

**REMINDER: EXECUTIVE COMMITTEE MEETINGS WILL NOW BE HELD IN UU 220**

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

**Academic Senate Executive Committee Agenda**  
**Tuesday, October 14, 1986**  
UU 220, 3:00-5:00 p.m.

<u>MEMBER:</u>	<u>DEPT:</u>	<u>MEMBER:</u>	<u>DEPT:</u>
Botwin, Michael	ArchEngr	Kersten, Timothy	Economics
Cooper, Alan	BioSci	Lamouria, Lloyd H.	AgEngr
Crabb, Charles	CropSci	Riener, Kenneth	BusAdm
Currier, Susan	English	Terry, Raymond	Math
Forgeng, William	MetalSci	Weatherby, Joseph	PoliSci
Gamble, Lynne	Library	Wheeler, Marylinda	P.E./RecAdm
Gooden, Reg	PoliSci	Wilson, Malcolm	Interim VPAA
Nancy Jorgensen	Cslg/Tstg	<b>Copies:</b> Baker, Warren J.	
		Irvin, Glenn W.	

*9.30.86  
minutes  
removed*

- I. Minutes: Approval of the September 30, 1986 Executive Committee Minutes (attached pp. 2-6).
- II. Communications:
  - A. Supplementary Report on Consortium Activities, Memo from Weatherby to Lamouria dated October 1, 1986 (attached p. 7).
  - B. Lottery Revenue Budget Authorization -- Instructional Development and Technology, Memo from Vandament to Presidents dated October 1, 1986 (attached pp. 8-18).
- III. Reports:
  - A. President/Academic Affairs Office
  - B. Statewide Senators
- IV. Consent Agenda:
- V. Business Items:
  - A. Appointment of Academic Senate's Part-Time Representative.
  - B. Five-Year Review of Business and Liberal Arts Programs - French, Chair of the Long-Range Planning Committee (to be distributed).
  - C. Resolution on Concentrations - Dana, Chair of the Curriculum Committee (attached pp. 19-21).
  - D. Resolution on the Bicentennial Anniversary of the Adoption and Ratification of the Federal Constitution - Lutrin, Grinde (attached p. 22).
- VI. Discussion Items:
  - A. AIMS Funding - Forgeng, Landreth, Lebens (attached pp. 23-24).
  - B. Are FERP's considered part-timers? Per John Rogalla, Chair of the Constitution and Bylaws Committee, his interpretation of the MOU is that faculty on a reduced time base and faculty on the early retirement program are indistinguishable from full-time faculty.
  - C. O/E Model: Progress report from the Budget Committee - Conway, Chair of the Budget Committee.
- VII. Adjournment:


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CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407

OCT 1 1986

Academic Senate

Academic Senate  
805/546-1258

**Date:** October 1, 1986 **cc:**  
**To:** Lloyd H. Lamouria, Chair  
Academic Senate  
**From:** Joe Weatherby   
CSU Academic Senate  
**Subject:** Supplementary Report on Consortium Activities, CSU Academic  
Senate Meeting, September 4-5, 1986

By now you have received a report from the staff detailing the activities of the CSU Academic Senate. The purpose of this memorandum is to highlight the business of the Consortium Advisory Committee.

In July, Vice Chancellor Vandament recommended steps be taken to return consortium programs to the campuses by September 1987. Support for this decision was confirmed by Senate resolution AS-1684-86/CAC entitled "The Reorganization of the Consortium."

In the aftermath of the passage of AS-1684-86/CAC, I have appointed two subcommittees charged with the task of developing recommendations to the staff during the transition period.

The first subcommittee is charged with the development of recommendations on how consortium programs should be transferred to the campuses. The subcommittee is further charged with making recommendations for the maintenance of the unique character of consortium programs when the transfer has occurred. The second subcommittee will review and recommend on the policies for statewide programs no longer associated with the consortium.

I shall be pleased to answer questions on any portion of this report.

-8-  
THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
400 Golden Shore  
P.O. Box 1590  
Long Beach, California 90801-1590  
(213) 590- 5708

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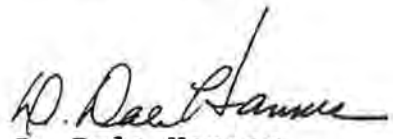
Academic Senate

Code: EP&R 86-47  
BP 86-73

Date: October 1, 1986

To: Presidents

From: William E. Vandament  
Provost and Vice Chancellor  
Academic Affairs

  
D. Dale Hanner  
Vice Chancellor  
Business Affairs

Subject: Lottery Revenue Budget Authorization -- Instructional  
Development and Technology

One of the programs authorized by the 1986/87 Lottery Revenue Budget Plan is Instructional Development and Technology, in the amount of \$1,000,000 (see BP 86-60). The distribution of these funds by campus has now been determined and is shown on Attachment A.

The method used to establish the distribution specifies a base amount per campus of \$11,000 plus an amount which is proportional to each campus's budgeted college-year FTE students.

As described in Attachment B, Program Guidelines, these funds will not be automatically authorized. Distribution of the funds will be made subsequent to November 1, 1986, which is the deadline for campus submission of a brief description, including a budget, for each project. These submissions should be directed to the Division of Educational Programs and Resources in this office. On the basis of these submissions, the Office of Budget Planning and Administration will issue the expenditure authorizations necessary to implement the proposed budgets.

In order to assist campuses in the development of their project plans and budgets, regional meetings will be held on October 14, 1986. Each campus is requested to send one representative, appointed by the Vice President for Academic Affairs, to either

(more)

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Distribution: Vice Presidents for Academic Affairs  
Vice Presidents for Administration  
Deans of Undergraduate Studies  
Deans of Graduate Studies  
Chairs, Academic Senates  
Business Managers  
Budget Officers  
CSSA Liaison  
Chancellor's Office Staff



the morning meeting for northern campuses (9:30 a.m. AMFAC Hotel, Burlingame), or the afternoon meeting for southern campuses (2:30 p.m., AMFAC Hotel, Los Angeles). Members of the committee that shaped this program will be present to review and elaborate on the program's intent. Campus representatives should be cognizant of the progress of their campus' project planning at the time of the meeting and should be prepared to share and discuss that planning with staff and other representatives.

As indicated above, expenditure authorizations will be issued upon receipt of the campus submissions of project plans and budgets. Funds will then be available for implementation of projects. We expect that projects will develop and test their planned instructional components during the winter and spring terms of 1987.

It is our intent to convene a one-day colloquium of project leaders in April 1987. At that time there will be a sharing of progress reports and discussion of experiences pertinent to planning for the 1987/88 academic year. After that meeting, campuses will prepare a formal report on each project, which will be due in this office by June 22, 1987. The precise format of the report will be specified in a subsequent coded memorandum. The major components of the report are discussed in Attachment B.

Attachments C and D, format for project descriptions and a sample project budget, are provided to assist the campuses in the preparation of their November 1 submissions. Questions regarding this program should be addressed to Dr. Anthony J. Moye (ATSS 635-5527) or Dr. Jolayne Service (ATSS 635-5531). Questions regarding expenditure authorizations should be directed to Mr. Howard Hicks or Ms. Kathleen Bedard (ATSS 635-5725).

Attachments

ATTACHMENT A

INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY  
1986/87

Campus	Budgeted College-Year FTES	Authorization
Bakersfield	2,875	\$20,164
Chico	13,100	52,756
Dominguez Hills	5,450	28,372
Fresno	14,000	55,625
Fullerton	16,000	61,999
Hayward	9,810	42,269
Humboldt	5,750	29,328
Long Beach	22,600	83,037
Los Angeles	15,400	60,087
Northridge	20,200	75,387
Pomona	15,000	58,812
Sacramento	17,700	67,418
San Bernardino	5,100	27,256
San Diego	25,300	91,643
San Francisco	18,000	68,374
San Jose	18,300	69,331
San Luis Obispo	15,470	60,310 ✓
Sonoma	4,220	24,451
Stanislaus	3,100	20,881
Systemwide Colloquium		2,500
Total	247,375	\$1,000,000

Campus Allocation = \$ 11,000 plus  
amount proportional to  
College-Year FTES

Guidelines for Program Implementation  
Instructional Development and Technology Projects  
Lottery Revenue Fund  
1986/87

INTRODUCTION

Authorized funding is to be devoted to campus projects that integrate technologies in the development and presentation of instructional materials (or procedures) to promote student involvement in learning. A primary goal of this program is the development of exemplary instructional materials for use in the CSU. However, this program also comprises a component in the continuing development of a CSU program devoted to a better understanding of, and improvement in, teaching and learning processes. Therefore, an additional purpose is to provide systematic analyses of the relative effectiveness of the various instructional technologies as an aid for specific types of learning (e.g., memorization, critical analysis, inductive reasoning). A further objective is to confront and eliminate recognized learning barriers for significant numbers of students in the disciplines.

The emergence of new technologies, especially in the realms of computing, media, and laboratory instrumentation, presents the University with exciting opportunities for enhancing classroom instruction. Sometimes the opportunities are obvious and the technology is quickly incorporated into the curriculum. Sometimes, the full educational potential of one technology is apparent only in combination with other technologies.

Some illustrative examples of projects that might be funded include:

1. Integration of computer and audio-visual techniques to illustrate patterns in nature and analogues between natural and human-made structures.
2. Computer simulations depicting historical processes and projections, population changes over time, circulatory patterns, etc.
3. Utilization of interactive videodisc technology in course activities that require students to predict, project, and/or solve problems, applying complex reasoning to complex visual stimuli.

4. Computer applications to enhance student problem-solving capacities in situations requiring multidisciplinary approaches and skills.

Campus planning shall include significant faculty, student, and administrative involvement. Projects may involve multi-campus cooperation.

Responsibility for the substance and quality of the projects rests entirely with the campuses.

#### TIMELINE

Immediately. Campuses are to begin planning the project or projects they will undertake.

October 14, 1986. Regional meetings are to be held to assist in development of project plans.

November 1, 1986. Brief project descriptions and budgets are due in the Division of Educational Programs and Resources, Chancellor's Office. Funds will then be authorized for project implementation.

April 1987. One-day colloquium for project leaders is to be held.

June 22, 1987. Reports on projects are due in Educational Programs and Resources.

#### GUIDELINES

1. Authorized funding is to be devoted to campus projects that integrate technologies in the development and presentation of instructional materials (or procedures) to promote student involvement in learning. Given what is known about the relative advantages and disadvantages of different media for instruction, each project will pull together technologies with complementary strengths to create classroom presentations or laboratory activities that are likely to be "powerful encounters" for students.

Attention to integrated technologies should not be construed in any way as limiting the involvement of the instructor. Rather, those projects which allow for intensified instructor-student interaction, along with enhanced use of technologies, are seen as ideal. The integration of traditional lectures, discussions, and activities with audio-visual and computer-based components is encouraged. The latter components are not merely to be course embellishments, but are rather to be materials and procedures responsive to basic course and curriculum objectives that are not otherwise being met satisfactorily.

We expect that recent advances in the formal cognitive sciences -- e.g., in what distinguishes expert problem solvers from novices -- and in knowledge of the characteristics of effective teaching-learning situations will provide new advantages to developers of instructional materials.

2. Expenditures must conform to all regulations governing lottery revenues (see BP 86-60). As required by lottery statutes, the funds must be used exclusively "for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing of research or any other non-instructional purpose." They must supplement, not supplant, General Fund support of instructional activities. Authorized funding must be expended by June 30, 1987. Any remaining unexpended funds will revert to the CSU Lottery Fund, as described in BP 86-60.
3. We strongly recommend that projects involve cooperation between faculty members in the discipline or disciplines addressed, experts in the technological medium to be employed, and (where appropriate) individuals especially well-versed in the instructional-methodological issues raised by the project.

It is also recommended that campuses consider carefully the cost-effectiveness of supporting projects in which CSU faculty adapt and integrate existing technologically-based instructional materials, relative to the cost-effectiveness of projects that propose to develop sophisticated instructional materials de novo.

4. Rigorous evaluation of each project is required. Each project plan shall include an explicit description of the (discipline-specific) barriers to learning that the project is designed to eliminate and provisions for measuring the efficacy of the project's instructional materials and procedures in eliminating those barriers. The evaluation shall be designed in conformity with good scientific practice, so as to contribute to systematic knowledge of the relative effectiveness of various instructional technologies as aids in specific types of learning. The evaluation shall also include information on the breadth of impact of the project, i.e., on the number of students affected and the numbers of courses and faculty members involved.
5. Each participating campus in a multi-campus project should budget for its portion of the expenses.



6. It is expected that the primary cost of projects will be faculty assigned time to design and execute them. Equipment will ordinarily be obtained from other sources (e.g., the non-formula-based instructional equipment component of the lottery revenue budget; funding of equipment shall be provided only as an adjunct to the project's instructional improvement objective. Faculty participants are expected to have most of the skills necessary to conduct their projects; the innovative nature of the projects, however, may imply some need for special training. Funds may therefore be expended for faculty training directly relevant to the development of the planned instructional materials and procedures.
7. Project funds should not be used to compensate faculty for work on an overload basis during the academic year. The funds may provide for assigned time by funding the replacement of the project participant(s).
8. In order to assist campuses in the development of their project plans and budgets, regional meetings will be held on October 14, 1986. Each campus is requested to send one representative, appointed by the Vice President for Academic Affairs, to either the morning meeting for northern campuses (9:30 a.m., AMFAC Hotel, 1380 Bayshore Highway, Burlingame), or the afternoon meeting for southern campuses (2:30 p.m., AMFAC Hotel, 8601 Lincoln Boulevard at Manchester Boulevard, Los Angeles). Members of the committee that shaped this program will be present to review and elaborate on the program's intent. Campus representatives should be cognizant of the progress of their campus' project planning at the time of the meeting and should be prepared to share and discuss that planning with staff and other representatives.
9. The campus shall submit by November 1, 1986, a request for budgetary authorization of these funds. The request must be accompanied by a budget and a brief description of the project(s) planned. The format for project descriptions is shown as Attachment C. The budget(s) should be prepared in consultation with the campus budget officer to ensure that proper budget allotments are used. A sample budget is shown as Attachment D. The budget should include provision for the attendance of one person per project at the April colloquium in Long Beach.

The request for authorization shall also include a brief paragraph describing the process used by the campus in planning the project(s) and the procedures used to ensure proper consultation with campus constituencies. The request for funding shall be submitted to the

Division of Educational Programs and Resources, Office of the Chancellor. Receipt of these materials will allow EP&R to authorize the issuance of an expenditure authorization by the Office of Budget Planning and Administration.

10. We expect that projects will develop and test their planned instructional components during the winter and spring terms of 1987. For those projects that show significant promise but require extended development time, some project components (curricular implementation, assessment, and dissemination of project products) may be resubmitted in 1987/88.
11. A project leader should be prepared to attend a one-day systemwide colloquium in Long Beach in April, 1987, to deliver a progress report and discuss experiences pertinent to planning for Instructional Development and Technology activities in 1987/88.
12. The campus shall submit a written report on each project by June 22, 1987. The report shall include a description of the activities conducted, the results of the project evaluation (at least those results available at that time), expenditures for the project by budget allotment, and relevant plans for the future. Any funding for projects in 1987/88 will be contingent on these reports.

INSTRUCTIONAL DEVELOPMENT AND TECHNOLOGY  
PROJECT DESCRIPTION FORM  
1986/87

Campus \_\_\_\_\_

Project Leader(s) \_\_\_\_\_  
\_\_\_\_\_

What instructional problem is to be addressed? Is the problem generally encountered by faculty in this or other disciplines? (Please cite published references to the problem, if they exist.)

Please describe the materials and/or procedures that are to be developed to solve the problem.

Why is the proposed solution considered to be promising?  
Please cite supporting evidence from published, scholarly  
sources (e.g., the literature on university-level learning).

What provisions have been made to ensure that the instructional  
materials and/or procedures to be developed are of high quality?

Please outline the evaluation plan. (Include descriptions of  
the subjects, procedures, instruments for measuring  
effectiveness, and method of analyzing results.)



Sample Budget  
Campus W (Campus authorization = \$36,000)  
Instructional Development and Technology Reports  
1986/87

	<u>Positions</u>	<u>Amount</u>
Instruction		
Personal Services		
Salaries and Wages		
Instructional Faculty		
Part-time Faculty <sup>1</sup>	1.0	\$23,580
Technical and Clerical		
Student Assistants	0.2	2,140
Total Salaries and Wages	1.2	\$25,720
Staff Benefits (29.8%) <sup>2</sup>		7,665
Total, Personal Services	1.2	\$33,385
Operating Expenses & Equipment		
Supplies and Services (4500)		\$ 1,690
Travel In-State (5000)		400
EDP Software (5700)		525
Total, Operating Expenses & Equipment		\$ 2,615
Total, Instruction	1.2	\$36,000

<sup>1</sup>Replacements for faculty granted assigned time to develop instructional materials and procedures; budgeted at Assistant Professor, Step 3 for 5 months, January through May.

<sup>2</sup>Use the campus staff benefit rate.

[The base text presented here is the text proposed by Senate resolution AS-213-86. Deletions from that text are represented by ~~strikeout~~ type and additions are represented by ***bold italic*** type.]

#### CAM 411

##### A. Recognized Categories of Curricular Alternatives

##### 4. Concentration

A concentration is a block of courses to be chosen with the approval of the student's adviser comprising from 18 to 39 quarter units providing essentially different capabilities for the student. ***No single course should appear in every concentration; such courses should be included in the major. A minimum of At least one-half of the total units (18-39), but no fewer than 12 of these 18-39 units must be in specified courses.***

##### B. Guidelines Relating to Concentrations

7. ~~"M"~~ ***Courses in the major*** may appear in a concentration as well as in the core or basic curriculum display ***of the catalog.***

### Background Information on Concentrations and Options

In Winter Quarter, 1986, the Academic Senate was asked by the Provost to examine the possibility of combining the notions of options and concentrations in our curriculum. We were the only campus with such a distinction and it was causing confusion inside and outside the CSU system. As they existed, an option was defined as

*"30 or more quarter units of specified courses not common to other curricular alternatives and designed to give the student substantially different capabilities than the other alternatives"*

and a concentration was defined as

*"18 to 29 quarter units providing essentially different capabilities for the student. A minimum of 12 of these 18-29 units must be in specified courses."*

The Academic Senate Curriculum Committee surveyed all departments and found support for combining these notions under the name concentration.

On May 27, 1986 the Academic Senate passed a resolution changing the definition of a concentration to

*"18 to 39 quarter units providing essentially different capabilities for the student. A minimum of 12 of these 18-39 units must be in specified courses."*

and eliminating options.

On July 23, 1986 President Baker accepted the resolution with some conditions (see the attached letter).

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

AS-\_\_-86/ \_\_

**Resolution on Concentrations**

**WHEREAS,** On May 27, 1986 the Academic Senate passed a resolution (AS-213-86/CC) recommending combining options and concentrations into one category to be called concentrations; and

**WHEREAS,** On July 23, 1986 President Baker accepted the resolution with some conditions; and

**WHEREAS,** Some of those conditions need to be implemented for the current catalog cycle while some are more strategic in nature and will require time for discussions and evaluations; therefore be it

**RESOLVED:** That the Senate endorses the attached changes to proposed CAM sections 411 D.4 (new section B.7) and 411 A.5 (new section A.4) as suggested by President Baker; and be it further

**RESOLVED:** That the concerns of President Baker regarding

- a) whether concentrations should be required, and
- b) whether a student outside the major may have access to a concentration

be studied by the Senate and resolved before the next catalog cycle begins.



RESOLUTION ON  
THE BICENTENNIAL ANNIVERSARY OF THE ADOPTION  
AND RATIFICATION OF THE FEDERAL CONSTITUTION

- WHEREAS: The years 1987 through 1989 mark the bicentennial anniversary of the adoption and ratification of the Federal Constitution, and
- WHEREAS: The Federal Constitution is central to the study of many of our political, social, economic, and historical institutions and practices, therefore, be it
- RESOLVED: That the Academic Senate support all efforts by the University and its many Schools, Departments and Clubs in their attempts to promote the community's appreciation and understanding of the document.

Proposed by:  
Carl Lutrin and  
Don Grinde  
October 14, 1986

**RECEIVED**

October 8, 1986

**OCT 8 1986**

To: Academic Senate Executive Committee

From: William D. Forgeng

**Academic Senate**

Subject: Rebuttal to President's letter concerning Resolution on AIMS  
Funding

1. "The plan, as you know, calls for limited utilization of instructional funds only if other sources cannot be developed"

The plan calls for about \$100,000 from instructional funds for each of two years plus 70% of cost over-runs.

2. "It mentions unrestricted donations and indicates that the President is given more than "\$100,000 a year in unrestricted donations by the Annual Giving Office." This is a blatant misstatement of facts. Never in the eight year history of the Annual Giving Program at this University have we approached anywhere near the availability of \$100,000 a year in unrestricted donations much less \$100,000 that goes to the President's Office."

Annual Giving brought in \$655,000 during 1985-86 and is projected to bring in \$1,000,000 this year ("Annual Giving's 10 Years", Fall 1986 Cal Poly Today). "Of the \$655,000, \$152,000 has been donated to the University at large, to be used wherever the need is greatest." ("Building Cal Poly's Future", Fall 1986 Cal Poly Today). The President has already approved the use of \$40,000 for the Annual Giving Office (May 23, 1986 Memorandum to Foundation Board of Directors from Warren J. Baker, "FY 1986-87 University Relations Budget Requests"). Around \$12,000 or \$13,000 a year has been used for paying off the 5-year loan for the Jespersen Hall renovation; this leaves about \$100,000 remaining in the President's Discretionary fund for use this year. The projected \$1,000,000 to be brought in this year should yield over \$200,000 in unrestricted donations.

3. "Even more critical, however, is the fact that 40 percent of these funds are retained and used to support the continuing operations of the Annual Giving Program."

Of the \$152,000 in unrestricted donations from last year, \$40,000 went to Annual Giving (26%, not 40%).

4. "The specific example listed deals with the intercollegiate athletics program. The facts of that situation are that the Foundation agreed to advance its own funds in support of the intercollegiate athletics scholarship program and to retire that advance from an annual appropriation from its own funds."

A similar "loan" of \$250,000 was made in Spring 1986:

"a. Advance up to \$250,000 to the appropriate entity for support of the University's intercollegiate athletics scholarship program for the next recruitment period;

b. Require loan recapture (direct and/or indirect) beginning January 1, 1987;" (Foundation minutes for March 14, 1986 Board meeting)

It appeared that a similar loan from the Cal Poly Foundation could be made for AIMS since the advance was described as a loan. If such a loan is illegal, #2 of the background statement should be deleted.

5. "No University funds can or will be used for that purpose and to suggest that it is possible for salary savings to be used to repay some loan is again a complete misstatement of facts."

It is not made clear why using salary savings to indirectly pay for equipment is worse than for directly paying for equipment, as was done for the University Relations IBM 36 system. If this is not possible, than unrestricted funds can be used as in the case of the Jespersen Hall loan.

6. "There is also a suggestion in the third, fourth and fifth items that the University Services funding that is provided by the Foundation should be utilized for this source. It is clear that the funding requirements of the AIMS Program will far exceed any resources which might be available through the University Services Program."

There was no suggestion that all of the money should come from the University Services Fund. It is interesting to note that in Spring 1986, the President went before the Board for \$250,000, plus matching funds over \$100,000 (about \$50,000) a year for three years for athletics, or a total of about \$900,000. One possibility is to use \$25,000 from the University Services Fund for AIMS instead of for professional development.

7. "The utilization of the terminology "and consent" is unacceptable."

If this phrase is not acceptable, the resolution might read "Instructional funds should not be used for AIMS.", leaving off the "advice and consent". It seems reasonable that the faculty should have some control over instructional funds. In the interest of "collegiality" and in fairness, instructional funds should only be used for purposes which are instructionally-related unless the administration asks for the advice and consent of the faculty (if AIMS were instructionally-related then lottery funds could be used).

## The AIMS General Fund Financial Plan

1. Fund Cal Poly's one to three contribution for AIMS by means of any campuswide year-end budget savings which may develop during the fiscal year; ie., unspent program allocations, excess staff benefits, excess salary savings, excess revenues.
2. Fund the Budget Year (i.e., 1986/87) from savings/resources in the current year (i.e., 1985/86). In other words, advance funding by one year.
3. Commit annually \$65,000 of the campus Contingence Reserve to funding of AIMS.
4. Commit for at least the next three years the campus Special Project Fund of \$50,000 to funding of AIMS.
5. Develop a contingency plan whereby if year-end savings were not to materialize the four program areas (Instruction, Academic Support, Student Services and Institutional Support) would be assessed an amount necessary to fund AIMS in proportion to their program budget allocations. This would mean approximately 70% of any such assessment would be funded by Instruction and 30% by the other three Support Program areas.
6. Reallocate to Instruction the first \$100,000 of any campuswide year-end savings in order to offset the AIMS assessment made from that program area.
7. Reallocate to the three Support Program areas any campuswide year-end savings in excess of \$100, 000 up to the amount of their assessment.
8. Reserve to fund a subsequent year's AIMS requirement and/or reallocate to fund other campus priority needs any campuswide year-end savings in excess of those needed to fund AIMS in the Budget Year.

10/14/86



California Polytechnic State University-San Luis Obispo 10/14/86

GENERAL FUND AIMS FUNDING PLAN AS OF 10/01/86

\RESERVE\AIMS9

	FY 1986/87		FY 1987/88		FY 1988/89	
	Original	Revised	Original	Revised	Original	Revised
=====						
USES OF FUNDS (Cal Poly's 1/3 contribution):						
CSU/DIS Estimate	(\$241,000)	(\$241,000)	(\$235,000)	(\$235,000)	(\$216,000)	(\$216,000)
Cal Poly-SLO Estimate	\$252,978	\$252,978	\$259,143	\$259,143	\$250,336	\$250,336
=====						
SOURCES OF FUNDS:						
FY 1985/86 Utility Savings*	\$220,000	\$252,978	\$0	\$83,377**	\$0	\$0
Pro-rata reduction from Fin Aid and Admiss & Records	\$32,978	\$0	\$0	\$0	\$0	\$0
Partial redeployment of Contingency Reserve (\$150,000)	\$0	\$0	\$65,000	\$65,000(1)	\$65,000	\$65,000(2)
Total redeployment of Special Projects Fund	\$0	\$0	\$50,000	\$50,000(1)	\$50,000	\$50,000(2)
Pro-rata assessments from program budgets:						
Instruction (approx 70%)**	\$0	\$0	\$100,900	\$17,523(1)	\$94,735	\$94,735(2)
Support programs (approx 30%)	\$0	\$0	\$43,243	\$43,243(1)	\$40,601	\$40,601(2)
TOTALS, SOURCES OF FUNDS	\$252,978	\$252,978	\$259,143	\$259,143	\$250,336	\$250,336
=====						

\* FY 1985/86 utility savings were \$336,355.

\*\* The first \$100,000 of year-end savings would be used to reduce the AIMS assessment from Instruction.

(1) Pro-rata allocations from the FY 1986/87 budget.

(2) Pro-rata allocations from the FY 1987/88 budget.


**M e m o r a n d u m**


To : Lloyd H. Lamouria, Chair  
Academic Senate

Date : October 14, 1986

File No. :

Copies :

From : Charles H. Dana, Chair   
Academic Senate Curriculum Committee

Steve French, Chair   
Academic Senate Long Range Planning Committee

Subject : EVALUATION OF PROGRAM REVIEWS FOR SCHOOLS OF BUSINESS AND LIBERAL ARTS

Representatives of our two committees have examined the summary of the program reviews prepared by Dr. Glenn Irvin and have forwarded to us comments which are summarized here. Comments of the individual reviewers are attached.

The summary is a highly distilled compilation of selected program characteristics and features, and as such, does not provide sufficient background and information for extensive critical review. As far as it goes, the program review summary seems reasonable and presents worthwhile goals and issues of legitimate concern. However, there is concern that the goals as stated in the summary are not specific and without reference to resources needed to implement them. The guidelines suggest that the review should consider how effective the administration has been in aiding departments in achieving their goals, but no evidence of this was presented in the summary. The guidelines for reviews include requirements for statistical data as to the utilization of various courses but no reference to such data appears in the summary; its inclusion would strengthen the summary since utilization of resources is an important part of a program review.

We understand the desire to dispense with these reviews, which should have been completed last June, in a timely manner, however the wisdom of postponing any meaningful review of these programs until 1991 needs to be questioned. Would it be worthwhile to postpone program reviews of other schools by one year in order to do meaningful ones for all. There is agreement that if the academic senate is to be able to provide meaningful and substantive academic program review in the future, it will need to be involved with the process earlier and in greater depth.

Oct. 12, 1986

To: Charles Dana, Chair  
Academic Senate Curriculum Committee

From: Shirley Sparling *Shirley Sparling*  
Ad Hoc Subcommittee on Program Reviews for the Schools of Business & Liberal Arts

The summaries of the Program Reviews of the Schools of Business and Liberal Arts prepared by Dr. Irvin provide an overall look at the programs of these schools, but they do not provide enough information if the Academic Senate is being asked to evaluate these programs. I understand that the full reviews submitted by the departments are available in the Academic Programs office but I don't feel that the time that is available is enough for much meaningful input from the Academic Senate. I can make a few comments on the summaries and ask a few questions on points that were not clear to me but I can not on the basis of the information provided in the summaries state whether the Schools of Business and Liberal Studies are doing a fine job. For example, only for the MBA program are figures given so that one knows whether there has been an increase or decrease in majors and graduates.

Below are some points that might be considered.

Under the School of Liberal Arts:

I believe that the statement that "most goals have been fully or partly accomplished" is too general giving no idea of which ones have been fully accomplished & which ones partly accomplished or not accomplished at all as is the case of the Music major. How much has course fragmentation been reduced?  
What is the extent of planning on facilities?

Re: "The Theatre-Music Building was designed for 7500 students----."  
Does 7500 students refer to total campus enrollment?

Under the Journalism Department:

I wonder how the Journalism Department determined how they met the goal of "to train students who will find fulfillment as members of society".

Its instead of It's in last sentence (and in the next paragraph).

Under the Music Department

Has the number of musically inclined students at Cal Poly decreased or the number of students enrolling or seeking music courses or groups decreased? It might be hard to provide evidence for the former.

Could some idea be given of what the great results are of the beginning of the electronic music and recording engineering program?

Could a better word than location be found for "location of some solution"?

Under the Philosophy Department

I thought there was a teacher shortage in this department for GE&B courses but no mention is made of this.

Under Political Science Department

Re: "Areas of concern to the department include increasing numbers of students in upper-division courses---"

This could be interpreted as a need to increase numbers or a problem because of too many.

Last sentence: Senate committee work is not required.

p. 2

Under Social Science Department

Re: "Areas for improvement include expansion of GE&B to equal two full years of the baccalaureate requirements and elimination of double counting in Area D."

Does this mean for the baccalaureate in Social Science or for the university as a whole? If it is for the latter, some schools would not consider it an improvement.

Under Accounting Department

Re: "It was not able to achieve its goal of .5 accepted manuscripts per faculty member-----"

- What does this mean?

Under Business Administration Department

--improve curricula in terms of ~~1/2~~ their academic currency---

Under School of Business

Re: "The most pressing problems are the inability to pursue more interdisciplinary programs-----"

Is the problem that they cannot pursue or do not have interdisciplinary programs?



State of California

California Polytechnic State University  
San Luis Obispo, California 93407

**Memorandum**

To: Charles Dana, Chair  
Academic Senate  
Curriculum Committee

Date: October 13, 1986

From: John Phillips   
Crop Science Department

Subject: **PROGRAM REVIEWS FOR SCHOOLS OF BUSINESS AND LIBERAL ARTS**

The following remarks are offered in my capacity as a member of the Curriculum Committee's ad hoc subcommittee on program review. I have read Glenn Irvin's summary of program reviews for the Schools of Business and Liberal Arts and my strongest reaction is that the review, at least at this stage, is apparently not taken very seriously. I do not see how our subcommittee, or the Academic Senate, can provide meaningful input in such a short time based only on the generalizations of Dr. Irvin's summary.

In the course of reading the summary, the question came to mind repeatedly, "Was there substantially more specificity in discussing departmental goals in the program reviews themselves than is apparent from Dr. Irvin's summary?"

I have read Shirley Sparling's memo to you on this subject, and I agree with all of the specific points she makes therein. I believe it would be possible to come up with many more similar questions if one chose to invest the effort in going over the program review summary very closely.

My last point is in reference to the procedures for review of existing degree programs (AB 82-1). On page three of AB 82-1 in a section headed "Summary," it is stated that the review should address the question of how effective the Cal Poly administration (School, Vice President for Academic Affairs, and President) had been in aiding the department in meeting its goals. I found little evidence in the summary that any departments addressed this, and I was surprised at this.

10/7

Chuck - Here is the statement from Harvey Swenson  
and me, representing the Long Range Planning Committee's view to  
Irvin's summary. When Steve Swenson returns tomorrow, the  
three of you can get together and decide what to forward to  
Irvin by 11/17. Call me if you have any questions.  
- George Stanton

WE HAVE EXAMINED THE SUMMARY OF PROGRAM REVIEWS FOR THE SCHOOLS OF  
BUSINESS AND LIBERAL ARTS, WHICH WAS PREPARED BY GLENN IRVIN,  
ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS. WE NOTE THAT THE  
SUMMARY IS A HIGHLY DISTILLED COMPILATION OF SELECTED PROGRAM  
CHARACTERISTICS AND FEATURES, AND, AS SUCH, DOES NOT PROVIDE  
SUFFICIENT BACKGROUND AND INFORMATION FOR EXTENSIVE CRITICAL  
REVIEW. AS FAR AS IT GOES, THE PROGRAM REVIEW SUMMARY SEEMS  
REASONABLE, AND PRESENTS WORTHWHILE GOALS AND ISSUES OF LEGITIMATE  
CONCERN.

IF THE ACADEMIC SENATE IS TO BE ABLE TO PROVIDE MEANINGFUL AND  
SUBSTANTIVE ACADEMIC PROGRAM REVIEW IN THE FUTURE, IT WILL NEED  
TO BE INVOLVED WITH THE PROCESS EARLIER AND IN GREATER DEPTH.

~~END OF FILE~~


**Memorandum**

JUL 29 1986

To : Lloyd Lamouria, Chair  
Academic Senate**Academic Senate**

Date : July 23, 1986

File No.:

Copies : M. Wilson  
G. Irvin  
G. Lewis  
S. SparlingFrom :   
Warren J. Baker  
PresidentSubject : Academic Senate Resolution AS-213-86/CC  
(Distinction Between Options and Concentrations at California  
Polytechnic State University)

The resolution is accepted with the following conditions:

1. Section D.3 (new section B.6): In my view, concentrations should not be required--they move toward excessive rigidity and specilization in the baccalaureate program.

Because the issue of overspecialization is a concern of the Trustees, the Chancellor's Office, and our campus, I request that the Academic Senate look into the issue of concentrations and recommend whether a student should be required to take a concentration in a major or should have available a more broadly-based curriculum, or both.

In addition, the Academic Senate should address the attendant issue of whether students outside the major should have access to a concentration, and if so, under what conditions.

2. Section D.4 (new section B.7). "M" courses should be clarified to read "Major" courses.
3. Section A.5 (new section A.4): This definition of the concentration should state that within a program, no single course should appear in every concentration. If this is the case, the course should be part of the major, not the concentration.

In addition, rather than requiring a minimum of 12 units of the 18 to 39 in specified courses, the section should read: one-half of the total units (18 to 39), but no fewer than 12 units shall be in specified courses.

4. The new CAM Language for implementation of this resolution will take into account the wording suggested by the Senate.