

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

FILE COPY

Academic Senate
Executive Committee Agenda
October 15, 1991
UU 220 3:00-5:00 p.m.

<u>Member</u> Andrews, Charles (C) Bertozzi, Dan Botwin, Michael DeMers, Gerald Devore, Jay Gamble, Lynne (VC) Gooden, Reginald Kersten, Timothy Koob, Robert Lomas, Charles Lutrin, Sam	<u>Dept</u> Actg BusAdm ArchEngr PE/RA Stats Library PoliSci Econ VPAA EngrTech StLf&Active	<u>Member</u> Mori, Barbara Murphy, James Russell, Craig (Secty) Shelton, Mark Vilkitis, James	<u>Dept</u> SocSci IndTech Music CropSci NRM
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Copies: Warren Baker
 Glenn Irvin
 Howard West

minutes of
 9.24 and
 10.1.91 are
 removed

- I. Minutes: Approval of the September 24 and October 1, 1991 Academic Senate Executive Committee minutes (pp. 2-9).
- II. Communication(s) and Announcement(s):
 - A. Nominations received for the SAGR dean selection committee (p. 10).
 - B. Chart with timelines for receiving input to the Strategic Planning Document (to be distributed).
 - C. Committee assignments for Year Round Operations (pp. 11-12).
 - D. Annual Review of ARDFA: 1990-1991 (pp. 13-24).
 - E. Academic Senate committees year-end reports (pp. 25-40).
- 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:

<u>Academic Senate:</u>		
SAED	Replacement for M Timmons	('91-92 term)
SBUS	Replacement for L Burgunder	('91-93 term)
	Replacement for D Peach-JOSEPH BIGGS	(FALL QTR)
SLA	Replacement for N Lerner	('91-92 term)
PCS	Replacement for P Harrigan-BARBARA ANDRE	('91-93 term)
	Replacement for W Reynoso	('91-93 term)

<u>Academic Senate committees:</u>		
SAGR	Research	('91-93 term)
SAED	Budget (replcmt for M Martin)	('91-93 term)
	Constitution & Bylaws	('91-93 term)
	Elections	('91-93 term)
	Fairness Board (replcmt for Aviles)	(FALL QTR)
	Library (replcmt for P Pangotra)	('91-92 term)
	Student Affairs	('91-93 term)

SBUS	Fairness Board-GEORGE BEARDSLEY Research (replcmt for J Anderson) Student Affairs-JOSEPH BIGGS	('91-93 term) ('91-92 term) ('91-93 term)
SENG	Instruction	('91-92 term)
SLA	UPLC (replcmt for D Henry)	('91-92 term)
SPS	Fairness Board (replcmt for P Acord) Long-Range Planning Research-PATRICIA ENGLE Student Affairs (replcmt for C Breazeale)	(FALL QTR) ('91-93 term) ('91-93 term) (FALL QTR)
SSM	Research-RICHARD FRANKEL	('91-92 term)
PCS	GE&B (replcmt for P Harrigan) Long-Rg Plg (replcmt for B Williams) Research (replcmt for A Dominguez)	('91-92 term) ('91-92 term) ('91-92 term)

Status of Women Committee
 Part-time faculty representative

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)
Intersegmental CAN Course Descriptions Committees	Art, Business, Computer Science, Drama, and Music
Conference and Workshop Advisory Committee	Two vacancies (must be available during summer quarter)

- B. Selection of part-time faculty representative to the Academic Senate (pp. 41-42).

VI. Discussion:

- A. AB 91-4, Administration of Conferences and Facilities Licensing. **PLEASE BRING PAGES 58-70 FROM YOUR 9/24/91 EXECUTIVE COMMITTEE AGENDA. NO ADDITIONAL COPIES OF THIS SECTION WILL BE AVAILABLE AT THE MEETING.**
- B. Draft proposal re program review and evaluation process (to be distributed).
- C. Sexual Harassment Policy (pp. 43-49).
- D. Graduate Studies proposal (pp. 50-61).
- E. Improved university hour(s) and lunch hours (p. 62).

VII. Adjournment:

**NOMINATIONS RECEIVED TO THE
SELECTION COMMITTEE FOR APPOINTMENT
OF DEAN TO THE SCHOOL OF AGRICULTURE**

Two tenured faculty members from schools other than SAGR:

Brown, Johanna	Library	PCS
Cook, Barbara	Social Sciences	SLA
Freberg, Laura	Psyc/Human Dev	SPS
Grinde, Donald	History	SLA
Hood, J. Myron	Math	SSM
Pohl, Jens	Architecture	SAED
Smith, Douglas	English	SLA
Weber, Barbara	Home Economics	SPS

Four tenured faculty members from the School of Agriculture:

Amedee, Gaston	Soil Science
Carnegie, Edgar	Agricultural Engineering
Dingus, Del	Soil Science
Doub, Phillip	Agribusiness
Ferreira, Leslie	Dairy Science
Kellogg, Bill	Agricultural Education
Pedersen, Mary	Food Science/Nutrition
Piirto, Douglas	Natural Resources Management
Rutherford, Robert	Animal Sciences/Industry
Vilkitis, James	Natural Resources Management
Wheatley, Jo Ann	Crop Science

Last day to turn in nominations is Wednesday, October 16, 1991.
Elections will be held the week of October 21, 1991.

10/9/91

COMMITTEE ASSIGNMENTS FOR YEAR ROUND OPERATIONS

BUDGET COMMITTEE

The Budget Committee will be asked to review and analyze the fiscal impact of moving from an academic year of three quarters plus a separately funded summer quarter (which is the current situation at Cal Poly) to the following:

1. Funding for 4 quarters, which will provide comparable funding for each quarter, without use of artificial salary constraints, and allowing for the reality of increased use of buildings and equipment.

Identification or consideration of what adjustments would need to be made in the budgeting process to allow for such changes, be they formula changes or whatever is identified.

2. Assessing a trimester basis for Year Round Operations. The Committee would use the same approach as for item 1.

INSTRUCTION COMMITTEE:

Under the by-laws of the Academic Senate, the Instruction Committee ". . . shall be responsible for recommendations regarding subjects which impinge directly on the quality of teaching."

1. Accordingly, this Committee should review the affects on quality of teaching under the present system of 3 plus 1 quarter, Year Round Operations as defined earlier, and the trimester system of instruction.
2. This review should also consider the effects upon the student under each approach, as well as what the academic calendar should be for each system. This would include a recommendatin as to the number of weeks which should be in a semester.
3. Identify and assess pertinent pedagogical factors under each of the options being evaluated.

LONG-RANGE PLANNING COMMITTEE:

The standing charge to the Long-Range Planning Committee states: "Areas assigned to specific standing committees of the Academic Senate fall within its purview when future predictions and extreme long-range planning are necessary or possible."

1. This Committee will assess the long-range

implications of each type of academic term, as identified above, with particular emphasis on enrollment, student retention, and progress toward graduation.

2. This Committee will review the reports from the Budget Committee, the Instruction Committee, and its own findings, and compile a report, with recommendations. The report will be directed to the Academic Executive Committee for discussion prior to submittal to the Academic Senate.

To assist each committee, there is a growing file of information available in the Academic Senate office. The Chair of each committee should come review the materials and copies will be made of the desired information appropriate to the charge of that committee. Additional assistance will be provided through the various appropriate office in the University administration, i.e., Finance, Institutional Research, etc.

The timetable for reporting to the Academic Senate office is as follows:

Budget and Instruction Committees by January 14, 1992

Long-range Planning Committee by February 4, 1992.

The time differential is based upon the charge for the LRPC to compile all the reports into a single document.

Earlier reporting would be welcome.

RECEIVED

DATE: 6/18/91

TO: President Warren Baker

cc: R. Koob, VP Acad.Affairs
R. Lucas, Grad.St.
P. Lee, Dean SENG
S. Hockaday, ARDFA

SEP 24 1991

FROM: Safwat Moustafa, Chair
Academic Senate Research Committee

Academic Senate
[Signature]

VIA: James Murphy, Chair
Academic Senate
[Signature]

RE: Annual Review of ARDFA: 1990-1991

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I. BACKGROUND:

In accordance with the terms of AS-327-89/RC and Administrative Bulletin 90-2, Policies and Procedures, the Academic Senate Research Committee conducted its annual review of the Applied Research and Development Facility (ARDFA) during the Spring quarter, 1991.

II. REVIEW PROCESS

The ASRC in a memorandum dated April 18, 1991, and addressed to the ARDFA Director requested that a written report be submitted to the ASRC by May 15, 1991.

The ASRC memorandum requested specific information in the written report on the following items:

- 1 Listing of ARDFA research activities completed, current, and anticipated...
- 2 Administrative organization of the ARDFA facility.
- 3 List of all Cal Poly funds received, allocated and/or utilized by the facility during the last two years.
- 4 Plans for 1991-92...
- 5 Plans for facility upgrading, if any.
- 6 Detailed budget proposed for requested indirect cost for 1991-92.

After receiving the written report from ARDFA, the ASRC appointed a three person subcommittee to conduct the review and to report its recommendations back to the full committee.

The subcommittee was asked to address the following questions:

- 1 Has the presence of ARDFA attracted funding which otherwise might have gone elsewhere?
- 2 How are ARDFA funds being utilized in the ARDFA facility?
- 3 Is the ARDFA model a good one to continue?

The ARDFA Review subcommittee inspected the ARDFA site on May 16, 1991, in an inspection tour conducted by Director Stephen Hockaday. The subcommittee then reported the results of its inspection to the full ASRC on May 22, 1991. At that meeting, two project investigators, Dr. Edward Sullivan and Dr. Alypios Chatziioanou; and an ARDFA administrative staff member, Shirlee Cribb, were also interviewed.

The full ASRC continued its discussions and made its final recommendations regarding ARDFA at a meeting on June 5, 1991. At this time the subcommittee chair was asked to finalize the subcommittee's written report for forwarding to the President.

Additional budget data was provided on request from both the Sponsored Programs office and the Research Development Office.

III. RESULTS & DISCUSSION: REVIEW OF ARDFA

A. Review of Specific Information Requested in Written Report

ARDFA Research Activities:

The ARDFA Annual Report submitted to this committee lists some 26 projects currently associated with ARDFA. The total amount awarded for ARDFA projects during 1990-1991 (as of June 5, 1991) was \$5,560,589. (See **Appendix A, "ARDFA 1990-91 Awards"**.) and the total amount awarded for ARDFA projects during 1989-1990 (many of which are still active) was \$2,321,650. (See **Appendix A, "ARDFA 1989-90 Awards"**.)

Total funded research space available at ARDFA is listed as being 7,117 square feet (26.2% of the total floor space). Another 670 square feet are used for ARDFA administration offices. Virtually all of the available research space is currently being utilized. The research facility, although rough in appearance in places, has obviously been significantly upgraded through some judicious remodelling efforts. Our committee was impressed with the level of research activity being conducted in the facility and with its apparent quality. There are about seven faculty members who currently have offices in the ARDFA facility.

Our committee was concerned with the heavy presence of predominantly engineering school related research projects. The scope of projects currently at ARDFA appear to make it a de facto School of Engineering research facility and, perhaps even more limiting, a Civil Engineering Transportation Group facility.

Administrative Organization of the ARDFA Facility

Dr. Stephen Hockaday (Civil Engineering) is the ARDFA Director. Administrative services are provided by a staff of four: S. Kuhlenschmidt, S. Cribb, L. Smith, and a staff engineer, R. Nodder.

Cal Poly Funds Received, Allocated, or Utilized by ARDFA

The ARDFA report included data up to March 31, 1991. We have added supplemental data (**Appendix B**) through April 1991 provided by Sponsored Programs.

Plans for 1991-92

Not included in written report.

Plans for Facility Upgrading

Not included in written report. Some future plans for facilities remodelling were mentioned to the subcommittee when they toured the ARDFA facility.

Detailed Budget Proposed for Requested IDC for 1991-92

Not included in written report.

B. Review of General Layout and Format of ARDFA ReportPreparation and Format of ARDFA Annual Report

The budget data as presented was incomplete but much of this problem can be attributed to the fact that this review was conducted at a time that does not correspond to the University's fiscal year.

The costs and positive benefits of the administrative staff are not evident from the report as presented. It is important that this be documented clearly because the apparent inflation of administrative bureaucracy at ARDFA will be viewed unfavorably by many non-research oriented faculty. The **ARDFA Annual Report** as presented does not adequately convey the positive benefits derived from the presence of the four administrative staff members.

C. Overall Evaluation of the ARDFA ModelThe effect of the ARDFA presence upon funding opportunities

Dr. Hockaday's estimate of projects which probably would have attracted funding even without the presence of ARDFA was about 25%. Our subjective estimate, based upon FY90/91 expenditures through May 10th and project descriptions, was that 12% to 25% of these projects might have attracted funding even without ARDFA.

Utilization of ARDFA funds

Some 70.6% of FY90/91 expenditures through April 1991 appears to be going directly into facilities development and equipment (see **Appendix B, ARDFA Expenditures** table). There is still quite a bit of infrastructure development to be done. A good percentage of future funds will go into remodelling and upgrading of the facility. This will include a substantial amount to connect to, and network with, the campus computer network. The hope was expressed that ARDFA might be able to expand to some neighboring land and add another building.

As of June 7, 1991, ARDFA will receive a \$100,000 Foundation loan to go ahead with a renovation project in the hangar area. A second floor will be added in the hangar area. The 6500 square foot renovation project will add about seven offices and several work areas to ARDFA.

Role of the ARDFA Director

ARDFA is set administratively in the School of Engineering with its Director appointed by the Dean of Engineering but it is intended to be a University-wide facility with access available to anyone with a funded project (subject to availability of space and the necessary equipment and facilities).

Some concern was expressed that efforts to invite, recruit, and include research projects from outside the School of Engineering were not adequate. The scope of projects currently at ARDFA appear to make it a de facto School of Engineering research facility and, perhaps even more limiting, a Civil Engineering Transportation Group facility. Currently, projects funded by the California Department of Transportation with Dr. Hockaday either as PI or co-PI represent an overwhelming proportion of the total budget for ARDFA. His nine projects as listed in the table, **ARDFA Project Activity of the ARDFA Report**, accounted for 74.6% of the total ARDFA

expenditures through March of FY90/91. However, in spite of this budgetary dominance, there are nine other projects associated with the CIM Center, three projects with Aeronautical Engineering, one project with the School of Engineering, one project with Metallurgical and Materials Engineering, one project with Mechanical Engineering, and two other projects with Civil Engineering (PI: Sullivan).

The issue of a potential conflict of interest was a topic brought up by both Dr. Hockaday in his role as Director of ARDFA and by the ASRC. The project director has drawn little, if any, salary from ARDFA funds; choosing instead to charge his salary directly to specific projects in order to avoid the appearance of a conflict of interest. A contrary view, however, holds that Dr. Hockaday as ARDFA Director has, by taking his salary only from his projects, in effect guaranteed that he has a conflict of interest. This view would hold that it would be better for Dr. Hockaday to charge his salary as Director directly to ARDFA.

The administrative staff seemed unsure of the sequence of ARDFA's chain of command in the absence of the Director. With Dr. Hockaday being off-campus much of the time due to his sabbatical leave in Europe, the delegation of authority at ARDFA in his absence needs to be made explicit.

IV. SUMMARY AND CONCLUSIONS

A. General Comments

Research activities at ARDFA are at a high level of funding and activity. Our committee has concluded that a significant amount of research projects have been attracted to Cal Poly due to the presence of the ARDFA infrastructure. The development of this infrastructure has been greatly facilitated due to the cash flow enabled by the ARDFA model's unique method (on this campus at least) of distributing Indirect Costs recovered from projects. The percent of indirect costs recovered from ARDFA projects is significantly higher than from other projects on campus.

Approximately 71 % of ARDFA expenditures have gone into facilities development and equipment (see **Appendix B, ARDFA Expenditures**) and only 24% into personnel related expenses (salaries, benefits, etc.). The bulk of staff charges have been recharged as Direct Costs to research projects (see **Appendix B**) rather than as charges to ARDFA.

During its first two years of operation, there appears to be a relatively high percentage of engineering projects located in ARDFA. More effort should be made to encourage researchers from other schools to take advantage of ARDFA facilities.

Concerns were raised about the Director's potential conflict of interest when so many of the projects that he administers are his own. One solution to this problem might be to reinstitute an Advisory Committee to the ARDFA Director consisting of members from across campus. The Advisory Committee would oversee the activities of the Director and through its oversight help to diminish the problem of conflict of interest. In addition, as the Director's share of projects diminishes to a small percentage (for example, to less than 25% of the total number of projects), the subcommittee feels that it would be proper for him to draw his salary for his time directly related to the administration of ARDFA from the ARDFA budget.

The funding procedure for ARDFA seems to be working well. The ASRC was impressed with what has been accomplished in terms of remodelling of the old facility and with both the quality and quantity of projects that have been implemented. The proportion of ARDFA funds which is going into facilities development appears to be reasonable.

The committee feels that the ARDFA model for indirect cost sharing under AB90-2 is in general a good concept and that it appears to be working well in the present situation. This is a model that other research units attempting to start up may want to emulate.

With respect to some of the concerns that were expressed by members of the review committee, the Academic Senate Research Committee urges the speedy adoption by ARDFA of the following recommendations for improvement:

B. Recommendations for Improvement:

- 1 The ARDFA staff needs to better document how their funds are utilized. More specifically, they need to document the cost savings that have accrued as a result of the ARDFA model for indirect cost sharing.
- 2 Efforts to invite, recruit, and include research projects from outside the School of Engineering and, more specifically, outside the Transportation Group, should be pursued more vigorously.
- 3 A campus-wide Advisory Committee to the ARDFA Director should be established as quickly as possible.
- 4 The ARDFA annual report should be prepared under the supervision of the ARDFA Advisory Committee.
- 5 The ARDFA chain of command needs to be defined more explicitly.
- 6 The Academic Senate Research Committee will recommend to the Office of Graduate Studies and Research Development that the date of the ASRC's review should be changed to the Fall quarter in order to coincide with the submission (as per AB90-2) of the ARDFA Director's report to the Associate Vice President for Graduate Studies and Research.

C. Conclusions

The Academic Senate Research Committee is very positively impressed with what ARDFA has accomplished in the short time that it has been operational. The Director and his administrative staff have done an excellent job of turning a drafty old hangar and its annex into a facility which is capable of attracting some \$ 5.6 million of grants during the 1990/91 fiscal year. Virtually all of the available research floor space is currently being utilized and the level of research activity is high. In addition, a significant number of undergraduate and graduate students have become involved in many of the research projects conducted at ARDFA. The new stage of renovation about to begin will add more offices and work spaces through the addition of a second-floor to part of the hangar.

The Academic Senate Research Committee recommends that ARDFA activities continue as planned and that the **Recommendations for Improvement** listed above be implemented as rapidly as possible.

APPENDIX A -- LISTING OF ARDFA AWARDS

Data supplied by Grants Development Office

**ARDFA 1990-91 Awards
(As of June 5, 1991)**

ARDFA 1989-90 Awards

ARDFA 1988-89 Awards

ARDFA 198^a-90 Awards

Project	Principal Investigator	Sponsor	Date Submitted	Date Funded	GDO#	Budget	Indirect
Roadway to Vehicle Communication	Hockaday, S.	CalTrans	5/14/90	6/29/90	90-197	\$400,000	\$66,667
Mat Prop-Fab Space Structures	Kolkailah, F.	NASA-AMES	11/7/89	6/21/90	90-65	\$39,600	\$4,504
Traffic Management Workstation	Hockaday, S.	CalTrans	4/18/90	6/15/90	90-176	\$49,500	\$8,250
Microbiologically Influenced	Walsh, D.	Radian Corp	3/28/90	6/12/90	90-161	\$29,500	\$6,947
CIM Video Shop Aids	Blodget, R.	North Telecom	2/5/90	6/4/90	90-135	\$25,000	\$5,000
Suckdown Predictions-ACSYNT	Sandlin, D.	NASA-AMES	11/20/89	5/29/90	90-88	\$40,000	\$5,217
Level of Service - Highways	Sullivan, E.	CalTrans via SJSU	9/14/90	5/8/90	90-189	\$30,674	\$5,112
CAPP & Manufacturability	Mason, A.	North Telecom	10/9/89	4/23/90	90-42	\$35,000	\$7,000
Product Design and Manufacturability	Kaliski, M.	North Telecom	10/9/89	4/23/90	90-43	\$75,000	\$15,000
Management: New MFG Technologies	Grant, R.	North Telecom	2/5/90	4/23/90	90-44	\$30,000	\$6,000
Coop Training Asst Program	Sullivan, E.	CalTrans	9/12/89	1/22/90	89-188	\$67,382	\$11,230
Highway Transp Control Center	Hockaday, S.	CalTrans	4/3/89	9/28/89	89-171	\$400,000	\$66,667
CADD Road Design-Dev-Timeshare	Hockaday, S.	CalTrans	4/4/89	9/28/89	88-139	\$650,000	\$108,333
Video Image Processing Tech	Hockaday, S.	CalTrans	8/7/89	9/28/89	90-13	\$300,000	\$50,000
Changeable Message Signs	Hockaday, S.	CalTrans	5/1/89	9/5/89	89-184	\$49,994	\$8,332
Closed Circuit Television	Hockaday, S.	CalTrans	1/18/89	8/4/89	89-113	\$100,000	\$16,667
Subtotals:						\$2,321,650	\$390,926

ARDFA 1988-89 Awards

Project	Principal Investigator	Sponsor	Date Submitted	Date Funded	GDO#	Budget	Indirect
CADD Road Design-Dev-Timeshare	Hockaday, S	CalTrans	6/1/87	3/30/89	87-146	\$110,000	\$18,333
Totals:						\$7,992,239	\$1,322,719

ARDFA 1990-91 Awards

As of June 5, 1991

Project	Principal Investigator	Sponsor	Date Submitted	Date Funded	GDO#	Budget	Indirect
Human Factor Issues/Air Traffic	Hockaday, S.	NASA-AMES	8/6/90	8/24/90	90-224	\$65,130	\$10,855
Coop Training Asst Program	Sullivan, E.	CalTrans	9/28/90	10/18/90	91-40	\$83,082	\$13,847
Advanced Simulation Requirements	Pfister, H.	CSA	12/6/90	12/27/90	91-41	\$17,582	\$5,044
Interface for Static Balance	Shah, R.	Lockheed	11/16/90	1/2/91	91-100	\$2,500	\$326
The Synthesis Coalition	Aceto, J.	NSF via Cornell	4/9/90	1/14/91	90-173	\$317,904	\$69,768
Model of Total Quality Management	Krishnan, R.	North Telecom	11/16/90	1/15/91	91-92	\$60,000	\$12,000
Computer-Aided Proc Plng & Mfg	Mason, A.	North Telecom	11/16/90	1/15/91	91-95	\$35,000	\$7,000
Devel DVACS Project - Phase II	Kaliski, M.	North Telecom	2/7/91	2/19/91	91-139	\$38,000	\$7,600
Autonomous Control Hovercraft	Biezd, D.	Teledyne	2/7/91	2/19/91	91-140	\$28,803	\$3,376
Epoxy Resin Bonded Foundry Snd	Menon, U.	Giesserei	12/27/90	3/7/91	91-119	\$12,000	\$2,946
ADV IE Techn, Silicon MFG-Cont	Pouraghabacher, R.	North Telecom	11/8/90	3/8/91	91-73	\$43,000	\$8,600
CADD Road Design-Dev-Timeshare	Hockaday, S.	CalTrans	12/1/90	4/3/91	91-112	\$200,000	\$33,333
High-Occupancy Vehicle Lane	Hockaday, S.	CalTrans	12/10/90	4/10/91	91-67	\$250,000	\$41,667
CADD Roadway & Design System	Sullivan, E.	CalTrans	3/8/91	4/19/91	91-160	\$900,000 *	\$150,000
Real Time Traffic Operations Center	Hockaday, S.	CalTrans	4/2/91	4/22/91	91-174	\$967,627 *	\$123,771
Adv Travel Mgmt & Info Systems	Hockaday, S.	CalTrans	4/11/91	4/22/91	91-175	\$2,352,921 *	\$392,154
Roadway to Vehicle Communications	Chatziioanou/Hockaday	CalTrans	4/16/91	Pending	91-184	\$187,040	\$31,173

Subtotals: \$5,560,589 \$913,460

*Contract in process in Sacramento

APPENDIX B -- ARDFA FUNDING SOURCES

Data supplied by Sponsored Programs Office

ARDFA FUNDING SOURCES:

INITIAL FUNDING:

Foundation Loan	\$ 50,000*
Hull Endowment	25,000
School of Engineering	15,000
Annual Giving, 1989	<u>10,000</u>
	\$100,000

INDIRECT ALLOCATIONS:

1989/90	\$ 58,413
1990/91 (Through April)	<u>55,621</u>
	\$114,034

Equipment Rental: 16,140

Total Funds Available for Expenditure: \$230,174

*Foundation loan balance now \$40,000; \$10,000 repaid from Endowment September, 1990

ARDFA EXPENDITURES				
	1989/90	1990/91 THRU 4/91	TOTAL	% OF TOTAL
FACILITIES	\$24,167	\$ 75,469	\$ 99,636	51.1%
EQUIPMENT	-0-	37,968	37,968	19.5%
SALARIES: CLERICAL/SECRETARIAL	5,598	10,996	16,594	8.5%
OTHER PERSONNEL EXPENSES: STUDENT/CASUAL SALARIES, BENEFITS, RECRUITMENT	8,089	21,848	29,937	15.4%
TRAVEL	-0-	1,051	1,051	0.5%
OTHER: COMMUNICATIONS, DUPLICATION, ETC.	1,603	7,910	9,513	4.9%
	<u>\$39,457</u>	<u>\$155,242</u>	<u>\$194,699</u>	

IDC Recovery, Engineering & ARDFA

1989/90 Total Year

	<u>DIRECT</u>	<u>INDIRECT</u>	<u>%</u>
ENGT	\$1,703,877	\$303,063	17.8%
ENGT, LESS ARDFA/ENGT	1,017,060	158,083	15.5%
ARDFA	691,477	146,145	21.1%

1990/91, Through April

ENGT, NOT INCL. ARDFA	701,822	78,034	11.1%
ARDFA	1,169,020	248,817	21.3%
ENGT, PLUS ARDFA/ENGT	1,839,819	319,096	17.3%

Key Staff charges to centers and projects as a percent of total this fiscal year through March:

	ARDFA	CIM	DIRECT PROJECTS
S. CRIBB	34.2%	0.5%	65.3%
S. KUHLENSCHMIDT	14.7%	2.4%	82.9%
R. NODDER	31.6%	-	68.4%
LAST FISCAL YEAR			
R. NODDER	-	-	100.0%
E. O'SHEA	86.5%	-	13.5%

Direct project charges that may provide "infrastructure" benefits to ARDFA:

Facility Improvements: (TOC)	\$ 48,051
Equipment Purchases:	\$237,394

	IF ARDFA CALTRANS PROJ'S NOT RECV'D	ACTUAL 1989/90 DISTRIBUTION
TOTAL IDC RECV'D:	644,230	746,255
LESS COMMITTED:	561,990	561,990
AVAILABLE FOR DISTRIBUTION:	82,240	184,265
RESEARCH COMM:	41,120	66,576
PROJ DIR'S:	7,947	11,558
SCHOOLS/DEPTS:		
AGRI	6,406	11,300
ARCH	2,495	3,931
BUS	134	221
ENGT	12,787	14,912
PSED	136	62
SCMA	9,787	14,579
OTHER	1,428	2,713
ARDFA		58,413
TOTAL:	<u>33,173</u>	<u>106,131</u>

State of California

Memorandum

CAL POLY
SAN LUIS OBISPO
CA 93407

Y

To : James L. Murphy, Chair
Academic Senate

Date : June 21, 1991

File No.:

Copies : Distribution *

From : W. Mike Martin, Chair
Academic Senate Budget Committee *W. Mike Martin*

Subject: **YEAR-END REPORT, ACADEMIC SENATE BUDGET COMMITTEE**

As you are aware, the Academic Senate Budget Committee during the 1991-92 academic year primarily served in a review function of updating information that came from the Chancellor's Office and from the University at large regarding the current status of the movement of the 1991-92 budget towards approval. The primary function in this review was to communicate back to the appropriate constituencies those issues that would have an impact upon specific programs within the individual schools represented. It is my judgement that this was carried out in an affective and timely manner.

In addition to the above mentioned responsibility, it was the intent of the Academic Senate Budget Committee to be involved in a process of reviewing the resource implications of curricular change for the 1992-94 curriculum cycles. However, it was determined by the office of the Associate Vice President for Academic Affairs that this was no longer a needed function in relationship to the curriculum review cycle at least in it's current form.

It was also discovered that the materials that were provided by the Budget Committee for the 1990-92 curriculum cycle had no impact or potentially were not even reviewed beyond the level of the Academic Senate Budget Committee. The committee decided to take a position that they would suspend activities related to the curricular review as it was connected to resources until such time that the Academic Senate established an appropriate policy and procedure for undertaking this activity.

In addition, the Committee initially was informed that they would play major role in the actual review that would take place in regards to budget reductions for the 1991-92 academic year. However, as that process moved forward, the Academic Senate Executive Committee chose to select another model for the review of that activity and as a result, the Academic Senate Budget Committee of the whole was not included in that process.

James L. Murphy
Page 2
June 21, 1991

As you can see the Academic Senate Budget Committee was not a terribly active entity during the 1991-92 academic year. As noted in a previous memorandum to you, and I still believe that this is the appropriate action to take, that the Academic Senate Executive Committee or potentially even the whole Academic Senate needs to review specifically the charge of the Academic Senate Budget committee so that it can become a meaningful and active part of the activities of the Academic Senate in governing the University. If this does not take place before the beginning of the 1991-92 academic year, I am confident that you will place the Academic Senate Budget Committee in the same exact role that it has been over the past three years; doing nothing more than reviewing documents that are forwarded through the budgetary process to understand the nature of the budget and what actions are potentially going to take place. I don't think this is an effective use of the faculty time that is assigned to this committee.

If I can provide additional information, please contact me at your earliest convenience.

* Academic Senate Budget Committee:

Richard Brumley, Edgar Carnegie, Bill Forgeng, James Landreth, Frank Lebens, Kenneth Palmer, Rick Ramirez, John Rogers, Allen Settle, Keith Stowe, Lynn Wurscher

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California
Academic Senate

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MAY 17 1991

CONSTITUTION AND BYLAWS COMMITTEE
Year-End Report

Academic Senate

The Constitution and Bylaws Committee has been very active this past year. The committee met every two weeks and addressed many proposals for change in the Academic Senate Constitution and Bylaws. We were given a list of 17 charges at the beginning of the year. The following is a summary of what has transpired during this academic year:

- A. Resolution on Academic Senate Election Dates: Dates to start in January rather than February. Passed by Academic Senate
- B. Resolution on Academic Senate Membership Terms: Change in wording to clarify term for appointed senators. Passed by Academic Senate
- C. Resolution on Academic Senate Caucus Committee Nominations: Changed to coincide with elections of Research Committee and University Professional Leave Committee. Passed by Academic Senate
- D. Teaching Effectiveness Projects/Participation of the Instruction Committee: It was recommended that no change in the Constitution and Bylaws was needed. It was agreed that the responsibilities of the Instruction Committee are broad and does include participation in reviewing teacher effectiveness projects.
- E. Pros and Cons of changing Election of Academic Senate Chair to a two year term: It was concluded that the constitution is acceptable as currently stated.
- F. Resolution on Curriculum Committee Meetings: Changed to provide more flexibility in meeting times. Passed by Academic Senate
- G. Resolution on Meetings of the Academic Senate Executive Committee: Changed to provide for more flexibility in meeting times during the summer. Passed by Academic Senate
- H. Resolution on Professional Consultative Services Representation in the Academic Senate: Changed to update and clarify the selection of PCS representation in the Academic Senate. Passed by Academic Senate
- I. Resolution on Distinguished Teaching Awards Committee: Changed to clarify who could be on the committee. Passed by Academic Senate

- J. Recommendation by C&BC that the maximum number of years a committee member may serve as chair of the same committee should remain, as written, in the Bylaws.
- K. Recommendation by C&BC that the maximum number of years a faculty member may serve on the same committee should remain, as written, in the bylaws.
- ✓L. Resolution on Academic Senate Representation-University Center for Teacher Education: Change in bylaws to provide an avenue by which unique academic units could seek representation within the Academic Senate. Currently on Academic Senate agenda.
- ✓M. Resolution on Voting Membership of General Faculty: Was brought before the Academic Senate Executive Committee. Was sent back to committee. Will be discussed at first C&BC meeting in Fall, 1991.
- ✓N. Several other minor modifications to the bylaws were discussed. These changes will be presented to the Executive Committee in September-October, 1991.

Report Submitted by: Gerald DeMers, Chair
Constitution and Bylaws Committee
May 16, 1991

ACADEMIC SENATE CURRICULUM COMMITTEE
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

1992-94 Catalog Deliberations
Report of the Committee to the Academic Senate
June 4, 1991

The 1990-91 academic year was the beginning of a new catalog/curriculum cycle based upon the concept that the first year should be a review of new programs as well as major program revisions while the second should be a review of minor changes in catalog materials.

The committee began its review of major programs during Fall Quarter 1990. We looked at eighteen proposals for new degree programs or major revisions of existing programs. After communications with departments and resubmissions, twelve were forwarded to the Academic Senate. The rest were either tabled until Fall 1991 or have yet to be heard from.

During spring quarter 1991 the committee reviewed all other changes in the fifty-plus programs in the university. The following are observations, recommendations, concerns and comments the committee would like to pass on to the Senate as a whole.

1. Graduate Programs

We are concerned about the number of graduate courses which exist in some programs and the number of proposals received for graduate classes. While we concur in the validity of graduate programs in specific areas, we wonder about the numbers of graduate students enrolled in graduate programs. There is a serious question about the number of students which constitute the critical mass necessary to stimulate intellectual growth and to foster the professional comraderie characteristic of a quality graduate program.

In addition we question the large numbers of graduate courses in some programs which are of small or modest size. It is argued that those courses are "paying for themselves" by their enrollments. However, if the program is small who is populating the classes? Advanced undergraduates is the usual answer. That is acceptable to a point, but if almost the entire graduate class is composed of undergraduates, there is a valid concern about the level of the material presented as well as whether the course would more appropriately be classified as 400-level.

And how many different content courses should a department teach?

Might some courses with related or sequential material be grouped under one title with varying content. By proliferating courses are we violating a tenet of "truth in advertising"?

2. Change in Mode and Level

A trend in moving courses from lower to upper division which was noticed during the last catalog cycle seems to have lessened. It should be noted that this has serious resource implications and we have requested substantial justification for such moves.

There was a different change evident in our review - laboratory to lecture mode as well as activity to laboratory mode. Without going into our discussions about these moves, the general concern we have is about the conflict of mission and resource generation. Cal Poly's motto of "learn by doing" may be severely compromised by the need to accommodate large numbers of students in single instructional sections. This is no where more evident than in the laboratory intensive

technical fields. For safety as well as effective pedagogy some programs choose to run 12-16 student upper division laboratory sections while mode and level allocations necessitate 17+ students to break even. In the lower division 22+ students satisfy the generation formula.

In going from activity to laboratory the number of units may be decreased, the allocation formulas are optimized but - and this is a large BUT - the student spends more time in class. For example, altering a 4 unit activity class to a 3 unit lab results in one less unit but one extra hour in lab. If then a student is required to take two labs concurrently of, say, 3 and 5 units, the schedule of said student has 24 hours of laboratory per week and then must have at least 4 more units of classes - more likely 4-10 more units. While we respect the professional decisions of individual departments, we strongly urge all programs to consider the scheduling demands placed upon their students. Not only do many of them have to manage 190-210 unit programs many with lab, but they must also be concerned about sequencing courses, handling 3-6 different types of material, dealing with CAPTURE, having last priority, and scheduling their courses for optimal learning. It might be an interesting exercise to have an entire faculty attempt to physically schedule a suggested curriculum for three quarters in their majors and then contemplate how a student will deal with that schedule on top of the added pressures of young adulthood.

3. Program/Course/Faculty Member Correlation

In our opinion it is unwise for a program to be developed which depends solely upon the existence of one faculty member. This would also pertain to required course offerings. Our catalog is a contract with the student and indirectly with the population of the state. We should make every effort to ensure the maintenance of that contract.

4. Core Skills versus Applied Knowledge

There is an ongoing conflict concerning what should and should not be taught by a home department especially in applied fields. Sometimes these problems are worsened by the perceived requirements of certification and accreditation bodies. Each program individually and then some instructional body as a whole should consider the fundamental skills necessary for a program and supplied by the core schools such as Liberal Arts and Science and Mathematics as well as the essential applied knowledge which is to be imparted through the specific program. An individual program cannot, and indeed should not, try to be everything to everybody. Flexibility in a program should be considered an asset which can help the student optimize his/her education.

5. Overlap

Although this issue is being addressed in other committees, we would like to reiterate that there is overlap in curriculum that should be acknowledged and resolved through cooperation rather than conflict.

6. General Education and Breadth

Our committee applauds the work of Lee Burgunder and the GEB Committee this year. However, it seems as if the deliberations of our committees should be better coordinated so that our curriculum presentations to the Academic Senate could be consolidated. A suggestion is to incorporate the GEB Committee as a subcommittee of the Curriculum Committee with the chair of the GEB Committee sitting as a member of the Curriculum Committee. A similar suggestion might also be incorporated as pertains to graduate program curricula.

7. Effective Use of X-courses

The committee gave "favored course status" to new courses which had been offered as X-courses and had a good track record. This is an excellent way to test new courses and can be used on the graduate as well as undergraduate levels.

8. Library

With the severe restrictions placed upon the library in the current fiscal crisis, it is imperative that those responsible for proposing new programs or courses contact their library staff representative (each program has one) and realistically plan and develop their proposals in coordination with reasonable existing resources.

This year's experiences have convinced the members of the Curriculum Committee that the current process of curriculum development and review is agonizingly archaic. In Fall Quarter 1991 we will be considering ways in which to facilitate the process, to maximize the responsibility of individual departments in curriculum decisions, and to allow the committee and the Senate to consider the broader areas of implementing the university mission through the curriculum process. During this summer we hope to research how other institutions within and outside of the CSU system carry out their curriculum processes and we plan to present to our Senate some significant resolutions in a timely manner.

As chair of this committee, I would like to publicly acknowledge the hard work and dedication of the members of this committee.

Respectfully submitted,

C.A. (Tina) Bailey, Chair, SSM

Members:	Glenn Casey, SAGR	Laura Freburg, SPS
	Glen Irvin, Acad Affairs	Madeleine Johnson, LIB
	Chi Su Kim, LIB	David Pierce, SAED
	Jim Sena, SBUS	Jeff Schwartz, ASI
	Ramesh Shah, SENG	Richard Simon, SLA (Fall and Winter)
	Mary Whiteford, resident curriculum/catalog expert	

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MAY 30 1991

Academic Senate

GENERAL EDUCATION AND BREADTH COMMITTEE
1990-1991 Annual Committee Report

Submitted by: Lee Burgunder, Chair

Listed below are the major issues that were acted upon by the Academic Senate General Education and Breadth Committee during 1990-1991 academic year.

A. A new form was developed for substitution petitions for courses in the GEB column of the curriculum sheet. This form was approved by the Academic Senate.

B. The committee commented favorably on the Intersegmental General Education Transfer Curriculum, while noting certain problems it presents to Cal Poly. Of utmost concern is that Area F is not within the IGETC, and that IGETC students could not be required to take Area F courses at Cal Poly unless the courses are removed from GEB and instead become an "exit" requirement. Another major issue regards the distribution of upper division courses that IGETC certified students would be required to take. Both of these issues must be considered forthwith by the GEB committee in Fall, 1991. There was also some concern about Area E ramifications.

C. The committee commented favorably on subject area and full certification under the provisions of EO 338. The committee raised a number of issues that should be clarified before implementation of the policy. The most pressing again regards the distribution of upper division courses offered at Cal Poly. Also, full certification trumps Area F unless it becomes an exit requirement.

D. The committee determined that it would not reevaluate the Area F issues which had subsumed a great deal of attention the previous years; in particular, eligibility for teaching courses and criteria for student major exemption. Rather, the committee, in light of the action on the Senate floor the previous year, determined that any changes to Area F should accompany a comprehensive overhaul of the GEB program.

E. The committee initiated its exploration into a total reconsideration of the GEB program. It was informally decided that a blue-ribbon committee should be established to undertake the process. Some materials on alternate GEB programs in the CSU and articles on implementing GEB reforms have been collected. This task also should be considered immediately in the Fall quarter.

F. The committee discussed a proposal by Bob Gish to use the GEB program as at least a partial tool to integrate a cultural pluralism baccalaureate degree requirement into the curriculum. This proposal, which calls for new courses and modifications of existing courses to be evaluated under the current GEB framework, was informally greeted with positive comments. A more comprehensive and efficient means to achieve the spirit of the cultural pluralism requirement possibly could be achieved through the comprehensive reevaluation of the GEB program.

G. The committee evaluated around 50 GEB curriculum proposals. Most of the controversy this year was in Area C.3. The subcommittee last year determined that Area C.3 was designed to allow additional study in depth. This year, however, the subcommittee highlighted the breadth of the courses and the degree of their interdisciplinary content. There was also some debate about the criteria for Area A.4 courses and the importance of argumentation. The committee received a recommendation from the Area D subcommittee to remove Bus 404 from area D.4.b, suggesting that it belonged elsewhere within Area D. The issue was sent back to the subcommittee specifically requesting a recommendation about which subarea within Area D is more suitable for the course. The committee noted, without a formal vote, that BUS 404 belongs in Area D.

H. The committee considered proposed changes to WASC standard 4.B. which impact GEB programs. Among other things, only 45 semester units of GEB will be required instead of 60 units of GE and free electives, and assessment becomes more important.

I. The Area F subcommittee determined that there is no need for senate action on a computer literacy exam.

J. Appointments were made to fill subcommittee vacancies for 1991-1993. Area E remains understaffed and nominations should be solicited.

1991-1992 Action Items

- A. Comprehensive review of the GEB program.
- B. Upper division requirements in light of the IGETC, and full and partial certification.
- C. Implications to Area F from new transfer procedures.
- D. Introduction of a cultural pluralism requirement within the GEB program.

To: James L. Murphy, Chair
Academic Senate

From: Raymond D. Terry, Chair
Instruction Committee

Re: Year-end Report

Date: May 10, 1991

May 10 1991
Academic Senate

The academic year 1990-1991 has been a year of slow steady progress toward goals that will be realized in the next academic year. It has also been a year of breaking new ground.

In October 1990 the Instruction Committee agreed to work with Glenn Irvin in planning workshops centered around instructionally-related topics. A survey form was prepared in Fall 1990 and distributed to the general faculty. The results of this survey were analyzed in Winter 1991. Planning workshops for 1991-1992 began in Spring 1991. The Instruction Committee will also act as an advisory screening body concerning certain instructional-related grants.

The Instruction Committee accepted and acted on a recommendation from the Registration and Scheduling Committee to require instructor pre-approval to add a class in the second week of the drop /add process. The Resolution on the Add /Drop Process was placed on the Executive Committee for January 8, 1991, but subsequently delayed until the January 29, 1991 Executive Committee meeting and eventually withdrawn, due to a lack of support from the Administration. According to Euel Kennedy, Director of Enrollment Support Services, the University is not at this time able to process the increased number of manual add petitions that the proposed Resolution would cause. The Chair of the Instruction Committee should check periodically with Professor Kennedy to determine when he is able to support the Resolution and send it to the Executive Committee then.

The Instruction Committee received the proposed academic calendars for 1992-1993 and 1993-1994, studied them, and ultimately endorsed them. The Committee prepared a resolution which would make the review by the Senate of the academic calendars a routine matter: According to the Resolution on the Academic Calendar, the proposed academic calendars shall be sent to the Instruction Committee for review. The Instruction Committee shall communicate its approval /comments to the Vice President for Academic Affairs via a memo to the Academic Senate Executive Committee which shall determine if there is a need for the Senate as a whole to become involved.

The Instruction Committee has acted as a liaison between the Academic Senate and the Student Progress Committee. The Student Progress Committee has studied and made recommendations concerning

the rules which govern academic probation and disqualification. The Instruction Committee prepared a Resolution which was sent to the Senate for its first reading on May 7, 1991. It was well received and will probably receive the support of the Senate at the second reading.

The Instruction Committee is providing a useful purpose by serving as a conduit for the work of the Student Progress Committee. Glenn Irvin is to be commended for providing the Chair of the Instruction Committee with timely notices of agenda and minutes of the Student Progress Committee. In the coming year, the Student Progress Committee is expected to send to the Instruction Committee additional recommendations concerning repeat course policy, limits on the total number of units a student may take at Cal Poly, credit /no credit grading, etc.

The Chair of the Instruction Committee should be provided with a copy of this report as well as copies of my memo to James Murphy, dated April 12, 1991.

To: James Murphy, Chair
Academic Senate

From: Raymond D. Terry, Chair
Instruction Committee

Re: Committee responsibilities

Date: April 12, 1991

The Instruction Committee is working with Glenn Irvin in developing workshops on instructional topics of interest to the faculty. This, however, is an additional duty which the Instruction Committee has agreed to accept. The Committee does not intend this activity to replace its customary deliberations.

For the benefit of future Senate Chairs and of the Academic Senate Office, the Instruction Committee should be consulted with regard to the following items:

1. Review /analysis of CAPTURE (when changes are proposed by the Administration, the Instruction Committee should be consulted for implications for instruction. The Resolution on the Add /Drop Policy is an example of our activity in this area.)
2. Review /make recommendations for modifications in the document "Academic Calendar Norms and Definitions"
3. Approve the Academic Calendar (periodic)
4. Oversee the meaning and use of the grading symbols; e.g. review and recommend changes concerning plus /minus grading, etc.
5. Review of policy and procedures concerning the International Baccalaureate Program
6. Review of policies and procedures concerning the Human Corps
7. Review any proposal to implement a foreign language requirement at Cal Poly
8. Review any proposal to change the policies and procedures concerning the Graduate Writing Exam
9. Review the campus commitment to ESL programs

The above list is comprehensive, but not meant to be complete.

Memorandum

JUN 11 1991

CA
JH

To: James L. Murphy, Chair
Academic Senate

Date: June 7, 1991

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

Re: Final Report.

The Personnel Policies Committee considered the following items during the 1990-91 academic year:

- 1 Statement on racism.
- 2 Statement on academic freedom
- 3 Dean selection committee
- 4 Faculty suspension with pay
- 5 Handling of raw data in department head and dean evaluations
- 6 Recognition of excellent student advising in the RPT process
- 7 Vote of confidence for administrators
- 8 Presidential responses to Academic Senate resolutions

All items were considered and discussed. The status of items 1 through 4 is as follows:

1 *Statement on racism.*

Passed by the Senate on May 28, 1991.

2 *Statement on academic freedom.*

Passed by the Senate on June 4, 1991.

3 *Dean selection committee.*

Sent to the Executive Committee on May 15, 1991, for Senate approval.

X X **4 *Faculty suspension with pay.***

Sent to the Executive Committee on May 30, 1991, for Senate approval.

Items 5 through 8 need further research and consideration and have been tabled until next academic year.

PERSONNEL POLICIES COMMITTEE **RECEIVED**

OCT 1 1991

Pending items

Academic Senate

(1991-92)

1 **Suspension of faculty with pay**

All we have to do is to include time of response.

2 **Dean's selection committee**

Start from scratch. Changes will not be followed in the present cycle

The following items have not been ranked in order of priority:

3 **Handling of raw data in department head and dean evaluations**

4 **Recognition of excellent student advising in the RTP process**

5 **Vote of confidence for administrators**

6 **Presidential responses to Academic Senate resolutions**

Memorandum

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MAY 16 1991

To: James Murphy, Chair
Academic Senate Academic Senate

Date: May 14, 1991

Copies: Academic Senate
Library Committee

From: Wes Mueller, Chair
Academic Senate Library Committee

Subject: YEAR-END REPORT

The Academic Senate Library Committee met four times during the 1990-1991 school year (including the September 10, 1990 meeting).

The responsibilities of the Academic Senate Library Committee as outlined in the **CONSTITUTION OF THE FACULTY AND BYLAWS OF THE ACADEMIC SENATE** is as follows:

"The Library Committee shall act as a fact-finding body and consult with the Academic Senate, the library, and the administration on matters dealing with library affairs and policy. The committee shall report to the Academic Senate."

ISSUES DISCUSSED

Library Planning
Preservation/Mutilation
Poly Cat

Budget and position reductions
Noise
Full-text editing

As a result of inquiry by one of the State Academic Senators concerning library budgets and staffing, a summary and history of library funding, and staff reductions was assembled by Dean Walch for the Library Committee. It was forwarded to James Murphy. Further action was deemed inappropriate at the time because of the budget woes facing the whole university in the coming fiscal year.

The Library Administration/Staff has been very helpful in keeping us abreast of the library's latest technologies, policies, concerns and accomplishments.

NEXT YEAR

Next year, the library committee needs to:

- 1) continue to work with the Library on funding efforts, both at the state level, and private donations.
- 2) help to resolve the reduced staffing problems.
- 3) keep up with changing technologies available in the area of library resources.

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State of California

JUN 24 1991

California Polytechnic State University
San Luis Obispo, California 93407

M e m o r a n d u m

Academic Senate

To : *JM* James Murphy, Chair
Academic Senate

Date : June 24, 1991

Copies :

From : *JM by JB* Jean Marie McDill
Mathematics Department

Subject : **University Professional Leave Committee End-of-Year Report**

The UPLC reviewed all of the sabbatical and difference-in-pay leave applications. We combined portions of unallocated leaves from various schools and recommended several additional leaves for funding. We also set up a priority list in the (unlikely) event additional funds become available.

The committee's work went smoothly in spite of the short time available for these decisions. We have only one suggestion for improving procedures. We would like to require a curriculum vitae to be attached to each leave proposal. At the university level, we do not always have enough background information on the applicants to make informed decisions.

As committee chair, I was very fortunate to work with such congenial and dedicated colleagues. I found the diversity and scope of the leave proposals especially interesting.

NOMINEE TO THE TEMPORARY FACULTY
POSITION ON THE ACADEMIC SENATE

Tom August
Department of History
California State Polytechnic University-San Luis Obispo

Education:

- 1978: Ph.D. University of Wisconsin-Madison, supervised by Professor George Mosse
- 1973: M.A. London School of Economics and Political Science, supervised by Professor James Joll
- 1972: B.A. (with distinction) University of Wisconsin-Madison

Teaching Experience:

- Current: (Temporary) California Polytechnic State University
- Spring 1991: Distinguished Visiting Lecturer, San Diego State University
- Fall 1990: Visiting Associate Professor, University of Wisconsin-Milwaukee
- 1989-90: Visiting Associate Professor, Hamilton College
- 1988-89: Part-time Instructor, New York Institute of Technology
- Spring 1987: Visiting Professor, The Johns Hopkins University
- 1979-87: Senior Lecturer (Associate Professor), University of the West Indies-Mona, Jamaica, W.I.

Administrative Experience:

- 1982-86: Academic Board, University of the West Indies
- 1984-85: Public Relations Committee, Faculty of Arts, UWI
- 1981-82: University Senate, UWI
- 1981-82: Faculty-Student Committee, Faculty of Arts, UWI

Publications:

- 1991: "Rebels with a Cause: The St. Joseph Mutiny of 1837," Slavery and Abolition, (12,2)
- 1989: "Family Structure and Jewish Continuity in Jamaica since 1655," American Jewish Archives (41,1)
- 1987: "An Historical Profile of the Jewish Community of Jamaica," Jewish Social Studies (49,3-4)
- 1987: "The Plural Society and Jewish Assimilation in Jamaica," Social and Economic Studies (36,2)
- 1986: "Locating the Age of Imperialism," Itinerario (2)
- 1985: The Selling of the Empire: French and British Imperialist Propaganda 1890-1940 (Greenwood Press)
- 1981: "Paris 1937: The Apotheosis of the Popular Front," Contemporary French Civilization (5,1)
- 1980: "The Colonial Expositions in France," Proceedings of the French Colonial Historical Society (5)
- 1979: "The Impact of Exoticism on French Colonial Attitudes," Historicus (1,1)

Memorandum

To : Margaret Berrio, Chair
Status of Women Committee

Date : August 7, 1991

File No. :

From : Jan Pieper, Director of Personnel
Anna McDonald, Director of Affirmative Action

Copies : Warren Baker
James Murphy
Charles Andrews
Lynne Gamble
Hazel Scott
Carl Wallace
Alan Yang
Mike Suess
Barbara Melvin

Subject: Recommendations Regarding the Sexual Harassment Policy

Thank you for compiling the recommendations of the Status of Women Committee so that they could be discussed this summer by members of the Cal Poly administration. As I mentioned to you on the telephone, we had planned a series of meetings to discuss implementation of recommendations from other sources regarding the Sexual Harassment Policy. Therefore it was very helpful to have the recommendations from your committee to discuss at the same time.

We take note of the memorandum of endorsement from James Murphy, then Chair of the Academic Senate, who wrote, "I strongly endorse the position of the Status of Women Committee. While financial considerations must be taken into account, this is such a serious issue that it cannot be deferred any longer."

The meetings which took place this summer were productive, and there will be some major changes of policy interpretation as a result. Attending those meetings were -- in addition to ourselves -- Hazel Scott, Vice President for Student Affairs; Carl Wallace, Director of Campus Student Relations/Judicial Affairs; Alan Yang, Associate Vice President of Student Affairs; Mike Suess, Associate Director of Personnel and Employee Relations; and Barbara Melvin, Human Resources Manager.

In addition to reviewing video and written materials, the group discussed at length your committee's recommendations and those of others who had personally dealt with sexual harassment cases. It was agreed by the administrators concerned that:

-- The Affirmative Action Director will serve as the repository and a resource for all complaints, both formal and informal; and

-- The Affirmative Action Director will serve as a resource to sexual harassment advisors concerning approaches to informal resolutions, both internal and external to the university.

cc Wendy Reynolds 8-17-91

In responding to your specific recommendations, the group agreed as follows:

GENERAL:

-- **Enactment of Academic Senate Resolution (AS-344-90).** The Affirmative Action Director, as the repository and resource for all formal and informal sexual harassment complaints as well as a resource for sexual harassment advisors, will play a major role in the implementation of the campus Sexual Harassment Policy. She is also directly involved in the arrangement of training for campus personnel (administrators, faculty, staff and students). A training plan, with cost estimates, will be available soon. We believe this change in implementation responds to many of the concerns expressed in the Academic Senate resolution. (Training sessions are already scheduled for August 12 and 13 and September 23.)

-- **Conflict of Interest.** We are very concerned about conflict of interest, or even the appearance of conflict of interest. We will continue to make every effort to avoid conflict of interest in implementation of the Sexual Harassment Policy. Complaints of conflict of interest can be addressed to the Affirmative Action Director. We do not favor asking an off-campus group to investigate alleged conflicts.

ROLES:

-- **Advisor/Advocate.** Complainants, according to the policy, are free to choose a representative; these representatives -- sometimes union representatives -- may act as advocates at the request of the complainant. If you know of people who are willing to act as representatives/advocates, we would be glad to publish a list of those people willing to serve voluntarily. However, the policy clearly defines the role of "Advisor," which is to listen to the complaint and discuss various options: "The role of the Advisor is one of mediator between parties rather than the complainant's advocate. The complainant may seek an advocate from other sources" (Administrative Bulletin 88-5 -- Sexual Harassment Policy). As you know, the policy is designed to protect the rights of both the Complainant and Respondent. At the investigation stage, both parties have a chance to make oral and written statements regarding the allegations, in the presence of a representative of their choice.

-- **Investigator.** The current Affirmative Action Office staffing does not permit the Affirmative Action Director to personally investigate each sexual harassment complaint. However, as indicated in other areas of this response, the role of the Affirmative Action Director is being expanded in the area of sexual harassment.

PROCEDURE:

-- **Breaches of Procedure.** Complaints of breaches of procedure can be directed to the Affirmative Action Director. If such breaches occur, appropriate action will be taken. The Affirmative Action Director will make every effort to maintain credibility of Sexual Harassment Policy investigators.

-- **Interviews.** We do not concur that interviews with Complainants, Respondents, and witnesses should be taped, with transcripts provided. We believe recording has the potential of inhibiting the free flow of information. In addition, the extra costs and possible delays incurred as a result of such a formal process would need to be weighed against the advantages of a timely investigation and resolution of Complainants' allegations.

-- **Preliminary Report.** As you suggest, the Sexual Harassment Employment Investigator's Handbook provides useful suggested guidelines for investigators to use in drafting their reports. However, the policy purposely does not mandate a particular format.

-- **Educational Action.** The Affirmative Action Director will provide on-going training programs for the entire campus community, and for individual units as appropriate.

EVALUATION OF PROCESS:

-- **Process Violations.** Reports of procedural violations may be filed with the Affirmative Action Director. However, we do not concur that an off-campus body should be involved in considering such complaints.

-- **Process Monitor.** The Affirmative Action Director will provide periodic summaries of the number of sexual harassment complaints to the Status of Women Committee. Certain confidential information is not appropriate for circulation to the committee in a formal way. However, the Affirmative Action Director is willing to meet with the committee to discuss the policy and its implementation.

EDUCATION:

-- **Advisors/Advocates/Investigators/Administration.** The training program is being developed, and costs estimates will be available soon. Advisors will continue to meet for training and sharing information of a general nature with each other -- without revealing specific confidential information.

-- **Students/Faculty.** A publicity campaign is planned for Academic Year 1991-92, and will be ongoing. We appreciate the efforts of the Status of Women Committee to increase publicity regarding the Sexual Harassment Policy. Any additional efforts to aid in publicity will be gratefully accepted.

-- **Publicity/Brochures.** Brochures and posters will be distributed to all departmental offices, and we will request that they be prominently displayed. Perhaps the Academic Senate can encourage academic department heads/chairs to make sexual harassment materials more visible in departmental offices.

State of California

California Polytechnic State University
San Luis Obispo, California 93407

M E M O R A N D U M

Date: June 11, 1991

Copies: Margaret Berrio
Anna MacDonald

To: Jan Pieper, Director
Personnel and Employee Relations

From: James L. Murphy, Chair
Academic Senate

Subject: Recommendations of the Status of Women Committee
Regarding the Sexual Harassment Policy

I strongly endorse the position of the Status of Women Committee. While financial considerations must be taken into account, this is such a serious issue that it cannot be deferred any longer.

Attachments

ate of California

California Polytechnic State University

Memorandum

To : Jan Pieper, Director, Personnel
Via : Chair, Academic Senate
CC : Anna MacDonald, Status of Women
Committee members

Date : June 7, 1991

From : Margaret Berrio, Chair, Status of Women Committee

Subject: Recommendations Requested by Your Office Regarding
the Sexual Harassment Policy

We appreciate your request for advice from us, as you embark on a reassessment of the sexual harassment policy. As you know, we have spent considerable time studying the issues of sexual harassment and sexual assault this year.

Attached is a list of recommendations compiled from records of our own discussions and investigations as well as from publicly issued documents such as articles from the Mustang Daily. Although many of the recommendations are directed toward policy changes, we see implementation as the greater issue.

We have found no evidence that women faculty, staff, or students have any confidence in the intention of the university to protect women from sexual harassment. Until the campus community has the clear impression that people responsible for enforcing the policy are matching their actions to their rhetoric, the university will lack credibility and will be ineffective in reaching its stated goal of eliminating sexual harassment.

MO - June 7, 1991

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PROBLEM

RECOMMENDATION

-General

--Enactment of AS-344-90

That AS-344-90, passed by the Academic Senate, be reconsidered. Specifically, the recommendation should be implemented that, "the Affirmative Action Officer (AAO) ... be responsible for all campus policies and programs dealing with sexual harassment." We also recommend that cost estimates for the Training Development Team specified in AS-344-90 be outlined; and that plans for training/education programs be developed & costs estimated.

--Conflict of interest

Our current process almost guarantees a conflict of interest. We recommend that an independent off-campus group investigate all complaints of conflict of interest; and, if found valid, then the off-campus group should recommend a remedy.

-Roles:

Advisor/advocate

That an "advocate" role be defined; that "advocates" be assigned all complainants; that a list of advocates be published; and those willing to be advocates be given release time for these activities.

--Investigator(AS-344-90)

That the Affirmative Action Officer be responsible for all campus policies, as stated in AS-344-90/PPC (Requires revision of AB 88-5)

-Procedure:

--Breaches of procedure

That breaches in policy be reflected in the personnel files of those responsible for enforcement of the policy. Any established breach of policy should be handled in the established manner for correction, that is full documentation of oral warnings, written warnings, removal of duties. Because of the sensitive nature of policy management in this area, it is ESSENTIAL that all sexual harassment policy enforcers have credibility.

--Interviews

That interviews with complainants, respondents be taped. That within 3 days of interview, interviewees receive a transcript of the interview to review and correct. That Interviewees sign and return interview transcripts within 3 days of receipt.

- Preliminary report

That the investigative report be structured to comply with guidelines outlined in the Sexual Harassment Employment Investigator's Handbook. The report should:

MO - June 7, 1991

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(1) Summarize statements of complainants/respondents; (2) Identify undisputed issues; (3) Isolate issues to be addressed IN TERMS OF COMPLIANCE/NON-COMPLIANCE with the TERMS OF THE POLICY; (4) State conclusions as to the evidence. Transcripts may be included, for complete chronological information concerning the complaint. HOWEVER, the report should be concerned with analysis and evaluation of data, in terms of COMPLIANCE WITH THE POLICY.

--Educational action

That a department or unit undergo a training program (developed by the Affirmative Action Officer and paid for by dept. funds) each time there are two sexual harassment complaints lodged against a member (or members) of the dept/unit within the same calendar year.

-Evaluation of Process:

--Process violations

That responses to reports of procedural violations be considered separately from consideration of the claim. That records of procedural violations be filed with an off-campus body for independent consideration. That each validated report of procedural violation necessitate re-training.

--Process monitor

That the Status of Women Committee receive monthly summaries of the number of complaints received and the departments against which complaints have been made. That the Status of Women Committee receive copies of any complaints concerning failures of policy managers to comply with the investigation procedure.

-Education

--Adv/advoc/invest/admin

That a training program be developed, with plans for on-going training / retraining of all responsible for carrying out the policy & with costs outlined. That rejection of the plans not be acceptable without accompaniment of a viable alternative plan which meets the same goals. That advisers meet on a monthly basis for on-going training and information sharing. For example, advisers should be able to share information as to the nature and number of claims they are handling.

--Students/Faculty

That a publicity campaign/educational campaign be planned, to raise the level of awareness of sexual harassment policy (among students) from 16% to 80%.

-Publicity/brochures

That display of brochures on the sexual harassment procedure be mandatory in all departmental offices.

State of California

Memorandum

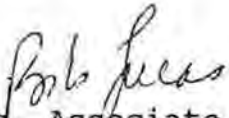
CAL POLY
SAN LUIS OBISPO
CA 93407

To : Charlie Andrews, Chair
Academic Senate

Date : Oct. 4, 1991

File No.:

Copies R. Koob w/enc
W. Baker w/enc


From : Bob Lucas, Associate Vice President
Graduate Studies and Research

Subject: PROPOSAL FOR GRADUATE STUDIES AT CAL POLY

Thank you for the useful discussion on Wednesday about the proposal developed by the Graduate Studies Committee for changes in graduate studies at Cal Poly.

I appreciate the candor with which you approached the document and have incorporated many of your suggestions into the attached revision.

I hope that you will forward this document and the attached resolution to the Executive Committee soon so that a recommendation can be made to the President by the end of the Fall quarter.

Adopted:

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

AS- -92/
RESOLUTION ON
GRADUATE STUDIES AT CAL POLY

- WHEREAS, The CSU has just completed an exhaustive study of graduate studies and has reaffirmed the importance of its role on the 20-campus system; and
- WHEREAS That study has been endorsed and accepted by the CSU Trustees at its September, 1991 meeting; and
- WHEREAS, Cal Poly through its Strategic Planning Committee has made proposals that will affect the role of the university in relation to graduate studies; and
- WHEREAS, The Graduate Studies Committee is seeking ways to improve graduate instruction and to enhance the environment for graduate students;
- THEREFORE Be it resolved that the Academic Senate accept this report and recommend it to the President for adoption as a document to guide the further development of graduate studies at Cal Poly.

GRADUATE STUDIES AT CAL POLY
a proposal initiated by
the Graduate Studies Committee

October 3, 1991

Mission and goals

Graduate studies in The California State University system involves programs leading to the master's degree and in some instances, to joint doctoral degrees in collaboration with doctoral degree granting institutions in the state. The term "graduate work" also applies to postbaccalaureate work leading to a credential or certificate. CSU campuses offer the Master of Science and the Master of Arts degrees as well as applied degrees (both first and second professional degrees).

The goal of graduate education at Cal Poly is to offer students advanced study in professional and technical programs relevant to professional currency and scholarship, and consistent with the overall mission of the university. Generally, master's degree programs will satisfy this need, although in certain instances, joint doctoral programs will be the appropriate means.

The master's degree indicates that the holder has mastered a program of study in a particular field sufficiently to pursue creative projects in that specialty. The degree is normally awarded for the completion of a coherent program designed to assure the mastery of specified knowledge and skills, rather than for the accumulation of a certain number of random course credits after the baccalaureate.

Graduate education has many benefits. The concentration on advanced learning, characterized by problem-solving and the search for new knowledge, creates an intensified intellectual environment that benefits students, faculty and, thus, the entire campus community. It offers faculty members the opportunity to pursue intellectual inquiry and research in greater depth than at the baccalaureate level. The emphasis on applied educational programs and research directly benefits the State of California and its industry.

Background

Cal Poly offers master's degree programs that are concentrated in a highly selected number of areas. In 1989, the Western Association of Schools and Colleges accreditation team noted in its report that since its last study, master's programs have continued to develop and mature: "Several of the master's programs have grown notably in size and quality during the past decade. . . ." One programmatic area--the MS degree in Counseling--offers only master's level programs, but this is the exception "since graduate programs at Cal Poly operate in a campus culture that remains primarily undergraduate in orientation." The report goes on to note that as faculty qualifications continue to increase, "it is reasonable to expect that graduate programs will continue to be strengthened."

Some of the evidence the WASC team used is shown in the snapshot of enrollments given in the Appendix. This chart shows that the number of master's candidates has increased over 35% in the last five years, and the number of master's degrees offered has increased from fifteen to nineteen. In addition, qualifications of new faculty have improved and external grants for research have grown tenfold in the last decade to over \$4,200,000, garnering the equivalent of over \$5000 in research dollars for each graduate student on campus--twice the amount earned per student by our nearest competitor in the CSU. What is remarkable about this record of achievement is that it has been achieved under particularly trying circumstances.

A Cal State committee was formed three years ago to study the master's degree on the then nineteen campuses. Its thorough report and implementation plan, which identifies a number of areas of serious concern, was approved by the Trustees at its September, 1991 meeting. The campus Graduate Studies Committee, responding to and building on this report, notes the following impediments to quality graduate programs:

- an admissions office that finds it increasingly difficult to accommodate the special needs of graduate admissions in the crush of undergraduate applications

- a graduate curriculum review process that does not include evaluation by a university-wide group committed to with the welfare of graduate programs

- mode and level funding that uses 15 student credit units as the fulltime load for graduate students rather than a 12 or 9 student credit unit load.

- an administrative environment that mingles graduate and undergraduate concerns routinely, even when their needs are distinct and clearly different

inadequate instructional workload credit for faculty members advising students on theses, especially second and third readers

inadequate funding for library and support services crucial to advanced work

no general fund support for graduate assistantships for research or teaching

no recognition in the financial aid program for the unique needs of graduate students, or the crucial role that out-of-state tuition waivers play in building a program

no identity for graduate students outside the department through such perquisites as the assignment of library carrels or the allotment of special recognition at graduation

Enhancing graduate studies

This is an opportune time to examine the role of graduate studies at Cal Poly. Senate Bill No. 1570 (the Nielsen Bill), signed into law in the Fall of 1990, reaffirms the primary mission of The California State University as the provision of undergraduate and graduate instruction through the master's degree, with continued authorization of the joint doctoral degree. In addition, the university-wide Strategic Planning Committee, formed to assess the direction the campus should pursue, proposed in its working draft ("Cal Poly Strategic Planning Document," September, 1991) for consideration by the campus the following statement about graduate studies:

Cal Poly shall support and develop quality graduate programs that complement the mission of the university.

Objectives:

- A. By 1995, Cal Poly shall ensure that 10 to 20 percent of each graduating class is in graduate programs. These include postbaccalaureate credential programs, masters degrees, and joint Ph.D. or professional doctorates. Masters degree programs that combine the strengths of two or more disciplines are encouraged.
- B. By the end of the 1992-93 academic year, Cal Poly shall establish a strong supportive structure to assure that the university community provides necessary financial, instructional, library, and administrative resources for graduate programs.

Following on these initiatives, this proposal seeks to improve the environment for graduate level instruction by developing a campus-wide constituency that will serve as an advocate for graduate studies, by directing more attention and support to the development and review of graduate programs, and by providing an identity for graduate studies that consolidates the university-wide administrative support services for graduate programs into a single point of contact for students.

Graduate programs properly developed can become an important source of resources for instruction at both graduate and the undergraduate level. Advanced study in a discipline or profession provides students and faculty the opportunity to win external grants which in turn strengthen the program and offer resources for study, travel, and professional development of the kind we can no longer expect to receive from the state's general fund.

Guiding principles

The following principles are proposed to guide the further development of graduate studies at Cal Poly:

1. Graduate instruction shall be pursued with a commitment proportionate to that which has been traditionally directed towards the undergraduate instructional program.
2. Graduate and undergraduate programs shall be handled individually in those areas where the needs are distinct such as admissions and new program development and review.
3. The primary responsibility for the conduct of the graduate program in matters now affecting the university at large shall remain at the level of the nearest instructional unit, which may be the school or department depending on the scope of the graduate program administered.
4. Graduate programs shall be guided by a campus-wide group of faculty members who are committed to graduate education. This group shall be an enabling rather than a prescriptive body.
5. Graduate programs shall be subject to periodic review, following campus-wide procedures which may involve off-campus reviewers in the discipline.
6. New and continuing graduate degree programs shall be justified in their own terms and merits as they relate to the campus's instructional mission.

7. Graduate programs shall be allocated the resources necessary for their development and maintenance. These resources shall be clearly identified and shall provide an appropriate infrastructure of facilities (including library and information technologies) which enables the conduct of graduate work and research at an appropriate level and in an appropriate and timely fashion. Low enrollment graduate programs judged vital to the university's mission may be given special consideration for support.

Recommendations and analysis/rationale

Three key elements are essential to the welfare of graduate studies: organization, resources, and identity. Organization consists of a university-wide advocacy group, the line organization, and departmental support. Resources include both physical and human ones. Identity consists of tangibles and intangibles which together create the profile of the program and give it recognition among its peers.

A. ORGANIZATION

RECOMMENDATION: That there be a campus-wide academic policy formulating body which has primary responsibility for graduate studies policy and curriculum.

Discussion: Currently those bodies which are key to setting policy for graduate studies--the curriculum committee in particular--do not have significant representation from faculty involved in graduate studies. This proposal addresses that issue by constituting a body comprised mainly of faculty members with a deep commitment to and involvement in graduate studies as the principal group to guide graduate studies on campus.

The group shall be an advocate for graduate instruction and will have responsibility for policy, for the strategic direction of graduate studies, for the level of excellence for new and established programs, and for coordinating admission and monitoring the progress of graduate students. On matters of policy, the actions of the group shall be sent to the executive committee of the Academic Senate for ratification within a prescribed time frame. On matters of curriculum and program, the actions of the group shall be sent to the curriculum committee of the Academic Senate for ratification within a prescribed time frame. Such actions shall be taken to the Vice President for Academic Affairs for consultation before becoming final.

The key person at the school or departmental level shall continue to be the graduate coordinator, who shall be responsible for the integrity and administration of his or her department's graduate programs.

RECOMMENDATION: That the key university-wide services supportive of graduate studies be focused in a single office in the line administration.

Discussion: Currently important university-wide roles and services relating to graduate studies are spread among a number of disparate offices. The graduate studies office is responsible for policy, for the implementation of CSU standards, for monitoring student progress, and for thesis review. But graduate curriculum is coordinated out of another office, admissions from a third, records from a fourth, and so on. Thus, the campus-wide functions that affect graduate students directly are distributed among a number of offices, some of which may not always be sensitive to the needs and concerns of graduate students.

This recommendation would eliminate that deficiency by creating a central point of identity for graduate students, a graduate studies office where graduate students would go to handle their extra-departmental needs. The actual processing of the paperwork may not be performed physically in that office, but the graduate student would have the impression that this was so, and would thus have a coherent image of graduate studies supportive services outside the academic department. In so doing, the graduate studies office will present a coherent image to faculty and students alike.

B. RESOURCES

RECOMMENDATION: That adequate physical resources be made available for graduate studies.

Discussion: The CSU-wide study of graduate programs has urged that funding formulas be revised to provide greater support for the graduate programs in terms of facilities. Needs that must be addressed include dedicated study space for graduate students, e.g. library carrels, improved facilities for research, and better materials, including books, materials, supplies, and equipment.

RECOMMENDATION: That adequate human resources be made available to graduate studies, including appropriate time for faculty and staff development, thesis supervision, teaching, administrative duties, and research.

Discussion: It is widely recognized, as the CSU-wide study has noted, that the human resources necessary for sustaining quality graduate programs are not sufficiently recognized in the current CSU mode and level formulas. Critical areas of deficiency include: inappropriate levels for defining a full time student load for graduate programs (15 units); lack of appropriate workload definition for thesis advising; lack of support for

graduate teaching and research assistantships; and lack of support for merit-based fellowships and out-of-state tuition and fee waivers.

In adopting the graduate study report and recommendations in September of 1991, the Trustees recommended that when the state revenue situation turns around, workload for faculty with significant responsibility for graduate instruction be reduced. This can be accomplished, the report said, "by changing the definition of a full-time equivalent graduate student to 12 Student Credit Units instead of the current 15, but negotiating an increase in the weighting assigned to graduate course units, or by adjusting the normative ratios by which faculty positions are generated for graduate instruction."

In addition, the current mode and level formulas do not address the need for assigned time and clerical support for graduate coordinators. All these issues compound the difficulty of mounting graduate programs of excellence.

C. IDENTITY AND PEER REVIEW

RECOMMENDATION: That the university seek ways to enhance the identity of graduate studies.

Discussion: For many years Cal Poly has articulated its image as that of a preeminent undergraduate institution. This posture has led to distinction nation-wide as a university known for excellence in undergraduate instruction and for uniqueness in its careful understanding of and dedication to its role and mission. But the posture has also inadvertently created problems for the graduate studies program by creating, endorsing, and supporting many traditions that are focussed almost solely on the needs and ends of the undergraduate enterprise. As a result, graduate programs, despite their excellence, have not enjoyed the status accorded undergraduate instruction.

This document proposes that the university actively seek ways to continue to enhance the graduate program by looking for those actions and activities that will increase the awareness of graduate studies on the campus. A key in this endeavor will be the implementation of peer review and recognition, which will elevate the status of graduate studies among the faculty, and thus among the whole academic community.

Conclusion

The Graduate Studies Committee proposes this document for consideration as a guiding statement intended to enhance and strengthen graduate programs on campus. The proposal is part of the campus self evaluation begun with the WASC Accreditation Self Study and continued by the Strategic Planning Committee. It

seeks to sharpen the role and mission of graduate studies within the institution as Cal Poly continues to evolve from its early beginnings as a polytechnic high school to a fully mature comprehensive university. It proposes principles to guide the University as it takes its next steps in that process.

Aeronautical Engineering M.S. (1988)

Agriculture M.S. (1969)

Specializations:

- Agricultural Engineering Technology
- General Agriculture
- Food Science and Nutrition
- International Agricultural Development
- Soil Sciences

Architecture M.S. (1988)

Specializations:

- Professional Practice
- Environmental Design

Biological Sciences M.S. (1967)

Business Administration M.B.A. (1969)

Specializations:

- Business Administration
- Agribusiness

Chemistry M.S. (1971)

City and Regional Planning M.C.R.P. (1975)

Civil and Environmental Engineering M.S. (1988)

Computer Science M.S. (1973)

Counseling M.S. (1988)

Education M.A. (1948)

Specializations:

- Computer-Based Education
- Counseling and Guidance
- Curriculum and Instruction
- Educational Administration
- Reading
- Special Education

Electronic and Electrical Engineering M.S. (1988)

Specializations:

- Computer Engineering
- Electrical Engineering
- Electronic Engineering

Engineering M.S. (1988)

Specializations:

- Biochemical Engineering
- Industrial Engineering
- Mechanical Engineering
- Metallurgical and Materials Engineering

English M.A. (1968)

Emphases:

- Literature
- Linguistics
- Writing

Home Economics M.S. (1968)

Industrial and Technical Studies M.A. (1972)

Joint MBA/Engineering M.S. (1990)

Specialization:

- Engineering Management

Mathematics M.S. (1968)

Specializations:

- Applied Mathematics
- Mathematics Teaching

Physical Education M.S. (1968)

Emphases:

- Wellness Movement
- Human Movement and Sport

GRADUATE ENROLLMENT

<u>PROGRAM</u>	<u>1985-86</u>	<u>1986-87</u>	<u>1987-88</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>
AGRI (45)	64/26	70/29	55/30	58/22	69/23	62
ARCH (45)	29/12	13/5	27/19	19/9	21/5	18
CRP (68)	16/3	18/2	24/4	34/5	28/4	15
MBA (96)	97/36	114/41	123/55	141/61	128/64	118
AERO (45)	-	-	-	2/0	10/1	19
CE (45)	-	-	-	3/3	6/3	9
CSC (45)	58/13	55/22	48/13	54/24	57/11	71
ED (45-48)	123/29	132/47	175/35	172/74	225/70	235
EL/EE (45)	-	-	-	7/10	21/7	28
ENGR (45)	37/15	36/28	47/19	27/10	22/10	23
ENM	-	-	-	-	-	7
ENGL (48)	21/5	17/0	24/6	27/3	41/8	51
CNSLG (90)	42/0	49/4	36/4	39/2	47/8	44
HE	3/3	2/1	1/0	1/4	-	-
IT (45)	12/4	10/5	7/4	11/4	7/5	8
PE (45)	27/4	13/8	14/10	29/7	30/9	29
BIO (45)	14/3	13/8	11/5	9/1	16/6	15
CHEM (45)	8/5	7/0	8/4	6/0	6/3	4
MATH (45)	10/1	18/1	23/7	16/3	12/4	22
TOTAL	561/159	567/201	623/215	656/242	746/241	778

Number in parentheses = amount of units required for degree
Number before slash = Fall quarter census - master's candidates only
Number after slash = Graduates for academic year (no data for 90-91 grads)

State of California
M e m o r a n d u m

California Polytechnic State University
San Luis Obispo, California 93407

DATE: 9/25/91

TO: Mark Shelton
Crop Science

cc: J Vilkitis, NRM
J Sabol, SAGR

FROM: M. Stephen Kaminaka *MSK*
Agricultural Engineering Dept. (756-2658/2378)

RE: **Improved University Hour(s) and Lunch Hours**

One idea that emerged from the last SAGR Open Forum held on April 11, 1991, was the idea of altering class schedules on a campus-wide basis to leave time for a lunch-break in the middle of the day.

One possibility that was advanced was to advance the start of morning classes by 15 minutes and to delay the start of afternoon classes by 15. This would create a half-hour lunch break during which no class scheduling would be allowed.

The advantages of doing this include:

- 1 Allow faculty, staff, and students a better opportunity to meet together informally over lunch with the idea that communication and trust might be better fostered.
- 2 Give students (many of whom seem to have six to eight hours of continuously scheduled classes during the day) a chance to partake of a real lunch break.
- 3 It would make it much easier to committee meetings to be scheduled if no teaching conflicts were allowed. It might also lead to more efficient meetings if they were limited to only 30 minutes in length.

I would like to see this brought before the Academic Senate. As an administrator this year, I don't believe it is appropriate for me to initiate this but I hope that your Senators can pick it up and carry the ball. Thanks, Mark.

File - 10.15.91 ESBM

State of California

California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: October ¹⁶~~21~~, 1991 Copies:

To: All Deans, Department Chairs/Heads, Academic Senate
School Caucus Chairs, and Academic Senators

From: Charles T. Andrews, Chair
Academic Senate

Subject: Strategic Planning Document Input Procedure for Faculty

The Academic Senate has developed a process for obtaining the maximum amount of faculty input into the review of the Strategic Planning Document. The process which will be used is as follows:

- October 31 All departments are to have completed departmental discussions. The senator from that department is responsible for coordinating with the department chair/head the scheduling of these meetings. Where a department does not have a senator, the Caucus Chair of that school/library will be responsible for the meeting arrangements. Written reports should be prepared and submitted to the Caucus Chair, with a copy to the Academic Senate office.
- December 6 School-wide meetings to discuss the Strategic Planning Document should be completed. The Caucus Chair, in coordination with the Dean, is responsible for scheduling and conducting this meeting. A written summary should be prepared and submitted to the Academic Senate office.
- January 10 Written recommendations are due in the Academic Senate office from the Long-Range Planning Committee.
- January 9 11:00 - 12:30 Open meeting held by a Senate committee to receive faculty input. Written comments preferred.
- January 14 11:00 - 12:30 Open meeting held by a Senate committee to receive faculty input. Written comments preferred.

All Deans, Department Chairs/Heads,
Academic Senate School Caucus Chairs,
and Academic Senators
October 21, 1991
Page 2

January 15	3:00 - 4:30 Open meeting held by a Senate committee to receive faculty input. Written comments preferred.
January 28	All input received to be presented to the Academic Senate Executive Committee.
February 11	First reading before the Academic Senate of recommendations from the Executive Committee.
March 3	Second reading before the Academic Senate, and final approval of recommendations to be forwarded to Vice President Koob.

This may seem a long and time-consuming process; however, this is a very critical document for the future of this institution. It requires careful and thorough consideration. The active participation and cooperation of all faculty and academic administrators is needed, and will be appreciated.

I thank all of you for your efforts in assuring that this document will be of high quality and one we will all be pleased with.

Final 10.15.91 E.G.M.

PROGRAM REVIEW PROCESS

Last spring, there was a committee appointed to assess where budgetary cuts should be made. When this committee reported, the report identified programs which were recommended for elimination and/or restructuring, which were subsequently submitted to the Deans for their recommendations. Unfortunately, the details explaining how these recommendations were developed do not appear to exist at this time. This missing data created much distress and apprehension for faculty, students, and alumni. Suffice
to say

One benefit which may be derived from the exercise last spring is the awareness that Cal Poly needs a process for review of programs over time. With such a process in place, the faculty will be in a position to continually assess program effectiveness and need; thus, being in a position to more promptly and orderly respond to administrative and budgetary issues.

A proposal for proceeding with Program Reviews is presented.

The first phase is for the Academic Senate Executive Committee to develop the process which they will then recommend to the Academic Senate. This would include the method for placing persons on the various committees deemed essential to the process. Nomination of persons by the various caucuses would be made to the Academic Senate Executive Committee. The Executive Committee would appoint persons from those nominated, with all units having equal representation.

The first step in the process might consist of establishing an ad hoc committee to identify the factors to be taken into consideration in the evaluation process of the program review. This committee would report its recommendations back to the Academic Senate for approval.

The second step might be to establish a Program Review Committee to perform the actual reviews, using the factors identified by the ad hoc committee and approved by the Academic Senate.

The ad hoc committee would recommend to the Academic Senate the factors which they identify as pertinent for assessing the value and success of a program. A part of the assessment might be whether a particular program supports the mission of this institution.

Factors which might be identified for the program review are:

Review of Student Related Factor:

- Size of applicant pool vs number of slots available
- Average SAT scores of enrolled first time freshmen
- Average GPA of transfer students
- Retention rates
- Graduation rates
- Placement results

- Input from alumni 5 years after graduation, including information on career progression (via survey)
- Comparative analysis with external similar programs
- Review of curriculum
 - Overlap of courses taught in-house vs similar courses offered in other departments (course duplication)
 - Intellectual challenge of courses
 - Course prerequisites
 - Number of units required for the degree
 - Number of units taken from program sponsor vs number of units taken from other areas
- Enrollment in upper division/graduate sections
- Grade distributions in courses provided within the program for students in that program
- Credentials of the faculty; degrees held, professional development accomplished, etc.

These are some of the factors which might be considered in the development of the review. In addition, this committee will recommend the valuative process to be used in applying and assessing the factors. Once approved, the factors and the process will be applied in the review of all programs, on an ongoing basis.

There will be a Program Review Committee which will be charged with evaluating the information provided on each program under review, using the factors and process developed.

The function of this committee will be to provide recommendations to the program faculty and the Academic Senate as to ways to address any weaknesses or deficiencies that have been identified. These recommendations, based upon the review and documented, may range from restructuring of courses to relocation of the faculty into other schools, departments, etc. This Committee will need to maintain careful and complete records of discussions and decisions in order to clarify, if needed, any recommendations made.

In determining when a program should be reviewed, such a review should be coordinated with an external accreditation review of that program. This would minimize the amount of repetitive data gathering that might otherwise occur. In the initiation of the review process, the Academic Senate might choose to start with those programs which were placed under stress with the report from last spring.

It is not the objective of this review to eliminate programs, per se. The reviews should provide an opportunity for a program to improve and gain academic strength, and to become more efficient and effective in the servicing of students.

Each committee would be free to seek information from administrative sources. Each committee is responsible to the Academic Senate and as such reports to that body.

PROGRAM REVIEW PROCESS

~~Last spring, there was a committee appointed to assess where budgetary cuts should be made. When this committee reported, the report identified programs which were recommended for elimination and/or restructuring, which were subsequently submitted to the Deans for their recommendations. Unfortunately, the details explaining how these recommendations were developed do not appear to exist at this time. This missing data created much distress and apprehension for faculty, students, and alumni.~~

Last spring, the Program Review Task Force was appointed jointly by Administration and the Academic Senate Executive Committee to identify programs considered to be "at risk" for possible resource reductions. The Program Review Task Force identified certain programs, and the resources associated with them, as "at risk." The committee's recommendations were sent to the Vice President for Academic Affairs and to the deans for final consideration. The purpose of the committee's work was to provide input to the deans for their use and decision making regarding program resource reductions. Unfortunately, the details explaining the criteria used in the process of budget reduction were not available to the Academic Senate which caused distress and apprehension for many faculty, students, and alumni.

One benefit which may be derived from the exercise last spring is the awareness that Cal Poly needs a process for review of programs over time. With such a process in place, the faculty will be in a position to continually assess program effectiveness and need; thus, being in a position to more promptly and orderly respond to administrative and budgetary issues.

A proposal for proceeding with Program Reviews is presented.

The first phase is for the Academic Senate Executive Committee to develop the process which they will then recommend to the Academic Senate. This would include the method for placing persons on the various committees deemed essential to the process. Nomination of persons by the various caucuses would be made to the Academic Senate Executive Committee. The Executive Committee would appoint persons from those nominated, with all units having equal representation.

The first step in the process might consist of establishing an ad hoc committee to identify the factors to be taken into consideration in the evaluation process of the program review. This committee would report its recommendations back to the Academic Senate for approval.

The second step might be to establish a Program Review Committee to perform the actual reviews, using the factors identified by the ad hoc committee and approved by the Academic Senate.

The ad hoc committee would recommend to the Academic Senate the factors which they identify as pertinent for assessing the value and success of a program. A part of the assessment might be whether a particular program supports the mission of this institution.

Factors which might be identified for the program review are:

Review of Student Related Factor:

- Size of applicant pool vs number of slots available
- Average SAT scores of enrolled first time freshmen
- Average GPA of transfer students
- Retention rates
- Graduation rates
- Placement results
- Input from alumni 5 years after graduation, including information on career progression (via survey)
- Comparative analysis with external similar programs

Review of curriculum

- Overlap of courses taught in-house vs similar courses offered in other departments (course duplication)
- Intellectual challenge of courses
- Course prerequisites
- Number of units required for the degree
- Number of units taken from program sponsor vs number of units taken from other areas
- Enrollment in upper division/graduate sections
- Grade distributions in courses provided within the program for students in that program
- Credentials of the faculty; degrees held, professional development accomplished, etc.

These are some of the factors which might be considered in the development of the review. In addition, this committee will recommend the valuative process to be used in applying and assessing the factors. Once approved, the factors and the process will be applied in the review of all programs, on an ongoing basis.

There will be a Program Review Committee which will be charged with evaluating the information provided on each program under review, using the factors and process developed.

The function of this committee will be to provide recommendations to the program faculty and the Academic Senate as to ways to address any weaknesses or deficiencies that have been identified. These recommendations, based upon the review and documented, may range from restructuring of courses to relocation of the faculty into other schools, departments, etc. This Committee will need to maintain careful and complete records of discussions and decisions in order to clarify, if needed, any recommendations made.

In determining when a program should be reviewed, such a review should be coordinated with an external accreditation review of

that program. This would minimize the amount of repetitive data gathering that might otherwise occur. In the initiation of the review process, the Academic Senate might choose to start with those programs which were placed under stress with the report from last spring.

It is not the objective of this review to eliminate programs, per se. The reviews should provide an opportunity for a program to improve and gain academic strength, and to become more efficient and effective in the servicing of students.

Each committee would be free to seek information from administrative sources. Each committee is responsible to the Academic Senate and as such reports to that body.

Due to the operating procedures of the Academic Senate, the process will take longer than might be desired. A possible schedule would be:

October 15	Proposal to Executive Committee
October 29	Proposal to Academic Senate for action
November 5	Executive Committee appoints committees
January 8	Report from Ad Hoc Committee on Evaluation
January 14	Executive Committee consideration of report
January 28	Executive Committee recommendation to Academic Senate
January 31	Valuative Factors to Program Review Committee
March 31	Report from PRC on first review to Executive Committee

Realistically, we should be anticipating further reductions for the next academic year. If the faculty are to have a voice in determining where those reductions will take place, then we must quickly move to address how the impact of such an occurrence may be minimized, while maintaining or improving program quality and servicing the students. A well designed and carefully implemented program review will aid in accomplishing the tasks which we will be confronting.

Memorandum 1022 91

State of California

California Polytechnic State University
San Luis Obispo, California 93407

Memorandum

To : Academic Senate Executive Committee Date : October 22, 1991

From : H. Bernard Strickmeier *HBS*
Mathematics Department

Subject : ***IRA Advisory Board 1991-92***

For 13 years I have served as the Academic Senate's representative to the Instructional Related Activities Fee Advisory Board. During that time I have attended meetings regularly, participated in all board actions, and attempted to fulfill my obligations as the Senate's representative on the board to the best of my ability.

Last spring I indicated my desire and willingness to continue to serve in this capacity. I did so primarily because a proposal to increase the IRA fee to support athletics seemed very likely, and I believed that my long term experience and knowledge of athletics funding would be helpful to the 1991-92 board.

The executive committee, however, decided that my service on the board was no longer desirable and replaced me with Sam Lutrin. This change has resulted in a board comprised of eight members, six serving for the first time, four students, and four staff members or administrators, but no member of the faculty. Since the appointment to the board is the prerogative of the Senate Executive Committee, the decision not to reappoint me and not to have a faculty member on the board was completely appropriate and one which I have no right to question.

However, I do have the right to question the way in which I learned of my non-reappointment. In early October, Vicki Stover, who has served as IRA Board secretary for the last several years, called to inform me of an organizational meeting of the board scheduled for October 3. I attended that meeting at which a regular Thursday morning meeting time was established. I subsequently received minutes of the October 3, meeting and notification of the location of the October 10, meeting which I also attended. Some time after the start of the October 10, meeting, Sam Lutrin arrived and participated in the committee's deliberations. Since she arrived late, no introduction was made, and I was not clear as to her position on the board.

When I did not receive minutes of the October 10, meeting or notification of the October 17, meeting, I attempted to contact Vicki Stover to determine the location of the meeting. From her I learned that I had been replaced. Needless to say, it was awkward and embarrassing experience for both of us.

I called the Senate office, and the secretary confirmed what Vicki had told me. When I asked why I had not been informed that I was no longer on the board, she told me that the fact that I had not received a notification of reappointment was my notification. She went on to explain that the Senate could not possibly send rejection notifications to all people who applied for appointments to Senate committees. In my opinion, such notifications would be appropriate to acknowledge a willingness to serve and, therefore, not unreasonable. In my opinion, notification of non-reappointment to committee members who have indicated a desire to continue to serve is a matter of common courtesy and, therefore, mandatory.

On the afternoon of October 17, I did receive a terse memo from Senate Chair Andrews regarding confusion concerning the Senate's representation on the board. This memo may have been prompted by my attempts earlier in the week to contact Chairperson Andrews concerning possible Senate action with regard to the proposed IRA fee, or it may have been prompted by Vicki Stover or Sam Lutrin. In any case, the memo was, in my opinion, too little and too late.

I would be less than honest if I did not tell you that I was offended and hurt by the lack of courtesy shown to me in this matter. In the future, I hope you will treat those who have served the Academic Senate with more respect.

Memorandum

8/10/91 - 10/15/91 ExCom


CAL POLY
SAN LUIS OBISPO
CA 93407

To : Vice Presidents Koob, Scott, Gloster, Lebens
Deans Sabol, Neel, Boyes, Lee, Ribeau, Busselen
Bailey, Walch

Date : September 26, 1991

File No.:

Copies : Assoc. Vice Presidents
Associate Deans
Academic Dept. Chairs


From : Warren J. Baker
President

Subject: **WORKSHOPS ON DEALING WITH SUBSTANCE
ABUSE PROBLEMS, OCTOBER 21-22, 1991**

As findings presented in the annual report of the campus' new Substance Abuse Advisory Committee (SAAC) clearly indicate, Cal Poly has its share of alcohol and drug abuse problems. Students, faculty and staff are affected.

Accordingly, I have accepted the SAAC's recommendation that the university sponsor workshops aimed at helping campus leaders and managers better address problems that arise on the job from the abuse of alcohol and other drugs. I have asked the Personnel Office to work with the Foundation, the Health Center, and other appropriate units in this effort.

The first workshops featuring Beverly Verlinde, Employee Assistance Officer at CSU, Chico, will be held October 21 and 22, 1991. Under President Robin Wilson's leadership, Chico has been in the forefront of institutions that have developed effective programs to address these serious problems.

Ms. Verlinde is skilled at helping employees who are experiencing problems with alcohol and substance abuse, and she is well versed in assisting supervisors who must deal with the problems their faculty and employees experience.

Ms. Verlinde will meet with the Academic Deans Council on Monday, October 21, and will present two workshops for others on Tuesday the 22nd. One is scheduled from 8:30 to 10:00 a.m. in UU 220 and will be particularly for Academic Department Chairs/Heads and Associate Deans. Where possible, I ask that school council meetings be scheduled that week so that departmental leaders can take part.

The second session on Tuesday, also in UU 220, will be from 10:30 to 11:45 a.m. and is especially for managers from other areas including Business Affairs, Student Affairs, Foundation, etc. As other duties permit, I ask that management staff arrange for the participation of as many of their managers and supervisors as possible.

SEP 30 1991