW	18,282,000	C	2,348,000	E	
Academic Building I	OCC 4	<u>21,648,000</u>	<u>291,000</u>	P	<u>18,107,000</u>	WC	<u>3,250,000</u>	E	1,811
Total		\$55,033,000	\$1,757,000		\$47,575,000		\$5,701,000		
B. New Total		0	0		0		0		
Grand Total		\$55,033,000	\$1,757,000		\$47,575,000		\$5,701,000		

C = Construction

E = Equipment

P = Preliminary Plans

W = Working Drawings

TABLE 6.9

PROJECTED COSTS, STATE-FUNDED CSU CAPITAL IMPROVEMENT PROGRAM
SAN MARCOS CAMPUS
(ENR 4665)

<u>Full-Time Equivalent Enrollment</u>	<u>Capital Project</u>	<u>GSF</u>	<u>Total Project Cost</u>
5,000	Academic Buildings	153,940	\$ 21,938,000
	Lab Buildings	76,700	6,785,000
	Library	110,000	13,410,000
	Performing Arts	80,000	17,709,000
	Physical Education	66,000	8,225,000
	Playfields	N/A	1,500,000
	Physical Plant	12,000	1,432,000
	Infrastructure	N/A	<u>20,335,000</u>
	Total		\$101,334,000
15,000	Academic Buildings	486,700	\$ 69,089,000
	Lab Buildings	242,800	52,489,000
	Library	90,000	11,019,000
	Physical Education	66,000	8,225,000
	Playfields	N/A	1,500,000
	Physical Plant	17,500	1,980,000
	Infrastructure	N/A	<u>7,316,000</u>
	Total		\$151,618,000
25,000	Academic Buildings	536,700	\$ 76,241,000
	Lab Buildings	320,700	68,509,000
	Library	200,000	24,195,000
	Performing Arts	60,000	14,460,000
	Theater	50,000	12,089,000
	Athletes' Complex	50,000	6,289,000
	Public Safety	5,000	950,000
	Physical Plant	12,500	1,483,000
	Infrastructure	N/A	<u>6,018,000</u>
	Total		\$210,234,000

Notes:

1. Additional funds for off-site utility fees may be necessary.
2. Future remodeling projects may be necessary.
3. Capital outlay funds for initial 2000 FTE center are not included.

The California Postsecondary Education Commission has converted the CSU capital outlay cost estimates into current dollars. Despite the differences in methodology, CPEC concluded that the two estimates were "relatively close, lending a degree of confidence among all parties about the general reliability of the projections."

Operating Costs

The California Postsecondary Education Commission also has developed some gross estimates of instructional and related expenditures needed to support the development of new campuses in the CSU. The CPEC model includes five cost centers: instruction (expenditures for faculty, teaching assistants, instructional support staff, and supplies and equipment that are required for the formal academic degree program); academic support (primarily library and audiovisual services); student services (e.g., counseling and career guidance, admissions and records, health services, affirmative action); institutional support (policy planning and administration and operational functions such as accounting, police, payroll, personnel, and publications); and plant operation (maintenance of electrical, heating, and plumbing systems, buildings and grounds, janitorial services, and painting and structural repairs). These expenditure classifications are funded almost exclusively by the state and reflect the instructionally-related costs associated with building a new campus. Other expenditure categories, such as scholarships, research, and public service, are excluded from the CPEC analysis; many of these activities are not state funded, and

are more indirectly related to the instructional mission of the institution.

Table 6.10 shows the 1987 expenditures and per student costs (both direct and instructionally-related) for each campus in the CSU. The per student costs for the two categories of direct instruction was \$4,750 systemwide, and the per student costs for all five expenditure categories was \$7,004 systemwide. Accordingly, the instructionally-related costs for a full-service campus of 25,000 FTES would be \$175 million annually (in 1987 dollars). These cost data do not distinguish among levels of instruction, and they assume that the costs of adding all students are the same, without regard to economies of scale or marginal costs. CPEC planners concluded, however, that although "future refinements to some of these calculations may be necessary, the cost relationships developed here are accurate enough to be at least relatively close to whatever final estimates of operating costs are developed for planning the expansion of the public sector of postsecondary education in California."

TABLE 6.10

INSTRUCTIONALLY-RELATED EXPENDITURES BY CAMPUS, COST CENTER, AND FTES 1987

<u>Campus</u>	<u>FTE Enrollment</u>	<u>Instruction</u>	<u>Academic Support</u>	<u>Direct Instruction Per Student</u>	<u>Student Services</u>	<u>Institutional Support</u>	<u>Plant Operation</u>	<u>Instruction Costs Per Student</u>
Bakersfield	3,312	\$15,580,259	\$3,499,491	\$5,761	\$3,697,679	\$5,491,974	\$3,111,195	\$9,475
Chico	13,331	56,607,012	8,353,133	4,873	13,387,312	11,245,654	7,664,747	7,296
Dominguez Hills	5,093	24,358,104	4,330,175	5,633	4,589,616	8,212,739	4,173,767	8,966
Fresno	14,916	67,789,363	10,426,547	5,244	11,325,020	14,315,209	8,647,345	7,542
Fullerton	16,811	62,973,141	9,596,295	4,317	9,791,944	14,650,075	8,136,140	6,255
Hayward	9,749	41,069,358	7,484,850	4,980	6,295,160	9,976,585	5,962,276	7,261
Humboldt	5,637	27,682,263	5,546,702	5,895	6,779,822	8,513,437	5,244,396	9,538
Long Beach	24,187	89,104,896	12,212,225	4,189	20,795,902	21,463,034	12,399,835	6,449
Los Angeles	15,549	64,507,260	8,966,909	4,725	12,086,510	15,131,470	8,825,463	7,043
Northridge	20,843	80,181,280	11,818,438	4,414	12,653,276	16,362,952	9,397,770	6,257
Pomona	15,500	62,290,895	8,814,614	4,587	11,408,088	12,644,745	8,986,367	6,719
Sacramento	17,945	73,682,406	10,504,283	4,691	12,160,121	14,133,114	7,407,541	6,569
San Bernardino	6,095	23,774,430	4,648,940	4,663	4,385,727	7,989,822	3,962,914	7,344
San Diego	26,819	104,849,608	19,318,821	4,630	17,303,802	20,807,132	12,964,102	6,534
San Francisco	19,141	74,178,083	11,721,472	4,488	16,337,117	15,762,477	9,293,844	6,650
San Jose	19,470	81,055,719	12,026,665	4,781	15,915,335	18,139,278	10,910,407	7,090
San Luis Obispo	15,480	70,901,367	11,283,216	5,309	11,418,848	13,233,952	9,209,065	7,497
Sonoma	4,592	21,288,599	3,782,587	5,460	4,481,299	6,393,162	4,059,683	8,712
Stanislaus	3,541	15,876,950	3,362,246	5,433	3,429,218	5,734,193	2,981,755	8,863
TOTAL	258,011	\$1,057,750,993	\$167,697,609	\$4,750	\$198,241,796	\$240,201,004	\$143,338,612	\$7,004

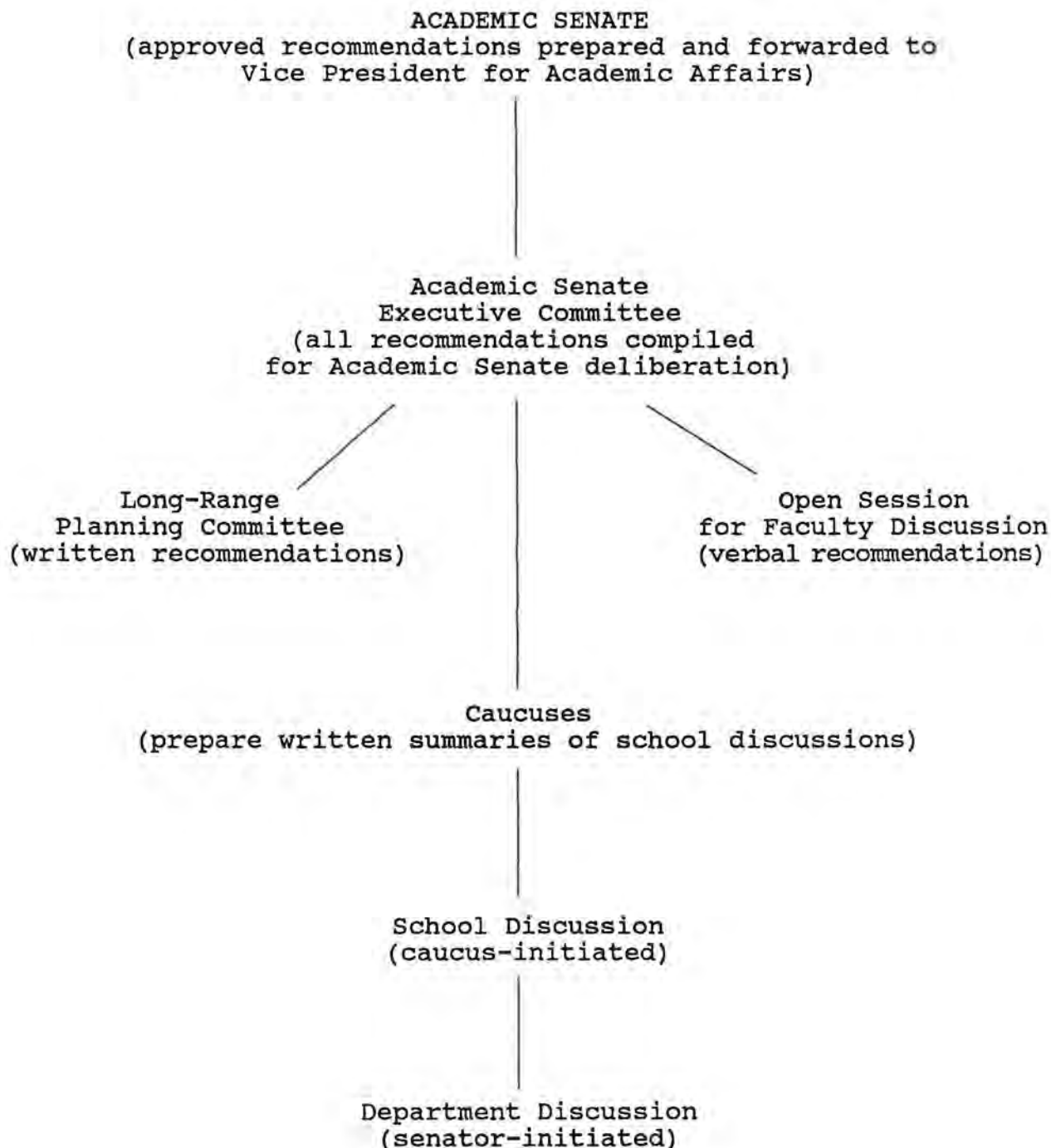
SELF-SUPPORT FUNDS

TO FOLLOW, BRIEF DISCUSSION AND DATA ON THE AMOUNT AND USE OF
DISCRETIONARY FUNDS GENERATED THROUGH SELF-SUPPORT OPERATIONS THAT
WOULD BE LOST TO THE INSTITUTION BECAUSE OF YRO

CONCLUSION

TO FOLLOW, BRIEF DISCUSSION SUMMARIZING FISCAL COSTS AND BENEFITS
COMPARING YRO SIMULATION MODEL TO THE CSU/CPEC ESTIMATES FOR NEW
FACILITIES.

SUGGESTED PROCESS FOR RECEIVING RECOMMENDATIONS TO THE STRATEGIC PLANNING DOCUMENT



State of California

RECEIVED

Letter of Acknowledgment
CAL POLY
SAN LUIS OBISPO
CA 93407

Memorandum

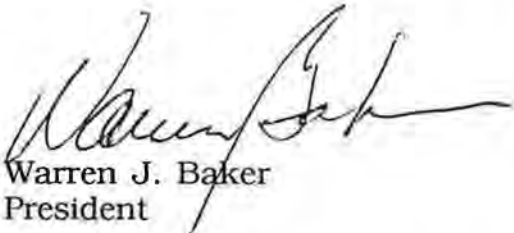
AUG 1 1991

To : Charles Andrews, Chair
Academic Senate

Date : July 22, 1991

File No.:

Copies :

From : 
Warren J. Baker
President

Subject: **AB 91-4 AND REVISION IN CAM 371 (REVISION OF AB 85-1
RELATING TO ADMINISTRATION OF CONFERENCES AND FACILITIES
LICENSING)**

A Conferences and Workshops Advisory Committee chaired by Glenn Irvin, Associate Vice President for Academic Affairs, recently submitted to me a revision of AB 85-1 relating to the Administration of Conferences and Facilities Licensing. In addition to the revised administrative bulletin, the committee also recommended a restatement of CAM 371 relating to Conflict of Interest. I have promulgated the new administrative bulletin, a copy of which is attached, and I have also implemented on an interim basis a revision in CAM 371, a copy of which is also attached.

For your information, members of the advisory committee which worked on the details of this proposal included: Glenn Irvin, Vicki Stover, Joe Risser, Robert Griffin, Ron Regan and Alan Yang. In addition, the proposed revisions were reviewed in detail by Vice Presidents Koob and Landreth, Jim Murphy, Lark Carter, Al Amaral, Frank Lebens, Robert Lucas, Joe Sabol, Glenn Casey, Don Prout and Margaret Cardoza.

The revision in CAM 371 is basically a restatement of existing provisions and a more complete reference to the requirements of Government Code Section 19990 relating to Conflict of Interest and incompatible activities of State employees. Should the appropriate committee of the Academic Senate have any comments or suggestions with regard to this revised section, I would welcome them.

Attachment

370.4 Twelve-month Librarians Electing to Work on a Ten-month Basis

(See collective bargaining agreement for faculty unit employees.)

371 Conflicting Employment, Activities or Enterprises

371.1 In protecting the integrity of the California State Service, employees shall comply with the requirements of Government Code Section 19990. Activities and enterprises deemed to be inconsistent, incompatible or in conflict with the duties of a state officer or employee include, but are not limited to, all of the following:

- A. Using the prestige or influence of the state or the appointing authority for the officer's or employee's private gain or advantage or the private gain of another.
- B. Using state time, facilities, equipment, or supplies for private gain or advantage.
- C. Using, or having access to, confidential information available by virtue of state employment for private gain or advantage or providing confidential information to persons to whom issuance of this information has not been authorized.
- D. Receiving or accepting money or any other consideration from anyone other than the state for the performance of his or her duties as a state officer.
- E. Performance of an act in other than his or her capacity as a state officer or employee knowing that the act may later be subject, directly or indirectly to the control, inspection, review, audit, or enforcement by the officer or employee.
- F. Receiving or accepting, directly or indirectly, any gift, including money, or any service, gratuity, favor, entertainment, hospitality, loan, or any other thing of value from anyone who is doing or is seeking to do business of any kind with the officer's or employee's appointing authority or whose activities are regulated or controlled by the appointing authority under circumstances from which it reasonably could be substantiated that the gift was intended as a reward for any official actions performed by the officer or employee.
- G. Subject to any other laws, rules, or regulations as pertain thereto, not devoting his or her full time attention and efforts to his or her state office or employment during his or her hours of duty as a state officer or employee.

- 371.2 The limitations stated above do not attempt to specify every possible limitation on employee activity that might be determined and prescribed under the authority of Section 19990 of the Government Code. If later experience shows a need for additions to, deletions from, or clarification of the limitations stated above, the changes determined to be necessary will be made. Nothing in this statement or listing shall be construed by any employee as the sole provisions of law and administrative rules which must be observed by each officer and employee of this university.
- 371.3 It is not the desire of the Trustees nor this university to inquire into the private affairs of its employees. The cooperation of all employees is requested in avoiding any activity that will cause embarrassment to this university and the State of California. Any employee who is engaging in, or plans to engage in, any employment, activity, or enterprise which conceivably might be incompatible or interfere in any way with the individual's duties as an employee of the university is asked to consult with the department head and dean or program administrator.
- 371.4 Violation of provisions outlined in CAM 371 makes the employee subject to such disciplinary action as is deemed necessary by the university.
- 371.5 Employees Running for Public Office

In addition to the provisions of CAM 371 concerning incompatible activities, it is the policy of this university that employees who wish to run for public office also are subject to the following guidelines:

A. Campaigning

1. Campaign activities should be conducted outside the normal work hours unless the employee has made arrangements with the department head for authorized time off. This may include the use of earned vacation time or a leave of absence without pay. Another available option is the reduction of the employee's time base with appropriate reduction in pay during the campaign period.
2. It is the responsibility of the employee and the supervisor to work out a detailed time schedule of the hours the employee is expected to meet in carrying out normal daily assignments. A definite understanding should be reached and confirmed in writing concerning any arrangement for time off, meeting assignments, etc. A copy of such agreement should be forwarded to the Office of the President.
3. The employee should use discretion and take appropriate steps to avoid the possible criticism of misuse of State time. This should include advising the public of any working arrangement with the university.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

ADMINISTRATIVE
BULLETIN 91-4

- B. If there is any use of campus resources (facilities or services) beyond those covered by indirect costs, those portions of event must be coordinated through the Conference Coordinating Center.
 - C. If the event assesses a registration or other fee it must be coordinated through the Conference Coordinating Center and follow Foundation financial accounting procedures.
4. A campus unit sponsors, or co-sponsors with an off-campus entity, a conference or workshop off-campus involving a grant or contract.
- Notification of the event must be given to the Conference Coordinating Center.
5. An off-campus entity wishes to hold an event on the campus.
- All arrangements are coordinated through the Conference Coordinating Center.
6. An off-campus entity wishes to hold an event that is co-sponsored by a Cal Poly unit.
- This is treated as an on-campus event.

ATTACHMENT A

Relationship of the Conference Coordinating Center
and Units Sponsoring Conferences and Workshops

1. A campus unit sponsors, or co-sponsors with an off-campus entity, a conference or workshop on campus.
 - A. Notification of the event must be given to the Conference Coordinating Center.
 - B. If the event uses on-campus resources, facilities, or services, it must be coordinated through the Conference Coordinating Center.
 - C. If the event assesses a registration or other fee it must be coordinated through the Conference Coordinating Center and follow Foundation financial accounting procedures.
 - D. If the event involves any contractual agreements, it must be coordinated through the Conference Coordinating Center.
2. A campus unit sponsors, or co-sponsors with an off-campus entity, a conference or workshop off-campus.
 - A. Notification of the event must be given to the Conference Coordinating Center.
 - B. If the event involves any contractual agreement for facilities, including off-campus facilities, it must be cleared with Conference Coordinating Center for financial accountability. If the unit hosting the event can demonstrate that liability is covered, it may proceed. If there is financial liability to the university, the event must be approved and coordinated through the Conference Coordinating Center so the event contributes to and is protected by the Conference Contingency Fund.
 - C. If the event assesses a registration or other fee it must be coordinated through the Conference Coordinating Center and follow Cal Poly Foundation financial accounting procedures.
3. A campus unit sponsors, or co-sponsors with an off-campus entity, a conference or workshop on-campus involving a grant or contract.
 - A. Notification of the event must be given to the Conference Coordinating Center.

2. shall appoint a member of the faculty/staff to be the Conference/License Coordinator and work directly with the Conference Coordinating Center and any outside sponsor(s) for the conference for which they have jurisdiction;

E. Off-Campus License Activity Sponsors:

1. shall contact the Conference Coordinating Center to coordinate the use of university resources for License activities;
2. shall designate a member of the organization to be a license Program Coordinator to work directly with the Conference Coordinating Center and any outside sponsor(s) for any conferences for which they assume responsibility.

V. References

Campus Administrative Manual, Sections 230, 324.2, 371.1, and 542.
Administrative Bulletin 89-2, Commercial Sponsorship.
Memorandum of Understanding, Article 36.
Faculty Personnel Handbook.
Government Code: Articles 4, 4.5, 4.7, and 10.
Education Code 89006, 89906, 89907, 89908, and 89909.

have special responsibility to review and evaluate in writing the fiscal activities of the Center, at least annually, and to ensure that the support of academic activities, or of activities with substantial academic qualities, continues to receive first priority among the projects pursued by the Center. The Director shall have the responsibility to bring appropriate issues to the Committee and to present to it, at the request of the Chair, appropriate written information by which to evaluate the Center's fiscal and operational activities.

The Committee shall be composed of:

the Associate Vice President for Academic Programs (Chair), *ex officio*;

the Director of Extended Education, *ex officio*;

a representative appointed by the Vice President for Business Affairs.

a representative appointed by the Vice President for Student Affairs;

a representative appointed by the Executive Dean;

a representative appointed by the Executive Director of Cal Poly Foundation; and

two faculty members appointed by the Chair of the Academic Senate.

All appointees serve one-year terms and may be reappointed as needed. All members should be available Summer quarter.

The members *ex officio* will be voting members.

The Chair shall arrange for the necessary appointments to the Committee each academic year and convene the Committee at the request of the Director of the Conference Coordinating Center, and at least quarterly.

D. Cal Poly Schools, Departments, or units:

1. shall contact the Conference Coordinating Center to coordinate the use of university and community resources for campus-sponsored conferences;

- c. developing and implementing the Center's self-support financial plan and fiscal procedures for Conferences and License activities;
 - d. developing an annual report on the Center's financial and operational activities for review by the Conference Coordinating Committee;
 - e. coordinating educational programs with Extended Education;
 - f. reviewing and approving License activities in concert with the mission of the University; and,
 - g. bringing appropriate issues to the attention of the Conference Coordinating Committee, including information by which the Center's financial and operational activities may be evaluated.
- B. Conference/License Faculty Program Coordinators shall work with the Conference Coordinating Center to:
 - 1. develop the Letter of Agreement and budget for the conference/license activity;
 - 2. develop the program schedule for the conference/license activity;
 - 3. schedule the use of campus and community personnel, equipment, facilities, and services;
 - 4. coordinate the work associated with the event;
 - 5. evaluate the event and provide a written report to the sponsoring entity and to the Director of the Conference Coordinating Center;
 - 6. ensure, by personal inspection or participation, that the event is conducted in a business-like manner within the terms of the Letter of Agreement;
- C. The Conference Coordinating Committee:

The function of the Committee is to advise the Director on policy issues brought to its attention by the Director or other persons. In particular, the role of the Committee is to interpret this Administrative Bulletin and to resolve such problems as may arise in the support and control of conferences and license activities. The Committee will

IV. Procedures and Practices:

A. Conference Coordinating Center

1. Housing and Conference Services, Business Affairs Division, is responsible for Cal Poly's Conference Coordinating Center.
2. Responsibilities of the Center include:
 - a. working with Conference and License Activity Coordinators to develop and manage their events;
 - b. arranging for administrative review and approval of the events;
 - c. authorizing the use of campus facilities, equipment, and services, and arranging for the use of community resources for the events;
 - d. developing and evaluating campus and community facilities and services to support the attraction, planning, production, management, and evaluation of these events;
 - e. establishing and maintaining positive university relationships with the local Chamber of Commerce, visitor and conference bureaus, and with community providers of facilities and services related to conference and license activity;
 - f. publicizing the functions of the Center to the Cal Poly community and to potential initiators of events; and
 - g. ensuring appropriate fiscal controls and procedures are implemented and followed.
3. The Director of the Conference Coordinating Center shall be responsible for the overall administration of the Center including:
 - a. developing and implementing operational policies and procedures for the Center;
 - b. developing Center personnel, programs, facilities, and services;

3. contributing to the variety of activities at Cal Poly;
4. maximizing use of Cal Poly's facilities and services.

License activities are initiated by the request of a non-campus entity for use of facilities and services and may be accommodated as facilities and services are available. (Ref. CAM 230)

III. Policy

University employees involved in conference activities shall avoid any activity or enterprise which discredits the university or is clearly inconsistent, incompatible, or in conflict with his or her duties as a state officer or employee. (Ref: CAM 371)

- A. The use of state university facilities and services for conferences and for community related activities is not supported by the State of California and as such the use of faculty, staff, equipment, materials and supplies, facilities, and services shall be coordinated and accounted for through the Conference Coordinating Center and fully reimbursed according to established fees. The campus unit is responsible for ensuring that University employees involved in conference and/or license activities shall avoid any activities or enterprise which discredit the university or are clearly inconsistent, incompatible, or in conflict with his or her duties as a state officer or employee. (Ref. CAM 371)
- B. The Conference Coordinating Center is responsible for the establishment and maintenance of university fiscal controls and coordination and facilitation of conference and license activity use of university and community resources.
- C. Conferences have priority over License activities in access to university resources, including the Conference Coordinating Center.
- D. The campus unit or outside entity which sponsors a conference or license activity assumes programmatic and financial responsibility through the Conference Coordinating Center for the conference or activity.
- E. A faculty or staff member of the University who undertakes work in support of a conference or license activity establishes a relationship with the university which is distinct from his or her role as an instructor or employee. (Ref: CAM 324.2, 542, MOU Article 36 - Faculty Personnel Handbook)

These are the distinguishing features of conferences and license activities:

A conference:

1. supports Cal Poly's mission;
2. is sponsored or co-sponsored by a Cal Poly school, department, or other recognized unit (it may be initiated by an off-campus entity);
3. is directed by the campus faculty conference program coordinator;
4. uses Cal Poly and or local community facilities or services, on or off-campus; and
5. is financially self-supporting and ordinarily receives funds from an off-campus source, such as participant registrations and/or grants or sponsorships.

A conference supports Cal Poly's mission by:

1. enhancing the professional development of members of Cal Poly's faculty, staff and students or the regional or state community;
2. contributing to the development of new curricula or programs;
3. providing students and visitors with opportunities to exchange ideas on issues of general or professional concern;
4. fostering the educational and professional growth of alumni and providing occasions for alumni to return to the campus, promoting long-term relations;
5. providing opportunities for potential faculty, staff, students, donors, and professionals in various fields to become acquainted with Cal Poly;
6. contributing to the full use of campus resources when they are not needed for regular activities;
7. contributing to the reputation of Cal Poly by demonstrating its commitment to be of service to off-campus constituencies.

A License activity is initiated and conducted by an off-campus entity and supports Cal Poly's educational and public service mission by:

1. promoting public service by Cal Poly;
2. attracting individuals and representatives of organizations to CalPoly;

ADMINISTRATION OF CONFERENCES AND FACILITIES LICENSING

I. Background and Purpose

California Polytechnic State University administers conferences and licenses the use of facilities and services appropriate to its educational objectives. This bulletin establishes a framework of policy within which conferences and license activities shall operate.

II. Scope

Conferences or license activities involve meetings or programs. They may be known as workshops or institutes, short courses, or by other similar names, and have in common that they are not part of the regular curricular or co-curricular activities of Cal Poly, include off-campus participants, and may be sponsored or co-sponsored all or in part by one or more off-campus entities.

Conferences may also involve use of local community resources which are to be coordinated through the Conference Coordinating Center to ensure consistent university relations with community facility and service suppliers. The Conference Coordinating Center is authorized by the university to enter directly into contracts for services for campus-sponsored conferences with off-campus entities.

It is the university's intent that all campus sponsored or co-sponsored conference programs should be coordinated through the Conference Coordinating Center. These include, but are not limited to such activities as academic and sports camps, professional association or society meetings and conferences, industry or professional workshops, workshops or conferences which are integral to grants received by the university, products of institutes, or individual endeavors such as short courses (see Attachment A: Relationship of the Conference Coordinating Center and Units Sponsoring Conferences and Workshops).

The Conference Coordinating Center offers services for conferences and license activities. This includes licensing university facilities and services; providing accounting, billing, and disbursement services; and providing insurance and risk-management services.

Programs administered by Associated Students, Inc., Cal Poly Arts, or Extended Education, as well as artistic or athletic events, or campus convocations or assemblies, are not within the scope of this bulletin.

ADMINISTRATION OF CONFERENCES AND FACILITIES LICENSING

Conferences and Workshops are of particular value to the institution in providing important continuing education opportunities for faculty, staff, students, alumni, members of professional associations, and members of the surrounding community. In addition, the university is able to support and encourage community activities and participation through the use of campus facilities and services for community events hosted as license activities.

The increase in the number and variety of conferences and license activities on the campus has made evident the need to revise the university's policies governing these activities. This bulletin updates and supersedes the existing Administrative Bulletin 85-1, re-defines the scope of conference coordination for university sponsored activities, and clarifies the roles of various parties involved in conferences and license activities.

APPROVED:


Warren J. Baker, President

DATE:

7/8/91

NOTE:

This Administrative Bulletin should be filed in the Appendix of the Campus Administrative Manual and appropriate entries made in the CAM Index and Administrative Bulletins List. Administrative Bulletin 85-1 is now superseded and should be deleted from the manual. The entry for AB 85-1 in the Administrative Bulletins List should be changed to "Obsolete" with disposition indicated as "Superseded by AB 91-4."

Pen-and-ink changes should be made in the Campus Administrative Manual Index under the following headings:

Conference, administration of, ~~AB 85-1~~, AB 91-4
Workshops, 462, ~~AB 85-1~~, AB 91-4

Pen-and-ink addition should be inserted in the Campus Administrative Manual Index under Conference, Coordinating Center, AB 91-4.