

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

Executive Committee Agenda
Tuesday, April 15, 1986
FOB 24B, 3:00-5:00 p.m.

MEMBER:

Ahern, James
Bonds, Robert
Botwin, Michael
Cooper, Alan F.
Fort, Tomlinson Jr.
Gamble, Lynne E.
Gay, Larry
Gooden, Reg

DEPT:

Ag Mgmt
LAC
Arch Engr
Biology
Adm
Library
Ind Tech
Poli Sci

MEMBER:

Hallman, Barbara
Kersten, Timothy
Lamouria, Lloyd H.
Olsen, Barton
Riener, Kenneth
Tandon, Shyama
Terry, Raymond

DEPT:

History
Economics
Ag Engr
History
Bus Admin
EL/EE
Mathematics

Copies: Baker, Warren J.
Irvin, Glenn W.
Labhard, Lezlie

- I. Minutes: Approval of the March 20, 1986 Executive Committee Minutes (attached pp. 2-4).
- II. Announcements:
Building numbers will be added to posted building names.
- III. Reports
A. President/Provost
B. Statewide Senators
- IV. Business Items:
A. Recommendations on Enrollment Management-French, Chair, Long Range Planning Committee (attached pp. 5-6).
B. Resolution on Distinction Between Options and Concentrations at California Polytechnic State University-Williamson, Chair, Curriculum Committee (attached pp. 7-11).
C. Student Affairs Committee (Forgeng, Chair) Reports on (attached p. 12):
1. CAM 619 - Candidates for Graduation (attached pp. 13-14). Prepared in concurrence with Constitution & Bylaws Committee;
2. AIDS Policy (attached pp. 15-17);
3. CAM 674 - Cheating and Plagiarism (attached pp. 18-25). Prepared in concurrence with Fairness Committee;
4. Alpha Chi Honorary Society - Cal Poly Chapter (attached pp. 26-28);
5. Plus/Minus Grading (attached pp. 29-30).

minutes removed

Executive Committee Agenda
Tuesday, April 15, 1986

Page Two

- D. General Education & Breadth Course Proposals - Lewis, Chair of General Education & Breadth Committee:
 - 1. ART 208 Sculpture (attached p. 31)
 - 2. HUM 302 Human Values in Agriculture; GE&B Proposal (attached pp. 32-34); Stan Dundon's Memo in Support of HUM 302 (attached pp. 35-40)
 - 3. MATH 201 Appreciation of Mathematics (attached pp. 41-42)
- E. Polychlorinated Biphenol (PCB) Danger on Campus-Vix.
- F. Resolution Recognizing Women's Week at California Polytechnic State University-Axelroth/Loe (attached p. 43).
- G. Research Committee Replacement for Goro Kato (SSM)-Cooper, Caucus Chair for School of Science and Mathematics.

V. DISCUSSION ITEMS:

VI. ADJOURNMENT:

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

MAR 20 1986

Date : 18 March 1986

Academic Senate File No.:

Copies :

From : Long Range Planning Committee

Subject : Recommendations on Enrollment Management

These enrollment management recommendations were developed by the Long Range Planning Committee in response to your request of 6 January 1986. The Resolution on Strategic Planning adopted by the Academic Senate in April 1985 also identified enrollment as an area with several key issues related to Cal Poly's future over the next decade.

There is strong consensus on the Long Range Planning Committee to hold the size of Cal Poly at 14,200 FTE until such time as the current shortages of facilities (e.g. classrooms, laboratories, faculty offices) are corrected. This would suggest that any increase in enrollment beyond our authorized 14,200 should only occur when currently planned physical plant expansion projects are completed in 1990-91. We understand that 1985-86 enrollment is already somewhat greater than the 14,200 FTE for which we are funded.

The 1990-91 completion of the adequate facilities needed to serve our current enrollment level coincides with a projected short term decline in the number of students graduating from California high schools. As a result, it may not even be prudent to expand enrollment to 15,000 FTE in the 1990-95 time period given the strong competition likely for the decreasing number of high school graduates. Any such expansion needs to be carefully considered.

The committee understands that such an enrollment limit implies careful scrutiny of both new program proposals and existing programs. The committee feels that such a limit need not preclude curriculum adjustments to the changing economic, technological, and population trends. It does, however, suggest such adjustments must be made by shifting enrollment and resources within the university. We feel that such adjustments can only be made in consultation with individual departments and faculty.

In terms of the mix of first time freshman and transfer students the committee recognizes that the current mix at Cal Poly (approximately 60% first-time freshman, 40% transfer) is nearly the reverse of the CSU as a whole. The committee also recognizes that Cal Poly and the CSU system have a unique responsibility in providing community college students an opportunity to complete their educations. It should also be noted that transferring from the community college system provides increased access to the increasing proportion of minority and ethnic students. The proportion of these students among California high school graduates will increase dramatically over the next fifteen years. We also note

Memo to Lloyd Lamouria
From Steve French
18 March 1986 - page 2

that an increased proportion of graduate and transfer students should place less demand on the currently overstressed areas of general education, and that the smaller size of upper division classes allows more focus on individual students. However, the committee also recognizes that the effects of radically different admission ratios for first time freshman and transfer students are not clear, particularly as they may effect already heavily impacted departments. More careful study of this issue is needed.

To make informed decisions on detailed enrollment management issues such as growth areas and possible program reductions, the committee suggests that three things are needed:

- 1) The faculty at all levels (i.e. the Academic Senate, the Executive Committee, the faculty at large) needs to be better informed on the consequences of various enrollment policies;
- 2) a more structured process for faculty involvement in the decision-making process must be developed; and
- 3) proposed enrollment management decisions should be discussed with the effected departments before they are finalized.

3/7/86.SPF I

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

AS-____-86/____

**RESOLUTION ON DISTINCTION
BETWEEN OPTIONS AND CONCENTRATIONS
AT CALIFORNIA POLYTECHNIC STATE UNIVERSITY**

- WHEREAS, The distinction made in CAM 411 between options and concentrations appears primarily to be based on the number of units contained in the curricular alternative; and
- WHEREAS, There appears to be confusion at California Polytechnic State University, at the Chancellor's Office, and on other campuses both within and outside of the CSUC system as to California Polytechnic State University's distinction between options and concentrations; and
- WHEREAS, A survey by the Academic Senate Curriculum Committee of academic departments indicates no opposition to the concept of using only one such curricular alternative; therefore, be it
- RESOLVED: That the following changes be made to CAM 411 and that these changes be implemented with the 1988-90 catalog:

AS-____-86/____

**Resolution on Distinction Between Options and Concentrations
at California Polytechnic State University**

Page Two

411 Guidelines for Majors, Minors, and Concentrations

A. Recognized Categories of Curricular ~~Concentrations~~ Alternatives.

(Note: For the purpose of computing grade point average at graduation, "major" is defined as follows in 1. and 2. below.)

1. Major (B.S.)

- (a) For the B.S. degree, the major shall consist of no less than 54 or more than 70 quarter units of courses required for graduation in each curriculum.
 - (1) Of the units in courses designated as major, at least 27 must be in 300 or 400 series courses.
 - (2) Of the units in courses designated as major, at least six must be required in the freshman and at least nine in the sophomore year.
- (b) The courses in the major, designated as "M" courses, must be exclusive of those used to satisfy the general education requirement. The "M" courses generally are those with the major departmental prefix although others may be included.

2. Major (B.A.)

- (a) For the B.A. degree, the major shall consist of no less than 48 or more than 60 quarter units of courses required for graduation in each curriculum.
 - (1) Of the units in courses designated as major, at least 24 must be in 300 or 400 series courses.
 - (2) Of the total of 186 quarter units required for the degree, at least 60 must be in 300 or 400 series courses.

AS-____-86/____

**Resolution on Distinction Between Options and Concentrations
at California Polytechnic State University**

Page Three

(3) Of the units in courses designated as major, at least six must be required in the freshman year and at least six in the sophomore year.

(b) The courses in the major, designated as "M" courses, must be exclusive of those used to satisfy the general education requirement. The "M" courses generally are those with the major departmental prefix although others may be included.

3. Minor

No minor is required for the bachelor's degree.

Teaching minors consist of a minimum of 30 quarter units in a specific field. Teaching minors are designed to meet credential regulations and should not be confused with concentrations.

~~4. --- Option~~

~~An option is a curricular alternative in a department having 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.~~

~~5.~~ 4. Concentration

A concentration is a block of courses to be chosen with the approval of the student's adviser comprising from 18 to ~~29~~ 39 quarter units providing essentially different capabilities for the student. A minimum of 12 of these 18-~~29~~ 39 units must be in specified courses.

AS-____-86/____

**Resolution on Distinction Between Options and Concentrations
at California Polytechnic State University**

Page Four

~~B.----Guidelines Relating to Options--~~

- ~~1.----The basic curriculum display in the catalog should show only--
those courses common to the two or more option
alternatives.--~~
- ~~2.----Following the basic curriculum display, the courses required--
to complete the major in each option should be listed in the
manner shown in the catalog.--~~
- ~~3.----In addition to courses offered by the major department,--
options may include required courses from other--
departments.--~~
- ~~4.----No maximum number of units are presently specified for
options. However, it appears that 39-quarter units is a--
reasonable maximum. Although some existing options of--
over 39-quarter units have been allowed, strong justification--
will be required for approval of additional options of over 39--
quarter units.~~

~~C.-~~ B. Guidelines Relating to Concentrations

1. The basic curriculum display in the catalog should show only those courses common to the concentration alternatives.
2. Following the basic curriculum display, the courses required to complete the major in each concentration should be listed in the catalog.
- ~~2.~~ 3. A footnote in the catalog should indicate the number of elective units which must be selected with the approval of the adviser to form the concentration.

Example: "At least 18 quarter units shall be chosen with the approval of the adviser in one of the concentration areas of Production, Management, or Science-Teaching.

AS-____-86/____

**Resolution on Distinction Between Options and Concentrations
at California Polytechnic State University**

Page Five

- 3.- 4. Available concentrations should be named and may be described briefly in the departmental introductory material.
- 4.- 5. A list of those courses which are required and eligible for use in a specific concentration must be provided to the Evaluation Technician and departmental advisers by the appropriate school dean.

~~D. --- Guidelines Relating to Both Options and Concentrations.~~

- ~~-2. --- All units in an option must be specified. If the 30 or more quarter units cannot be specified, the concentration route should be used.~~
- 3.- 6. A student must select one of the available curricular ~~alternatives~~ concentrations recognized and/or displayed in the catalog.
- 4.- 7. "M" courses may appear in ~~an option or a~~ concentration as well as in the core or basic curriculum display.
- 5.- 8. A concentration within an option ~~a concentration~~ is not appropriate.
- 6.- 9. There must be a discrete bachelor's degree program. That is, ~~options~~ concentrations requiring a bachelor's degree program to run into the graduate year will not be approved.

Proposed By:
Curriculum Committee
April 8, 1986

April 7, 1986

To: Executive Committee, Academic Senate

From: Bill Forgeng, Chair- Student Affairs Committee

Subject: Items for Executive Committee Information/Action

At its most recent meeting, the SAC dealt with five items of business:

1. CAM 619 on requiring that the faculty be informed of candidates for graduation -- this section of CAM is outdated and a resolution to change based on suggestions from Gerry Punches is attached. *p. 2, 3*

2. AIDS Policy -- A suggested cover letter from the Academic Senate Office to the Campus Community is attached. This cover letter is suggested to accompany Dr. Nash's January 24, 1986, letter to Lloyd Lamouria, which we ask be made public for the benefit of the entire campus. *p. 4-6*

3. CAM 674 on Cheating -- We support the recommendation of the Fairness Board in this matter for minor changes in this part of CAM. *p. 7-14*

4. Alpha Chi honorary society request for chapter at Cal Poly -- we understand that the administration has turned thumbs down on this request without waiting for student or faculty input. "Same old story!" *p. 15-17*

5. Plus-minus grading -- The recent memo from Tom Zuur to the Ad Hoc Group entitled "Plus-Minus Grading" (Feb. 27, 1986) does not even mention the subject. The student representatives are re-surveying their Senate and we will take up the matter at our next meeting. Maybe we can have plus-minus, as voted four years ago in the senate, by next year. *p. 18, 19.*

Resolution on Modification of CAM 619

Background

CAM 619 was written at a time when diplomas were awarded and degrees conferred by the faculty at a single annual commencement ceremony, and the intent of this section of CAM was to provide the faculty with their one last chance to prevent a candidate from graduating "for any reason, academic or otherwise". Nowadays, degrees are not officially awarded and diplomas are not issued until the completion of all required academic work has been certified by the Registrar. No student has been denied a degree under the terms of CAM 619 in more than 20 years, and furthermore, the withholding of a degree for other than academic reasons would probably be challenged in the Courts.

619

Candidates for Graduation

The Registrar is responsible for checking the records of students who have applied for graduation. After being satisfied that those who have applied have met (or will meet pending satisfactory completion of their final quarter's work) all graduation requirements, the Registrar will submit a list, alphabetically by department, of "Applicants for Graduation" to the deans no later than three weeks before commencement. Notification of the faculty by the Registrar will coincide with the arrival of the list and space will be provided for interested faculty in the respective school to peruse it. This list will include the following covering statement: "The following students have applied for graduation. If they complete their current work in a satisfactory manner, they will have met the academic requirements. If for any reason, academic or otherwise, an instructor feels that any person on this list should not be graduated, the instructor must state reasons in writing to the Registrar at least two weeks before commencement." The Academic Deans Council will conduct hearings with the instructors who object to the applicants for graduation when they deem it appropriate. After all factors are considered, the Academic Deans Council will vote for or against the approval of graduating those who have applied. Their action will be final.

Resolution

1. Whereas Cam 619 was written at a time when diplomas were awarded and degrees conferred by the faculty at an annual commencement, and
2. Whereas the intent of CAM 619 was to provide faculty the opportunity to prevent a candidate from graduating "for any reason, academic or otherwise," and
3. Whereas the policy of withholding of a degree from a candidate for non-academic reasons would be subject to challenge in a court of law, and
4. Whereas degrees cannot be awarded until the completion of all course requirements has been confirmed by the Registrar, and
5. Whereas diplomas are not issued to successful candidates until such degrees have been confirmed, and
6. Whereas no student has been denied a degree under the terms of this section in more than 20 years, and
7. Whereas the addition of a second commencement ceremony has obscured the original intent of this section, and
8. Whereas this section appears to be anachronistic and serves no legitimate purpose, be it therefore:

Resolved to delete the language of Section 619 from the Campus Administrative Manual and substitute the following policy statement concerning Candidates for Graduation in Section 619 of the Campus Administrative Manual:

CAM 619 - Candidates for Graduation

The Registrar is responsible for checking the records of students who have applied for graduation. No degree will be awarded nor a diploma issued until all requirements for graduation have been met. The awarding of a degree and the date of graduation will be subject to the requirements stated on the student's application for graduation, diploma regulations, and any other campus or CSU System directive in effect at the time of application. The registrar will provide departmental faculty with a list of candidates who have applied to graduate each term within two weeks following the beginning of classes.

SUBJECT: ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

FACTS ABOUT AIDS:

The AIDS virus is not very communicable, it is transmitted by blood exchange and by repeated sexual activity, and there is little risk to anyone who has casual contact with an individual with AIDS.

POLICY ABOUT AIDS PATIENTS ON CAMPUS:

Any policy will be decided on a case-to-case basis by the President, Provost, and Dean of Student Affairs.

SUGGESTIONS ABOUT RESPONSES TO AN INDIVIDUAL WHO IS SUSPECTED OF HAVING AIDS:

Be supportive and compassionate.

Be aware that AIDS patients are probably covered by all employment laws and laws about discrimination against the disabled.

Be aware that breaking a confidence and publicly identifying an individual with AIDS may subject an official to fines and imprisonment.

FURTHER INFORMATION AND EDUCATIONAL MATERIALS MAY BE OBTAINED BY CALLING VIVIAN RIGGS, HEALTH CENTER, EXTENSION 1211.

PLEASE READ THE FOLLOWING LETTER FROM DR. JAMES NASH, DIRECTOR OF STUDENT HEALTH SERVICES:

o r a n d u m

Lloyd H. Lamouria, Chair
Academic Senate

Date : January 24, 1986

File No.:

Copies: Baker, Warren J.
Brown, Russell
Andrews, Charles
Fort, Tomlinson

From : James H. Nash, M.D.
Director of Student Health Services

Subject: **ENVIRONMENTAL RESPONSE TO AIDS**

I'll endeavor to answer your questions about how to respond when AIDS is identified on campus. The medical guidelines and suggestions are mine. Any policy on such cases, I have been told, will be decided on a case-to-case basis by the President, Provost, and Dean of Student Affairs.

Faculty-administration response to expressed concerns about an AIDS identified person is something that should be planned now for this inevitable happening. Whether the individual is a student, a faculty member, or staff member is probably not important with a few exceptions, such as laboratory technologists.

All of us need to remember that the AIDS virus is not transmitted through ordinary contact in the working world. The AIDS virus is transmitted by blood exchange, as by intravenous drug abusers, or by repeated sexual activity with an infected person, and here mostly by male homosexual activities.

Everybody needs to know that AIDS patients are probably covered by all laws against discrimination of the disabled, as well as by ordinary employment laws.

It will be rare that an individual with AIDS will be identified as such. There is no medical or administrative reason to identify such people except in rare situations; e.g., if the Health Center has a patient with AIDS, then medical personnel will be notified so they can protect themselves with appropriate precautions when drawing blood, etc., and so they can protect the patient from other infectious diseases.

The appropriate response to any concern is to offer education about AIDS, its modes of transmission, its relatively low infectivity, and to answer all questions. Educational programs are available by contacting Vivian Riggs, Extension 1211. The Health Center also has brochures on AIDS. There is also a Crisis Response Team available for response to any acute environmental problem, including AIDS fear.

An "AIDS positive" person presumably means somebody with a positive test for the HTLV-III/LAV virus. Most such people are not ill but are probably contagious via sexual activity or blood exchange. They are no risk to co-workers. Few such individuals will identify themselves to their department head or anybody else, except to their own doctor, dentist and sexual partner(s).

Lloyd H. Lamouria, Chair, Academic Senate

ENVIRONMENTAL RESPONSE TO AIDS

Page 2

January 24, 1986

Somebody actually ill with an opportunistic infection of AIDS probably will not be working during the acute episode of such infection. In between infections, there is no reason for such an individual not to be working. This person is not a hazard to co-workers but is himself/herself at risk from infections carried by co-workers. Any official who violates confidence and publicly identifies an AIDS patient is liable for serious fines and imprisonment, as is his employer. And there really is no benefit to anybody by so identifying an AIDS patient or HTLV-III carrier.

An appropriate response to an HTLV-III co-worker would be a supportive one. We should offer help and understanding. It should be pointed out to that person that they might need to be off work if they acquire one of the opportunistic infections of AIDS as those infections are communicable. The person should also be informed that university environments have many hazards to which that person might be peculiarly susceptible.

As educational efforts about AIDS continue, much of the fear of AIDS should lessen. If I can be of help to you, please call.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO, CA 93407

ACADEMIC SENATE
805/546-1258

Date: March 19, 1986

Copies: William Forgeng

To: Fairness Board Members

	<u>Department</u>	<u>School</u>	<u>Office</u>	<u>Dept.</u>	<u>Exp. Term</u>
Beardsley, George*	Economics	SBUS	2012	2783	1987
Ciano, David	Financial Aid	PCS	2927	2927	1986
Dillman, Greg		ASI	1291	1291	1986
Emmel, Robert	Speech	CA&H	2327	2553	1987
Field, Gary	GraphicComm	SPSE	2609	1108	1986
Plummer, William	Animal Sci	SAGR	2113	2419	1987
Poland, Leslie		ASI	1291	1291	1986
Kesner, Brian	Architecture	SAED	1185	1316	1987
Meng, Shien-Yi	EL/EE	SOE	2625	2781	1986
Wolf, Robert	Mathematics	SOSAM	2264	2206	1987
Zetzsche, James	Ag Engr	SAGR	2383	2626	1986

From: George Beardsley, Chair
Fairness Board Committee

Subject: Proposed Policies on (1) Retention of Evaluation Instruments and Student Access to Same and (2) Cheating and Plagiarism

As a result of our last meeting, the following tentative proposals have been written. Please put any comments which you have in writing; address them to me and copy other Fairness Board members if you wish. Indicate the strength of your convictions with regard to any changes in substance, in language or in format.

By copy to William Forgeng, Student Affairs Committee Chair: this is where we are. Please advise as to the status of your efforts. Thanks.

**POLICY ON RETENTION OF EXAMS AND OTHER EVALUATION
INSTRUMENTS, AND STUDENT ACCESS TO SAME**

RETENTION

Exams, papers, projects, or other tangible items used in the evaluation of students need not be retained by the instructor beyond the end of the term of evaluation if there was an announced opportunity for students to retrieve same during the term. For final exams or other evaluation instruments where no announced opportunity for student retrieval existed before the end of the term, instructors should retain same for one full additional quarter. While special situations may arise requiring deviation from this goal, instructors will be responsible to defend any deviation in the event of a subsequent review of a student's evaluation

ACCESS

Upon request, instructors should offer students access to all exams, papers, projects, or other items used in evaluation which have been retained by the instructor. (See policy on retention.) At the discretion of the instructor, access may be restricted, such as permitting access only in the instructor's presence during office hours. In the event of a student grade grievance, the Fairness Board shall be given access to available evaluation instruments.

DEFINITIONS AND POLICY ON CHEATING AND PLAGIARISM

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating may include: Lying; copying, either in part or in whole, from another's test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information or devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgment of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming.

Policy: Cheating requires an F course grade and further attendance in the course is prohibited. The instructor is obligated to place evidence of the cheating in writing before the Dean of Students with copies to the department head of the course involved, the department head of the student's major, and the student, physical evidence, circumstantial evidence, and testimony of observation may be included. Plagiarism may be considered a form of cheating and subject to the same course of action. However, as there may be a fine line between plagiarism and editorship with poor attention to format, some instructor discretion is appropriate. In the event of plagiarism, an instructor may choose to counsel the student and offer a remedy which is less severe than that required for cheating, providing that there was no obvious intent to deceive. However, an instructor may not penalize a student for plagiarism or cheating in any way without advising the student that a penalty has been imposed.

In the event that the Dean of Students identifies a student to be guilty of more than one cheating offense, this shall be considered sufficient cause for the initiation of disciplinary action.

students of legal age, while attending an off-campus university-approved activity in the vicinity of a public bar, may not have their rights denied except by representatives of the licensee or by civil law enforcement authorities for cause.

673.3 Faculty advisers of student organizations are responsible for seeing that all sub-sections of this section (CAM 673) are understood by the officers and general membership. They are also expected to identify themselves and to cooperate with representatives of the licensee and the civil law enforcement authorities whenever a problem involving student behavior and/or safety arises.

673.4 Faculty advisers are enjoined to be continuously sensitive to the public conduct of students involved in student activities in the interest of the university's relations with all publics--individuals, businessmen, institutions, and agencies.

674 Cheating

674.1 First offense for cheating is an "F" course grade, and further attendance in that class is prohibited. A report in writing including evidence must be made by the instructor to the department head. The department head will notify the Dean of Students of the action taken.

674.2 Second reported offense is considered sufficient cause for the initiation of disciplinary action in accordance with the current Student Disciplinary Procedures of The California State University and Colleges.

674.3 A student wishing to challenge the course instructor's decision that a cheating offense has been committed may appeal to the head of the department in which the course is offered, the dean of the school, and ultimately to the Fairness Board for a hearing in accordance with procedural due process. This is a committee of the Academic Senate; see Appendix XI for details of procedures.

POLICY ON CHEATING AND PLAGIARISM

11/7/85

It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

GENERAL

- 1.1 The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.

DEFINITION OF PLAGIARISM

- 2.1 Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

DEFINITION OF CHEATING

- 3.1 Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another's test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures.

It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid the use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

FACULTY RESPONSIBILITIES IN ALLEGATIONS OF CHEATING OR PLAGIARISM

- 4.1 Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence.

In order to establish facts of the student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty

member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

- 4.2 In cases where a student is suspected of ~~off~~ cheating or plagiarism, the faculty member should arrange for an informal office conference with the student as soon as possible. The purpose of the informal conference is to bring the persons involved together to discuss the issues informally and to discuss courses of action. At the conference the student shall be notified by the faculty member of the charge and supporting evidence. For an incident which occurs during or as a part of a final examination consult Section 4.5.
- 4.3 In cases where there is more than one individual suspected of cheating or plagiarism, the faculty member may decide to call the students to confer jointly as a group, or as individuals, or both. If the faculty member should decide to confer with the students as a group, the students shall have the option to also confer with the instructor separately as individuals.
- 4.4 The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the Academic Integrity Committee (discussed below) for a written opinion on whether the accusation is supported by the evidence. All notes and discussions between the student and the faculty member are confidential, except as may be relevant to the Academic Integrity Committee or in subsequent campus disciplinary proceedings. Neither the faculty member nor the student should discuss a specific charge of cheating or plagiarism or any violations with reference to individuals in the classroom before other members of the class.
- 4.5 When the student cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examinations, a grade of "I" (Incomplete) may be assigned, but only if the instructor wishes an additional test of competence (see 4.1, above). The instructor shall have the agreement form for assigning an "Incomplete" sent to the last known address of the student. The agreement form shall state the following:

Under the provisions of the C.S.U.L.B. Policy Statement on Cheating and Plagiarism, an additional test of com-

petency related to the (syllabus name of suspect demonstration, e.g., Final Examination) is requested.

(Explain what additional test of competency.) You may decline to do so. Please contact the instructor, the department office, or the Office of Judicial Affairs for information regarding the University policy on Cheating and Plagiarism.

The instructor must indicate on the agreement form the grade which will be assigned, normally 120 calendar days following mailing of the Incomplete Agreement, if the student does not respond or, responding, the student does not agree to an additional test of competence.

- 4.6 Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.
- 4.7 Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.

ACADEMIC INTEGRITY COMMITTEE

- 5.1 The Chair of the Academic Senate and the Vice President for Academic Affairs shall jointly appoint an Academic Integrity Committee for the University. This Committee shall consist of one member from the student body, chosen by the Associated Student Government for a one year term of office; three members of the full-time, tenured or tenure-track faculty, each with a term of office of two years, terms of office expiring in alternate years; one one member of the Office of Academic Affairs, who shall be Chair, voting only in case of ties.
- 5.2 The primary charge of the Committee is to receive the requests of students accused of cheating or plagiarism or the requests of faculty accusing specified student(s) of cheating or plagiarism. Following its review of the evidence, the Committee shall report its opinion to the student(s) and to the faculty member involved on whether the accusation is supported by the evidence. This opinion may not be appealed. However, when new evidence appears to so warrant, a faculty member or student may ask, in writing, the Vice President for Academic Affairs or the Chair of the Academic Senate to request the Committee to reconsider a case.

The Academic Integrity Committee shall make readily available the rules and procedures governing its operations.

- 5.3 In all cases, a Report of the Committee is advisory to the student, with whom rests the presumption of innocence, and the faculty member, to whom the decision on the evidence and academic action is reserved.
- 5.4 A faculty member or student who requests a review of the evidence in a case of alleged cheating or plagiarism must make such a request to the Academic Integrity Committee in writing no later than 14 calendar days following the date of first notification of the student by the faculty member of ~~the allegation.~~ ~~Except under extenuating circumstances,~~ the student and faculty member will have no more than 14 additional calendar days to provide evidence to the Committee.
- 5.6 To preserve the rights of privacy, the Committee meetings shall be closed. The Committee may request additional information as may be appropriate to the development of its Report. The Committee is to provide a final Report within 21 calendar days of the submission of a request to it. Should additional time be required, the reasons should be communicated to the Vice President for Academic Affairs and the Chair of the Academic Senate as well as the student(s) and faculty members involved.
- 5.7 The Committee is to report on its actions annually to the Vice President for Academic Affairs and the Chair of the Academic Senate.

ACADEMIC ACTION

- 6.1 One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.
- (a) Review -- no action.
 - (b) An oral reprimand with emphasis on counseling toward prevention of further occurrences
 - (c) A requirement that the work be repeated
 - (d) Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
 - (e) Assignment of a failing final grade
 - (f) Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

Memorandum

JAN 27 1986

Academic Senate

To : Lloyd Lamouria, Chair
Academic Senate

Date : January 23, 1986

File No.:

Copies : Warren Baker
Russ Brown

From : Tomlinson Fort, Jr.
Provost

Subject : Alpha Chi

Please review the appended letter and brochure and give me a recommendation on the establishment of a chapter of Alpha Chi at Cal Poly. Real faculty interest in such an organization is necessary for its success.

Attachments

Alpha Chi



EXECUTIVE DIRECTOR

DR. JOSEPH E. PRYOR
HARDING UNIVERSITY • BOX 773
SEARCY, ARKANSAS 72143
OFFICE PHONE 501/268-6161
HOME PHONE 501/268-3121

FOUNDED FEBRUARY 22, 1922

MEMBER: ASSOCIATION OF
COLLEGE HONOR SOCIETIES

January 12, 1986

Dr. Warren J. Baker
President
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
San Luis Obispo, CA 93407

Dear President Baker:

I am writing to invite your institution to consider affiliation with Alpha Chi, a national college honor scholarship society for juniors and seniors with 248 chapters at colleges and universities in 44 states, the District of Columbia, and Puerto Rico.

Organized in 1922, Alpha Chi is one of three major national college honor scholarship societies admitting to membership superior junior and senior students irrespective of their fields of study. In other words, it is classified as a general scholarship society by the Association of College Honor Societies with which Alpha Chi has been affiliated since 1955. Alpha Chi's objectives are the promotion and recognition of scholarship and exemplary character.

Alpha Chi in recent years has enjoyed significant growth. An immediate aim is to expand its membership into every state of the Union. Hopefully, this goal will be achieved within this decade. A long-range goal is to expand into Canada and countries to the south.

Alpha Chi's desire to extend its influence, however, is not for the sake of growth per se. It is based upon the conviction that Alpha Chi has a worthwhile service to render. Many colleges and universities, it is true, have sought to motivate their students to achieve superior scholarship by organizing local honor societies that have indeed rendered great service. However, in our opinion, much greater effectiveness can be achieved through the affiliation of a local honor society with a national society. A national society such as Alpha Chi annually brings together at national and regional meetings honor students from campuses throughout the nation. In fact, Alpha Chi is unique among the three general college honor scholarship societies in that its regional and national meetings are student oriented. The stimulating programs and associations at these meetings add an invaluable dimension to student experience not possible to attain at the local level.

Any regionally accredited senior college or university is eligible to apply for a chapter of Alpha Chi. The institutional membership fee of \$50 is payable only once, and the lifetime student membership fee of \$15 likewise is payable only once.

You will find enclosed additional information about Alpha Chi. If you have any questions, however, please feel free to contact me. I shall be glad to send you a packet of informational materials if you are interested in Alpha Chi. You may wish to pass this letter and enclosures to the appropriate vice president or dean of your institution.

Respectfully yours,

Joseph E. Pryor, Executive Director
National Council of Alpha Chi



INTRODUCING ALPHA CHI

Alpha Chi is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those who achieve such distinction. Its name derives from the initial letters of the Greek words ALETHEIA, meaning TRUTH, and XARAKTER, meaning CHARACTER. As a general honor society, Alpha Chi admits to membership students from all academic disciplines.

Membership in Alpha Chi recognizes previous accomplishments and provides opportunity for continued growth and service. It seeks above all else to serve the needs of the students who comprise its membership. As a phrase from its constitution suggests, Alpha Chi seeks to find ways to assist them in "making scholarship effective for good."

LOCAL ORGANIZATION

Student participation in Alpha Chi activities may take place at the local, regional, and national levels. Local chapters, of which there are now over 240, operate under a charter issued by the national organization. Any accredited four-year college or university granting traditional baccalaureate degrees is eligible for a local chapter as long as it remains in good standing with its regional accrediting association. Local chapters may be found in a wide diversity of schools, ranging in size and orientation from large state universities to small private colleges and in geography from Maine to Hawaii and from Florida to Oregon.

At least once a year, the local chapter inducts into active membership those junior and senior students of good character who rank in the upper tenth of their classes, although many schools may set even higher standards for eligibility. Membership is ordinarily held for life, and the original induction fee is the only national fee ever required.

Members of the local chapters annually elect their student officers and two faculty advisors. A third faculty member is appointed by the president of the institution to a three-year term as official sponsor. Members participate in a variety of local programs designed to enhance the intellectual life of the campus and to uphold the ethical standards of the academic community. The degree of activity and the types of programs are designed by the local chapters to fit the particular needs and interests of the institution.

Special provisions allow for the election of distinguished persons to honorary membership. Such candidates are nominated by local or regional groups and elected by the National Council. Provision is also made for organization of alumni chapters.

REGIONAL ORGANIZATION

Local chapters are affiliated with one of seven Alpha Chi regions. The regional conventions convene every year to conduct their business. Each chapter selects one sponsor and one student delegate to the regional conventions where each has

full rights to voice and vote. In even-numbered years, the regional conventions gather at a site within the bounds of the region to share student presentations and to conduct their business. The officers of the regions are chosen at these times. In odd-numbered years, the regions gather at the site of the national convention to conduct appropriate interim business.

The regional officers form the Regional Executive Committee. From the ranks of the sponsors are chosen a president and a vice-president. Each serves a two-year term and is not eligible for immediate reelection. Another sponsor is elected to a four-year term as Regional Secretary-Treasurer and is eligible for no more than two additional successive terms. The Secretary-Treasurer is a member of the National Council. A student is chosen to serve a two-year term as the region's Student Member of the National Council and also is a member of the Regional Executive Committee.

The regions of Alpha Chi are arranged geographically as follows: Region I - Western Texas, and neighboring areas; Region II - Eastern Texas, Arkansas, Louisiana and most of Oklahoma; Region III - the Southeastern United States; Region IV - the Northern Plains states; Region V - the Eastern Midwest; Region VI - the Northeast; and Region VII - the Far West.

NATIONAL ORGANIZATION

At the national level, the ultimate decision-making body of Alpha Chi is the National Convention. The National Convention meets in the spring of odd-numbered years in a centrally located major city. Recent host cities have included San Antonio, New Orleans, Atlanta, St. Louis, Nashville and Memphis. The National Convention resembles the Regional Conventions in that the focus of the convention is on the presentation of scholarly papers and performances by student members. Also featured is a speaker of national reputation. The National Convention conducts the business of the society, including the election of faculty members of the National Council. Banquets, bus tours and other activities complete the excitement of the convention.

The National Council is the planning and executive arm of Alpha Chi as a society. Its membership varies, but includes a constitutional minimum of eight faculty elected by the National Convention, seven other faculty who are Regional Secretary-Treasurers and seven students, one representing each of the regions of Alpha Chi. From the ranks of its faculty members, the National Council elects the national officers. The President, the Vice President and the Secretary each serve a four-year term.

The National Council also names the Executive Director, the Editor of Publications and the Archivist and supervises their activities on behalf of the society. The duties of the National Council include initiating amendments to the constitution, electing honorary members, interpreting the constitution, establishing new chapters, awarding national scholarships and fellowships, and providing program leadership for the society. It meets at least annually.

The National Executive Committee performs routine administrative duties and initiates plans for the consideration of the National Council. It consists of the three national officers,

with the Executive Director and Editor serving ex-officio.

ORIGIN OF ALPHA CHI

Alpha Chi celebrates as its birthday an auspicious date, February 22, 1922. On that day, representatives from five Texas institutions of higher learning met on the campus of Southwestern University in Georgetown, Texas, for the purpose of organizing a scholarship society that would encompass all of the "Class A" colleges and universities in the state. The local chapters of the new organization, which was to be called "The Scholarship Societies of Texas," were to be modeled after the honor society begun by President Charles M. Bishop at Southwestern in 1915.

Representatives from thirteen schools approved a constitution for the new organization a year later at a meeting at the University of Texas in Austin. Six others mailed affirmative votes to the conference. The two principal founders of the state organization, Prof. John C. Granbery of Southwestern and Dean Harry V. Benedict of the University of Texas, were chosen as President and Secretary-Treasurer, respectively. In annual elections, Granbery was succeeded by several of the other founding sponsors, but Benedict continued to hold the Secretary-Treasurer's job.

Interest in the Scholarship Societies of Texas spread to other states. At the 1926 meeting, applications were accepted from colleges in Arkansas and Louisiana, and the 1927 meeting at Fort Worth changed the name of the society to "The Scholarship Societies of the South." Dean Alfred H. Nolle of Southwest Texas State College was chosen as President of the newly-expanded group and in 1928, he succeeded Benedict as Secretary-Treasurer. He held the post continuously through 1969, rendering distinguished leadership to the society under its various names for nearly five decades.

DEVELOPMENT OF ALPHA CHI

By 1934, the Scholarship Societies of the South included 31 chapters in Arkansas, Louisiana and Texas, but they had eyes on expansion. At the annual meeting, held in Denton, Texas, the Scholarship Societies of the South voted to become a national organization under the name "Alpha Chi." A new constitution was adopted to facilitate that growth. However, with the exception of a school in Oklahoma, no real expansion was experienced until 1950 when Hastings College of Nebraska and Springfield International College of Massachusetts joined Alpha Chi.

In 1955, now with 36 active chapters, Alpha Chi created two regions to carry out its activities. It was not until 1958 that other states were added when South Carolina's Lander College and Utah's Westminster College joined the society. In the 1960's, however, the organization expanded rapidly, especially in the South and Midwest. By 1971, Alpha Chi had installed chapter number 120 and restructured itself under a new constitution. Since that time, Alpha Chi has more than doubled. During the 1970's, five new regions were created. Region III, covering the southeastern United States, is now the largest and Region VI, representing the northeastern U.S., is currently the fastest-growing. Substantial expansion has also taken place in the Midwest and a number of chapters have been accepted in

the West. More than 130,000 active members are on its rolls.

Harry Benedict, by then president of the University of Texas, became the first president of the newly-renamed society in 1934, serving until his death in 1937. Professor Paul J. Schwab of Trinity University served as president from 1949 until his death in 1966. Dr. Edwin W. Gaston, Dean of Stephen F. Austin State University, himself a member of Alpha Chi while a student, became the president in 1967. It was under his leadership, coupled with that of the Vice President, Dr. Jesse G. Carnes of Trinity University, and the Secretary-Treasurer, Dr. Joseph E. Pryor, Dean of Harding University, that the major growth of Alpha Chi took place. Dean Pryor replaced Dean Nolle as Secretary-Treasurer in 1970, filling that position until 1983 when a constitutional change created the office of Executive Director. Dr. Pryor was promptly chosen as the first incumbent in that office. Dr. James Dineen of Westmar College is the immediate past president of Alpha Chi.

SYMBOLS

In 1935, Alpha Chi adopted its official shield and key, colors and song. The shield and key bear a lamp of learning and the initials AX in raised letters. The colors are emerald green and sapphire blue, signifying victory and truth. The motto of the organization is taken from the Gospel of John: "Ye shall know the truth, and the truth shall make you free." (John 8:32 KJV). Lyrics for the official song, "Hail to Alpha Chi," were written by a Southwest Texas State University student, J. M. Brandstetter, in 1935. Since Alpha Chi is not a secret organization, there are no hidden symbols and programs are open to the public.

Alpha Chi produces two publications on a regular basis. One, the Recorder, contains the official proceedings of the society and student articles, poems and other productions. It appears annually. The Newsletter is published semi-annually and is used to circulate items of local, regional and national news related to the organization. It often contains feature articles and occasional columns of opinion. Both publications are developed and printed by the Editor selected by the National Council and are distributed without cost to the local chapters.

Since 1955, Alpha Chi has been affiliated with the Association of College Honor Societies. Alpha Chi is the second oldest and second largest general honor society in ACHS.

BENEFITS OF MEMBERSHIP

The student who joins Alpha Chi can expect several benefits of membership. Each inductee receives a "shingle," or membership certificate. Each new member also receives a membership card and an authorization to purchase official jewelry. Students are eligible to participate in the varying activities of the society, including, but not limited to, competition for Alpha Chi scholarships and the opportunity to present scholarly productions at regional and/or national meetings. Alpha Chi members who apply for federal positions are employed at a higher salary bracket than most others. Most importantly, they receive recognition as distinguished scholars and members of a society that is rapidly growing in numbers and prestige.

Memorandum

To : Plus(+), Minus(-) Ad Hoc Group

Date : Feb. 27, 1986

File No.:

Copies : R. Swanson

From : Tom Zuur, Manager, SDSO

Subject : Plus-Minus Grading

Background

Lloyd asked for some additional information re: grading beyond my memo, to Roger of Jan. 27, 1986.

Findings

Grade Change Policy - because Cal Poly does not have a written policy we receive an inordinate number of changes. Some representative written policies follow:

U.C. Berkeley - "An instructor may request a change of grade when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed as a result of re-evaluation of a student's work. No final grade except "I" may be revised as a result of re-examination or submission of additional work after the close of the term."

U.C. Irvine - "It should be noted that final grades as reported by professors at UCI are normally permanent and final. A professor may not change a final grade except to correct a clerical or procedural error. "

U.C. San Diego - "Faculty have the right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise."

Fullerton - "All grades except Incomplete are final when filed by the instructor in the end-of-term course grade report."

Cal Poly Transactions - A rough "guestimate" of the % of our 7-8,000 manual transactions per quarter is:

Grade to Grade Changes (including Add/Drop Enrollment problems of 10%)	35%
Repeats	25%
Transfer Credit	20%
SP to Grade	10%
Special Circumstances (I's/W)	10%

Page 2

Position/Recommendation

1. Continue to clean-up the student initiated AD process and,
2. Because of the grading timeframe at a quarter campus such as ours, I recommend a strong campus grade change policy that requires instructors to give valid grades by the quarter deadlines and severely limits after-quarter adjustments to specific, special circumstances.

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Art Department	2. PROPOSER'S DEPT.
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3.	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) Art 208 Sculpture (3) Exploration of three-dimensional form through problems in modeling, casting, carving and techniques of assembly. Miscellaneous course fee required. 1 lecture, 2 laboratories.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS and 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS: This course was referred back to committee for possible inclusion in Area C.3., after having been considered and rejected for Area C.2. The Area C Subcommittee reaffirmed its support for including Art 208 in Area C.3. Nevertheless, the GE&B Committee rejected this proposal by a vote of 4-5-0. The members opposing such inclusion felt that Area C would not be strengthened by the inclusion of skills, studio, or performance courses.	
7. ACADEMIC SENATE RECOMMENDATION	

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Stan Dundon	2. PROPOSER'S DEPT. Philosophy
3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3. (and F.2. by Chair of GE&B)	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) HUM 302-Human Values in Agriculture (3). 3 lectures. Nature of values at issue in agriculture which impact on the wider community. Technical-factual foundation of needs of agriculture which contribute to value conflicts, ethical principles and devices yielding resolutions. Interdisciplinary team taught, with guest lecturers and possible field trips. Literary and historical materials dramatically expressing values.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Area C Against 1-3-0 (Chair not voting) Area F Against	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Area C.3. Approves contingent upon course not being cross-listed with an AG prefix. 8-1-0 Area F.2. Against 1-8-0 See attached remarks by Chair.	
7. ACADEMIC SENATE RECOMMENDATION	

REMARKS

Rarely is there as much divergence between the recommendation of an area subcommittee and that of the GE&B Committee as has occurred in the proposal to include HUM 302 in Area C.3.

When originally proposed for C.3., the Chair of GE&B also referred the course to the Area F Subcommittee for possible inclusion in F.2. The Area F Subcommittee recommended against its inclusion in F.2. on the basis that its orientation was toward social and humanistic aspects of technology rather than to applications of technology to, practical problems in, and practical skills required by (in this case) agriculture.

Likewise, the Area C Subcommittee recommended against its inclusion in C.3. primarily because the course content was not suitable for that area. In doing so, the Area C Subcommittee expressed concern that too often courses of an interdisciplinary nature that are proposed for GE&B, are routinely proposed for Area C.

The General Education and Breadth Committee in its deliberations expressed the view that an interdisciplinary course dealing with such a timely topic as HUM 302 does, should be included in the General Education program at Cal Poly, and that being a course in applied ethics, it was indeed appropriate for Area C.3.

While the Chair respects the views of both subcommittees and that of the GE&B Committee as well, he is troubled by the apparent disregard for HUM 302 in relation to the General Education & Breadth Knowledge and Skills Statement 7.A., 7.B., 9.A., and 9.B. These items would seem to apply directly to HUM 302, and have been attached for your perusal.

1. CAL POLY GRADUATES, BY VIRTUE OF THEIR EDUCATION AT A POLYTECHNIC UNIVERSITY, SHOULD UNDERSTAND HOW TECHNOLOGY INFLUENCES AND IS INFLUENCED BY CULTURAL AND ENVIRONMENTAL FACTORS, THE APPLICATIONS OF TECHNOLOGY TO CONTEMPORARY PROBLEMS, AND THE POTENTIAL OF TECHNOLOGY TO BOTH POSITIVELY AND NEGATIVELY AFFECT INDIVIDUALS AND SOCIETIES.

Outcome number 7 can be achieved by including the following:

- A. Students should gain an awareness of their increasing dependence on technology, and how it is guided, managed, and controlled.
- B. Students should be able to evaluate and assess questions of value and choice underlying technologies and how, in the course of their development, these questions have been addressed and answered.
- C. Students should gain a basic level of computer skill and literacy.

4. CAL POLY GRADUATES, BECAUSE THEY WILL BE LIVING IN A TECHNOLOGICAL WORLD, SHOULD BE EXPOSED TO COURSES TAUGHT WITHIN THE TECHNOLOGICAL AREAS, SO THAT THEY WILL HAVE A BASIS FOR DEVELOPING A BETTER UNDERSTANDING OF HOW TECHNOLOGY INFLUENCES AND IS INFLUENCED BY PRESENT DAY CULTURES AND OTHER ENVIRONMENTAL FACTORS.

Outcome number 9 is addressed by courses which emphasize the following:

- A. Students should develop an awareness of typical problems addressed by technology, such as methods of world food production, applications of the computer, or the production, distribution, and control of energy.
- B. Students should have an opportunity to learn the difficulties inherent in solving technological problems. The emphasis should be on the application of theoretical knowledge to practical matters such as:
 - (1) The consequences and implications of applied technology for environmental factors of climate, water quality, soil, and plant resources.
 - (2) Problems stemming from the interactions of population growth, technology and resource consumption, such as climate change, the energy crisis, world hunger and soil erosion.
 - (3) Contributions of technology in enhancing the availability of food and shelter, harnessing energy, and improving the quality of life.
- C. Students should develop an awareness of issues raised by the interaction of culture and technology.

State of California

California Polytechnic State Univ.
San Luis Obispo, CA 93407

MEMORANDUM

To :Members of Academic Senate
Date :4/7/86
File No.:
Copies :Dean Ericson
From :Stan Dundon
Subject: HUM. 302, Human Values in Agriculture as an Area C course

Members and a Chair of a subcommittee which had not perceived Hum. 302 as principally an applied ethics, or professional ethics course told me that had they seen some of the materials attached to this memo they would have voted differently. For this reason I supply them to you. But for those of you who have seen the great volume of technical material contained in our text, I must emphasize that applied ethics is not a critique of a profession, but an effort to use appropriately evaluated technical information to make ethical decisions concerning the use of technology under the guidance of consensus ethical first principles. Mere consideration of relative volume of readings reveals little about the course in a professional ethics course since the volume of such consensus principles is small and the applications are many. Nevertheless in Hum. 302 all technical topics are chosen as tools to bring out the areas of serious ethical/human values conflicts in agriculture, to make those values explicit and to provide a basis for practice in the process of ethical decision making. A course with this goal is by nature interdisciplinary, appropriately taught by an interdisciplinary team, if resources permit. It is my assumption that the integrative purposes of general education provide an a priori favorable bias toward integrative courses. It is also my assumption that if a course must be listed in a single category, then that category should be the one which includes the discipline which provides the integration, the method, the principles and purposes of the course. In Hum. 302, all of these are derived from ethics.

I append the table of contents of our text(which costs about \$22 Kinko's), of which the first three chapters(part one) deal with ethics as a discipline capable containing technical and scientific information in its arguments, ethics as a method of applying its principles to difficult cases (principle of double effect, called risk/benefit analysis in modern jargon) and debates about judicial and administrative use/abuse of the method.

ALL STUDENTS ARE RESPONSIBLE FOR ALL THREE CHAPTERS ON ETHICS. ALL STUDENT WORK IS GRADED ON THE ETHICAL METHODS LAID OUT IN CHAPTER TWO.

Six chapters (part two) contain agricultural technical materials to which the students apply the materials of the ethical portion of the text. STUDENTS ARE REQUIRED TO CHOOSE FOR MASTERY, ONLY ONE CHAPTER AMONG THESE SIX FOR THE FOCUS OF THEIR WORK. ALTHOUGH THEIR MIDTERMS WILL EXAMINE THEIR READING OF

SEVERAL ADDITIONAL CHAPTERS. A Bibliography of the 40-50 short scientific or technical articles which make up this part of the text is available in the Hum.302 package available in the Senate Office.

Because this course was supported in its development for two years by an Academic Program Improvement Grant, the Chancellor's office paid for three independent external evaluators. In the first year one evaluator evaluated the overall impact of the Hum. 302 as an ethics course (Dr. Marilyn Sutton, now returned to English Dept. Cal State Dominguez Hills), one to evaluate the adequacy of the agricultural materials (Dr. Glenn Hawkes, Associate dean in charge of curriculum, U.C. Davis, now chairman of the department of behavioral sciences, U.C. Davis.) In the second year, a single evaluator of both aspects of the course, Associate Dean Charles Asbell of Cal Poly Pomona.

Evaluators Sutton and Asbell both visited the campus twice, spent about four hours each interviewing large numbers of the students, attended classes and administered both formal student evaluations and open ended essay evaluations.

Dr. Sutton's report is 20 pages long, but I supply her executive summary. I supply Dr. Asbell's summary which is of interest because his experience of the course supports an Area C classification.

Other material available in our package in the Senate office contains Dr. Hawkes evaluation, and the segment of Dr. Sutton's report dealing with the Defining Issues Test. Dr. Sutton had the foresight to require that we administer a 45 minute pre-post test to our students. The test is the Defining Issues Test (DIT) developed by a center for values education at the University of Minnesota. The excerpt I provide shows that our students, regardless of their widely differing entry levels, all grew in their ability to recognize relevant factors to consider in making ethical decisions. But most importantly, for those who may fear that Hum. 302., while being an ethics course, is too "applied" or too narrow, the DIT deals with ethical decision making totally outside of agricultural issues. This means that what we teach the students in ethics is a general method which is fact generalizable with success by the students.

Some confusion arose because of a recent request by the school of agriculture that Hum. 302 be cross listed as Ag. 302. The teachers of Hum. 302 feel that a true professional ethics must enhance the ability of the profession to serve the common good. Hence we have always wanted to discuss all issues in the presence of non-agricultural views energetically defended by non-agricultural students. Hence we favored the cross listing as a means of getting those non-agricultural students into the course. But this cross listing has become a matter of little or no importance since non-agricultural students now make up 50% of the class, which we consider adequate. The course can provide an excellent values-oriented introduction to a technical/scientific area and does achieve the citizenship goals of that introduction in an excellent manner. But apparently the larger number of electives enjoyed by non-technical students makes it possible to take Hum. 302 without receiving G.E. technical credit, which the School of Agriculture has not sought at this time in any case.

HUMAN VALUES IN AGRICULTURE

TABLE OF CONTENTS

INTRODUCTION	iii
PART ONE: THE APPLICATION OF ETHICS TO TECHNOLOGY.....	1
1. MIXING SCIENCE AND ETHICS TO FORM AN <u>APPLIED</u> ETHICS.....	2
2. ETHICAL POLICY MAKING IN TECHNICALLY DIFFICULT CASES.....	10
3. REQUIREMENTS AND CRITICISMS FOR THE ETHICAL USE OF RISK/BENEFIT ANALYSIS IN THE PUBLIC DISTRIBUTION OF RISK TO MEMBERS OF SOCIETY.....	22
PART TWO: SIX TECHNICAL TOPICS.....	35
1. STRUCTURE ISSUES IN AMERICAN AGRICULTURE, COMMODITY AND INCOME SUPPORT POLICY.....	1
2. AGRICULTURAL MECHANIZATION.....	1
3. LAND USE.....	1
4. SUSTAINABILITY OF WORLD AGRICULTURAL RESOURCES, THE CASE OF THE AMAZON.....	1
5. NUTRITION AND SAFETY OF FOOD AND FEEDS.....	1
6. WORLD HUNGER.....	1

(NOTE ON PAGINATION OF PART TWO: EACH CHAPTER OF THIS PART WILL BE CHANGING AS WE VARY VISITING FACULTY IN THE COURSE, OR TOPICS OF CRITICAL IMPORTANCE ARISE. Hence we paginate each section separately. You may find the beginning of each chapter, from chapter two to six, by being guided by the specially colored page at the start of each chapter starting with chapter two of Part Two.)

HUMAN VALUES IN AGRICULTURE
First Year Evaluation, Spring 1984
EXECUTIVE SUMMARY

(Marilyn Sutton, Dominguez Hills)

The first year of the funded interdisciplinary program Human Values in Agriculture was intended to test a curricular model wherein the ethical issues inherent in agricultural decision-making could be examined from the perspectives of several disciplines. As a team-taught offering, the course would draw on the expertise of diversely trained faculty; likewise, the intended student population would evidence diverse training and interests. Within this forum, the course was intended to make students familiar with the "technical-factual foundation of the needs of agriculture which contribute to values conflicts, to enable them to discriminate between resolvable and unresolvable conflicts, and to present ethical principles and devices for yielding resolutions." (project proposal)

This report is designed as a partial evaluation; the project directors will report on student outcomes as demonstrated in improved performance on essay questions, and an independent specialist, Dr. Glen Hawkes, University of California, Davis, will provide an assessment of the technical component of the course materials.

The evaluation plan for this portion of the evaluation is designed to assess: 1) the impact of the course on the student population in Spring 1984. Subordinately, the evaluation inquires into the impact of the project: 2) on faculty teaching the course; 3) and on the curriculum at Cal Poly, San Luis Obispo. 4) Finally, a judgment is offered as to the adaptability of the course for other CSU campuses.

The major findings of the evaluation of the 1983-84 project follow:

1. The class provided a highly successful forum for raising values issues and for establishing the importance of technical information in ethical decision-making.
2. The Spring 1984 offering was successful in teaching problem-solving approaches for ethical dilemmas. Students reported modest success in this regard but the results of the Defining Issues Test are even stronger.
3. The class was highly successful in engaging student interest as evidenced by student projects and the sophistication of understanding in student interviews.
4. Faculty and students found the class effective as a forum where a wide variety of views was considered.
5. The funded project proved an effective opportunity for faculty development. Faculty found they broadened their knowledge of key policy issues, came to see their specialties through the eyes of colleagues in other disciplines and participated in a

team-teaching enterprise where healthy mutual critiques were encouraged.

6. Human Values in Agriculture was successful as a curricular innovation. In a relatively unprecedented manner, the course addressed a goal currently being identified nationally and certainly within the range of the CSU General Education revisions. The success of the Spring 1984 offering has been limited by the fact that the course has not been proposed or accepted into the regular curriculum.
7. As a cross-disciplinary effort, where clear communication among departments is essential, the 83-84 project has been less successful than in other areas, considerable ambiguity and misinformation continuing to exist. The identification of a single project spokesperson would alleviate this problem in the future.
8. As a pilot project for possible replication in the CSU system, the project has been successful in generating preliminary interest but no campus has yet indicated a willingness to present a similar offering.

Second Year Evaluation, June 1985

(Assoc. Dean Charles W. Asbell, Cal Poly Pomona)
[Excerpted Summary]

The course, "Human Values in Agriculture" (HU 302), as developed and taught on the Cal Poly San Luis Obispo campus, reflects the energies, ingenuities and efforts of several faculty members from the schools of Agriculture and Communication Arts. This offering provides a classroom forum whereby some of the ethical decision-making concepts as taught in humanities are brought into relevancy by utilizing real, contemporary agricultural related issues.

Due to the structure of this course, the qualitative nature of the subject matter, and the way it is taught, it serves as a role model to other CSU campuses as it responds to the "spirit" and mission of the Chancellor's Executive Order #338. That is, it is interdisciplinary in its contemporaneous cogent subject matter and is team taught by the faculties of two distinct schools within the university....

The teaching of HU 302 during the winter quarter of 1985 had a significant impact upon the students who took the course, the instructors and the faculties from the schools of [Humanities] Communication Arts and Agriculture who provided the course staffing. News concerning the quality and reputation of the course became known to the student body and by the end of the seventh week of the Winter quarter 1985, twenty-five students were already enrolled in the course as indicated by the Spring 1985 CAR I reports. Unfortunately, HU 302 was not offered during the

Spring term as necessary funds were not available.

Clearly, the teaching of "Human Values in Agriculture" (HU 302) at Cal Poly San Luis Obispo has been most successful. I would therefore recommend that HU 302 become a permanent course listing at CPSLO and that the Chancellor's office again provide funding for this most successful role model.

Along with the qualitative, integrated treatment of ethical and agricultural problems, it also serves as a model in addressing the "spirit" of the General Education-Breadth Requirements of Executive Order 338, i.e.:

1. It is interdisciplinary and integrative in nature (I., E).
2. It is team taught by the faculties of two separate schools within the university.
3. There is a large oral and writing component requirement (II.,A).
4. The students are required to critically analyse and "synthesize" the information presented in class (II.,B).
5. The course requires that the participants critically evaluate and appreciate the application of ethical values (II.,C).
6. The scope of this course is not limited to the application of ethical principles to California, the United States or "western" agriculture but the "global" (Western and Non-Western) implications are considered (IV.,D).

On page 2, paragraph 7 of Executive Order No. 338, the text states:

.The intent is that the General Education-Breadth Requirements be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements, not as isolated fragments.

My perceptions of the "Human Values in Agriculture" course, based upon information used in this review, indicated that the spirit of this quotation has and is being addressed.

[Additional materials in the Senate Office give more excerpts from the text, an idea of what kinds of oral and writing assignments students do, the application of ethics upon which their grades are based, and more evaluative materials from our three external evaluators.]

GENERAL EDUCATION AND BREADTH PROPOSAL

1. PROPOSER'S NAME Mathematics Department	2. PROPOSER'S DEPT.
3. SUBMITTED FOR AREA (include section, and subsection if applicable) B.2.	
4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) Math 201 - Appreciation of Mathematics (3) Contemporary mathematics and the relationship between mathematics and our cultural heritage. Intended to develop an appreciation for the role that mathematics plays in society, both past and present. 3 lectures.	
5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approves (unanimous).	
6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approves 5-4-0. See attachment. Those members opposing felt that the integrity of the mathematics requirement would be better sustained by a traditional algebra course. Note that Math 113 is a prerequisite in the '86-'88 catalog.	
7. ACADEMIC SENATE RECOMMENDATION	

Memorandum

To : George Lewis
Via : Lloyd Lamouria

Date : October 1, 1985

File No.:

Copies:

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OCT 10 1985

From : Paul Murphy *P. F. M.*

Academic Senate

Subject: Math 201

The Mathematics Department would like to have the course Math 201, Appreciation of Mathematics, added to the list of allowable G.E.B. electives, in area B.

I am enclosing an expanded course outline of the course. I am also having letters sent to you from department heads in other departments, expressing the opinion that this course would be valuable to their majors.

Math 201 has been carefully designed to replace our former Math 100, Mathematics for General Education. For many years we offered Math 100 as an elective for students who did not need any particular mathematical skills for courses in their major or in their support courses. The course had no prerequisites, and the course outline gave the instructor a great deal of freedom. In 1982, the G.E.B. Committee decided not to include Math 100 in its list of allowable electives.

In the last several years, the entrance requirements for admission to Cal Poly have been substantially toughened, in mathematics as well as other subjects. This development has allowed our Curriculum Committee to design a new course which can meet the needs of students in the same majors as did Math 100, but which is considerably more rigorous and challenging.

In particular, Math 201 has a prerequisite of Math 113 or two years of high-school algebra. And since students are required to pass the ELM exam before they take any mathematics class at Cal Poly, instructors of Math 201 can be certain that their students will have basic algebra skills. With this in mind, we have chosen a text for Math 201 which is probably the most advanced of the texts which were used for Math 100. (Math 100 allowed the instructor to choose the text, and there were sometimes as many as four or five in use in a given academic year.) More important, this text, Faces of Mathematics by Roberts and Varberg, fits the goals expressed in Executive Order 338 and Cal Poly's "Knowledge and Skills Statement" extremely well. That is, the course and the text are designed to teach students "not ... merely basic computational skills, but ... as well the understanding of basic mathematical concepts" (E.O. 338, section IV B). Most instructors who used this text for Math 100 were very pleased with this aspect of the text; if they had any complaint, it was that the text was a bit too hard for many Math 100 students.

Thank you for your consideration of this matter. Please do not hesitate to contact me if you need additional information or supporting materials.

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

Background: Women's Week has been celebrated at Cal Poly every year since 1982 in conjunction with National Women's History Week. The presentations focus on important aspects of women's role in society. Financial support has come, for the most part, through Student Affairs. Interest and attendance at Women's Week has continually grown, so that this past February, there were 31 presentations, including lectures, a poetry reading, luncheon, fun run, films and a theatrical performance. Well over 1100 attended the events; 90% of whom were students.

AS-____-86/____

**RESOLUTION
RECOGNIZING WOMEN'S WEEK AT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY**

- WHEREAS, Women's Week has been celebrated at California Polytechnic State University every year since 1982 in conjunction with National Women's History Week; and
- WHEREAS, Interest and attendance at Women's Week has significantly grown during that time; and
- WHEREAS, The study of women's accomplishments in history, art, music, science, and other endeavors is an integral part of students' education; and
- WHEREAS, Women's Week represents a collaborative effort of California Polytechnic State University students, staff and faculty, and other universities; therefore be it
- RESOLVED: That the Academic Senate recognize Women's Week as an important aspect of California Polytechnic State University's educational offerings; and be it further
- RESOLVED: That the Academic Senate urge all academic departments to support Women's Week in whatever manner deemed appropriate.

Proposed By:
Elie Axelroth and
Nancy Loe of Professional
Consultative Services
April 8, 1986

Min Book
4-15-86

CALIFORNIA STATE UNIVERSITY:

Enrollment and 1986-87 Capital Outlay Budget

The Legislative Analyst recommended that prior to budget hearings, the CSU provide the Legislature with either the information needed to justify a departure from the existing policy on redirection or revised enrollment and capital outlay.

Chancellor Ann Reynolds and staff met with Legislative Analyst Office staff on March 18. (Please see attached letter of March 17 related to that meeting.) A subsequent meeting of CSU Provost William Vandament and Mr. Jerry Beavers, held on March 25, resulted in additional information supplied to the Legislative Analyst's Office.

The CSU regards the following to be relevant to the issue of CSU enrollment projections and allocations for the future.

- . Demand is high for most CSU campuses and programs. Increasing percentages of high school graduates have applied to CSU during the past ten years. Due to enrollment restrictions, CSU campuses made offers of freshman admissions to 61% of their applicants in 1985 as contrasted with 72% in 1975. Closing dates for applications to most programs and campuses have steadily moved forward in recent years.
- . The CSU maintains its commitment to the redirection of students when programs are closed. Each applicant has the option of listing an alternative campus or program and is referred to that alternative when programs close. Redirection, however, places relatively few students because of commuting problems and the limited availability of some popular, specialized programs.
- . Using new CPEC Space Utilization standards, only the Los Angeles and Hayward campuses show significant unused instructional capacity. These campuses have not benefited from past redirection efforts and have been targeted for the development of magnet programs to attract students.
- . A modest lifting of enrollment restrictions in Fall 1985 resulted in service to an additional 8,619 students (+4,956 AY FTE) and a net gain of 741 students at campuses classified as having excess capacity.

Enrollment and 1986-87 Capital Outlay Budget
Page Two

- . The 1991-92 enrollment projections used in 1986-87 capital budget are only 5,000 FTE students higher than actual 1985-86 enrollments (246,715 vs. 241,789 FTE). Given recent corrections in the CSU eligibility index, and projected increased numbers of high school graduates through 1990, these projections are probably conservative.
- . National data show California enrollments in senior institutions (i.e., baccalaureate-awarding) and baccalaureate degrees awarded to be lower than expected when compared to appropriate age groups. Future planning, in conjunction with Master Plan studies, may well reveal an unmet need for baccalaureate study in the CSU and other California institutions.

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD - CHICO - DOMINGUEZ HILLS - FRESNO - FULLERTON - HAYWARD - HUMBOLDT
POMONA - SACRAMENTO - SAN BERNARDINO - SAN DIEGO - SAN FRANCISCO - SAN JOSE



LONG BEACH - LOS ANGELES - NORTHRIDGE
SAN LUIS OBISPO - SONOMA - STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5708

March 17, 1986

Mr. William G. Hamm
Legislative Analyst
925 L Street, Room 3151
Sacramento, California 95814

Dear Mr. Hamm:

This letter is forwarded in reponse to Legislative Analyst recommendations concerning The California State University capital budget that "prior to budget hearings, the CSU provide the Legislature with either the information needed to justify a departure from the existing policy on redirection or a revised enrollment allocation plan and capital outlay program that is consistent with the established legislative policy on redirection." We will have an opportunity to discuss the following issues personally at our meeting of March 18, 1986.

Redirection

Please be assured first that the CSU will maintain its program of redirection for applicants who cannot be accommodated at the campus, or in the program, of choice.

Since the inception of the CSU redirection process in 1970, it has been clear that redirection will not divert students in the magnitude desired. Nevertheless, we have continued the program as a service to our applicants for admission and to achieve the amount of diversion described below. We are pleased to note that CSU redirection efforts are at least as successful as those of other systems that have made data available.

Attachment A provides an analysis of our redirection program for Fall 1985. You will note that we had 4,459 unaccommodated first-time freshmen and 1,656 unaccommodated undergraduate transfers during Fall 1985. Only 2,131 of the total unaccommodated applicants requested redirection and only 784, or 36.8 percent, of these applicants enrolled at a CSU campus. Although 3,984 students did not request redirection, a total of 957, or 24 percent, of these students enrolled in a CSU campus. The total number of students who were unaccommodated in their first choice and enrolled were 1,741, or 28.5 percent of all unaccommodated applicants. When these

Mr. William G. Hamm
March 17, 1986
Page Two

students are distributed across the CSU system, however, their impact on facilities utilization is not significant.

The CSU practice during the past few years has been to restrict enrollment at certain campuses to enhance enrollments at campuses that have underutilized instructional facilities. This practice did not result in growth at the underutilized campuses. For example, in the ten years prior to 1985-86, academic year enrollment at CSU Los Angeles decreased from 15,229 to 13,197 FTE students. During that same period of time, the CSU generally became less able to respond favorably to applications for first-time freshman admission, with offers of admission declining from 72 to 61 percent of the applications from Fall 1975 to Fall 1985.

For the Fall of 1985, campuses with enrollment pressures were allowed to increase enrollments slightly in response to increased demand. In the aggregate, the seven CSU campuses classified as underutilized gained 503 FTE students over 1984-85 levels despite some increased CSU responsiveness to student demand at other campuses.

We have concluded that the primary effect of restraining growth at high-demand campuses is to limit access to baccalaureate opportunities. Such restraints have had no demonstrable positive effects on other campuses. This is not surprising given the fact that the overwhelming majority of CSU students are either a) commuting students or b) interested in specialized programs that are available at a limited number of campuses. In neither case is redirection a feasible alternative.

Systemwide Enrollment Revision

The impetus to revise CSU enrollment projections for the 1986-87 capital budget came from the following observations:

- Previous projections greatly understated existing 1985-86 enrollment. The 1985-86 FTE student level of 241,706 is already more than 5,000 FTEs higher than earlier projections cited in the Legislative Analyst's report.

Mr. William G. Hamm
March 17, 1986
Page Three

- . Correction of the eligibility index for CSU, in response to the CPEC eligibility study, has increased the number of high school graduates eligible for freshman admissions by approximately 10,000 students each year. When offsetting factors of admissions yield-rate and retention are combined, approximately 10,000 additional students (new, continuing, and returning) can be expected to be enrolled in CSU institutions if accommodations are available.
- . The CSU has been able to offer admission to a decreasing percentage of its freshman applications during the past ten years, an indication of unmet student demand for its programs.

In addition to the preceding factors related directly to CSU enrollment pools, we have previously provided information to you indicating that baccalaureate degree productivity in California, i.e., the ratio of degrees awarded to an appropriate age group, lags significantly below the national average. This finding reinforces other evidence of increasing pressure for admission to CSU.

Policy Concerns

Supplemental budget act reports for 1976, 1977, and 1978 contained reference to working policies on redirection and the CSU capital program. At the time of enactment, many of the system's young campuses had not yet reached maturity or approached their enrollment potential.

At present, there are few campuses characterized by significant excess capacity. The attached chart indicates The California State University projected enrollment growth anticipated between 1986/87 and 1990/91, as well as the existing physical plant capacity in Full-Time Equivalent (FTE) Students when compared to the budgeted enrollments for 1985/86. The plant capacity data is calculated using the space utilization standards recently adopted by the California Postsecondary Education Commission (CPEC). The standards reduce the weekly room hour use requirement by 15% for lecture classrooms and by 5% for laboratory classrooms.

Mr. William G. Hamm
Page Four
March 17, 1986

As can be seen from the chart, only eight campuses have even slight capacity surplus to their needs in 1985/86, four of which do not have sufficient excess to provide for their anticipated enrollment growth.

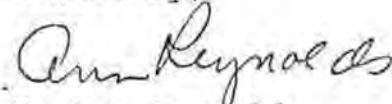
Eleven of the campuses have insufficient capacity space to meet both current and projected enrollment growth. This space deficit on these eleven campuses is approximately 26,000 FTE for the 1985/86 enrollment.

It has also become clear with the passage of time that redirection is largely ineffective in increasing system facilities utilization. Biennial reports on redirection activities have not been required for the past two years and supplemental Budget Act language, applicable to each budget year, has not been adopted since 1978.

We believe, therefore, that the action of the CSU in combining redirection, and adjusting enrollment targets selectively as conditions change, is consistent with earlier Legislative intent to achieve access and effective use of State resources.

I look forward to reaching clarification on these issues prior to the start of Legislative hearings during the coming weeks. Thank you for your consideration.

Sincerely,


W. Ann Reynolds
Chancellor

WAR:bm

Enclosures

Fall 1985--Undergraduate Applications for Admission;
Unaccommodated Applications, Redirection, and Enrollment

The California State University received 216,431 applications for admission to its 19 campuses for the fall term 1985. Of these, 79,089 were from first-time freshmen, 92,785 were undergraduate transfers, and 44,467 were postbaccalaureate and graduate applicants.

Each applicant has the opportunity, at the time of completing the application form, to list an alternative campus that may be used "if your major is closed and you wish to have your application redirected to another CSU campus." The applicant may also list an alternative major. The data that follow report on the disposition of unaccommodated applicants divided by whether or not the applicant listed an alternative campus.

First-time Freshmen

Applications	79089	
Accommodated	74630	94.4 Percent
Unaccommodated	4459	5.6
Listed alt.	1647	2.1
Did not list alt.	2812	3.5
Enrollment of unaccom. applicants	1110	
Listed alt.	537	
Did not list alt.	573	

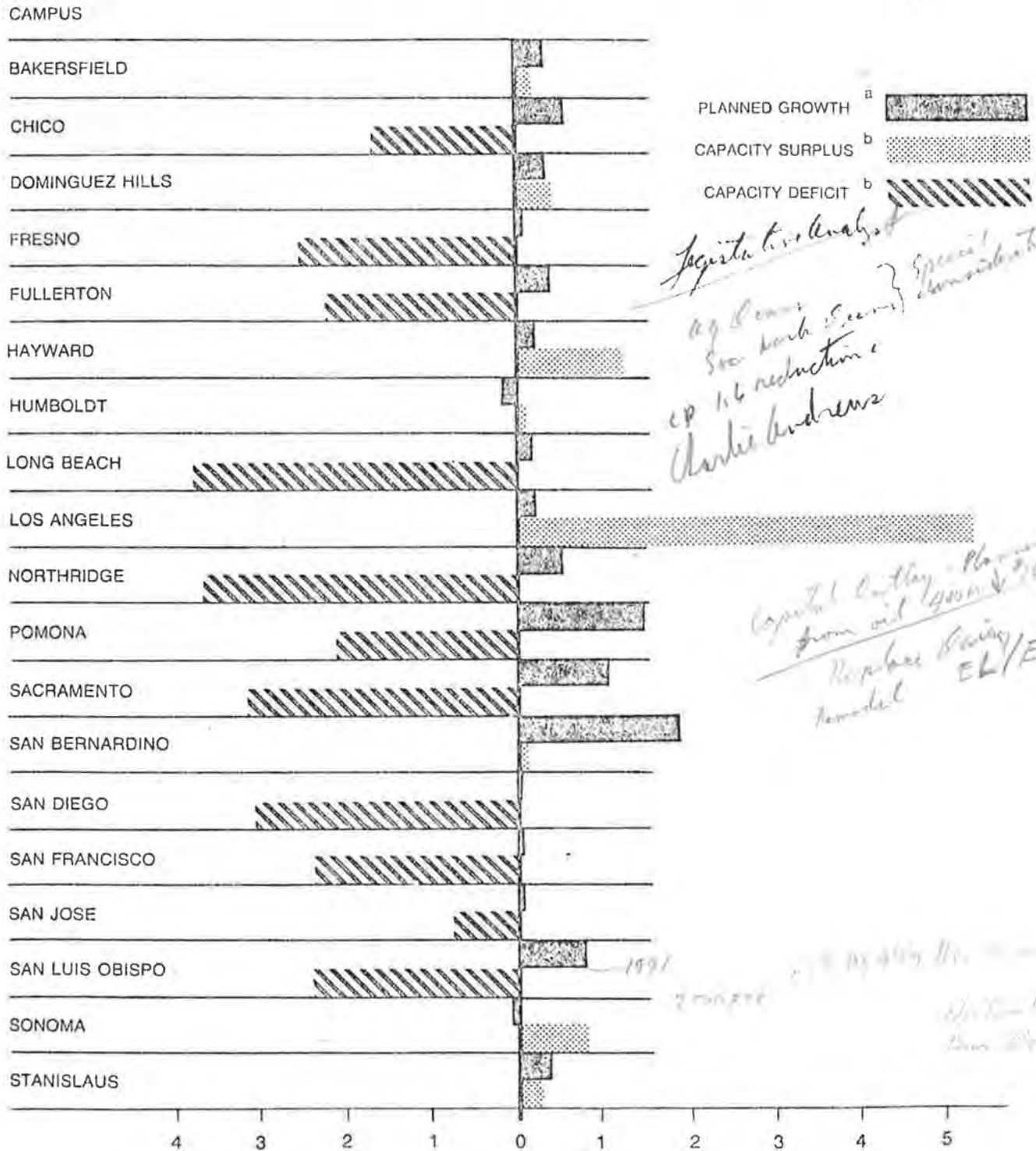
Undergraduate Transfers

Applications	92785	
Accommodated	91129	98.2 Percent
Unaccommodated	1656	1.8
Listed alt.	484	0.5
Did not list alt.	1172	1.3
Enrollment of unaccom. applicants	631	
Listed alt.	247	
Did not list alt.	384	

All Undergraduate Applicants

Applications	216431	
Accommodated	165759	96.4% of total apps.
Unaccommodated	6115	3.6%
Listed alt.	2131	1.2%
Did not list alt.	3984	2.3%
Enrollment of unaccom. applicants	1741	28.5% of unaccom.
Listed alt.	784	12.8%
Did not list alt.	957	15.7%

**THE CALIFORNIA STATE UNIVERSITY
COMPARISON OF AVAILABLE CAPACITY TO
PLANNED ENROLLMENT GROWTH BY CAMPUS
FULL-TIME EQUIVALENT STUDENTS (IN THOUSANDS)**



CAPACITIES ARE BASED UPON
CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION ADOPTED
UTILIZATION STANDARDS
February 3, 1986

a 1986/87 TO 1991/92

b CAPACITY DEFICIT OF SURPLUS COMPARED TO
1985/86 ENROLLMENTS (FTE)

For Admissions in Fall, 1985

As of January 1, 1985

- a. Closed Campus - SLO (graduate students accepted; also undergraduates in Agriculture [all options], and Agricultural Engineering.
- b. Closed Programs
 - Accounting - Pomona
 - Business Administration (All options) - Long Beach, Northridge
 - Marketing - Pomona
 - Radio - Television - San Diego, San Francisco
 - Computer Science - Pomona, Chico, Fullerton, Long Beach, Northridge, San Diego, San Jose
 - Computer Information Systems - Pomona
 - Aerospace Engineering - Pomona, San Diego
 - Biomedical Engineering - Long Beach
 - Chemical Engineering - San Jose
 - Electrical/Electronic Engineering - Pomona, Chico, Fullerton
 - Computer Engineering - Long Beach
 - Mechanical Engineering - Pomona, Long Beach, San Diego, San Jose
 - Surveying and Photogrammetry - Sacramento
 - Health Science - Bakersfield
 - Nursing - Hayward, Los Angeles, Chico, Fresno, San Diego, San Francisco, San Jose
 - Occupational Therapy - San Jose
 - Social Work - San Francisco
 - Medical Laboratory Technology - Dominguez Hills

As of February 1, 1985 :

- a. Closed Campus - SLO - see above
- b. Closed Programs - all of the above

As of March 1, 1985

- a. Closed Campus - SLO - see above
- b. Closed Programs - All of the above, plus
 - Communications - Fullerton
 - Radio-Television - Northridge

As of April 1, 1985

- a. Closed Campus - San Luis Obispo - see above

- b. Closed Programs - all the above plus
 - Hotel and Restaurant Mgt. - Pomona
 - Agricultural Business - San Luis Obispo
 - Animal Science - San Luis Obispo
 - Agricultural Engineering - San Luis Obispo
 - Engineering Technology - Pomona

As of May 1, 1985

- a. Closed Campus - San Luis Obispo (see above); San Diego
- b. Closed Programs - all the above plus
 - Agriculture - San Luis Obispo (all remaining options)

As of June 1, 1985

- a. Closed Campus - San Luis Obispo (see above); San Diego
- b. Closed Programs - all the above, plus
 - Journalism - San Francisco

in Book
9.15.86
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Memorandum

APR 9 1986

To : Lloyd Lamouria, Chair
Academic Senate

Date : March 25, 1986

File No.:

Copies : Academic Senate
Budget Committee

Academic Senate

From : Jens Pohl, Chair
Academic Senate Budget Committee

Subject : Recommendations Relating to Reporting Format of Discretionary Funds

At a meeting on March 19, 1986, the Academic Senate Budget Committee unanimously passed the following motion pertaining to the format and implementation of new reporting requirements for discretionary funds activity on the Cal Poly campus.

That the Budget Committee recommends the adoption of the subject format for the reporting of discretionary funds activity annually on the following distribution basis:

All instructional and administrative departments/units, Chair of the Academic Senate and Chair of the Academic Senate Budget Committee.....One (1) copy of all reports

Each faculty member within a particular department/unit.....One (1) copy of reports pertaining to the corresponding school

Attached to this memorandum is a typical set of sample reports to serve as an example. To the best of my knowledge the Budget Committee's recommendation can be accomplished within existing data base and computer-based reporting capabilities.

Attachment

Copy for minute book

addition to 4-15-86 Exec Mtg

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PAGE 1 OF 2

APR 9 1986

FOUNDATION FINANCIAL SUMMARY REPORT
CPSU DISCRETIONARY FUNDS
1985/86 Through January 31, 1986

Academic Senate

	<u>Agri- culture</u>	<u>Arch & Env. Des.</u>	<u>Comm. Arts & Humanities</u>	<u>Engr.</u>	<u>Prof. Studies</u>	<u>Business</u>	<u>Science & Math</u>	<u>President</u>
Balance @ 7/1/85	\$69,360	\$12,092	\$ 5,934	\$281,528	\$34,420	\$21,537	\$30,117	\$59,791
Receipts								
Cash Receipts	64,642	17,053	16,628	193,159	23,705	36,077	15,686	60,832
Transfers	1,563	3,173	210	99,080	3,556	16,598	350	-
Subtotal	66,205	20,226	16,838	292,239	27,261	52,675	16,036	60,832
Disbursements								
Salary & Benefits	2,008	-	-	3,288	3,741	-	-	-
Travel	7,800	3,425	200	32,596	4,496	8,451	670	6,411
Supplies	4,689	-	135	10,062	-	16	329	52
Food Service	6,589	815	846	4,737	2,488	1,574	1,152	36
Hosting	581	738	402	575	1,620	544	758	3,661
Printing	418	-	-	-	-	3,038	-	183
CPSU								
Salary & Benefits	-	-	-	-	-	-	-	-
Supplies & Services	595	-	-	22,200	-	-	-	200
Equipment	5,013	589	1,801	63,670	1,208	3,652	1,770	-
Other	6,791	1,367	576	8,927	2,373	5,195	1,547	1,272
Trans. to Other Accts.	1,560	1,700	6,506	69,208	875	6,815	1,420	46,408
Subtotal	36,044	8,634	10,466	215,263	16,801	29,285	7,646	58,223
Balance @ 1/31/86	\$99,521	\$23,684	\$12,306	\$358,504	\$44,880	\$44,927	\$38,507	\$62,400

FOUNDATION FINANCIAL SUMMARY REPORT
 CPSU DISCRETIONARY FUNDS
 1985/86 Through January 31, 1986
 (con't)

	<u>Provost</u>	<u>Vice Pres. Univ. Rel.</u>	<u>Dean of Students</u>	<u>Vice Pres. Info. Systems</u>	<u>Director Personnel</u>	<u>Director Business Affairs</u>	<u>Ex. Dean Facilities Admin.</u>	<u>Total</u>
Balance @ 7/1/85	-\$ 4,983	\$12,943	\$7,972	\$552	-	\$273	\$210	\$541,712
Receipts								
Cash Receipts	14,442	20	4,003	150	-	200	-	446,597
Transfers	1,505	-	-	-	-	-	-	126,035
Subtotal	15,947	20	4,003	150	-	200	-	572,632
Disbursements								
Salary & Benefits	105	-	-	-	-	-	-	9,142
Travel	3,246	-	392	-	-	-	-	67,687
Supplies	751	-	177	-	-	-	-	16,211
Food Service	1,032	-	1,556	74	-	32	-	20,931
Hosting	542	-	96	-	-	-	-	9,517
Printing	-	5,943	-	-	-	-	-	9,582
CPSU								
Salary & Benefits	-	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-	22,995
Equipment	-	-	-	-	-	-	-	77,703
Other	1,426	62	42	66	-	100	60	29,804
Trans. to Other Accts.	25	-	750	-	-	-	-	135,267
Subtotal	7,127	6,005	3,013	140	-	132	60	398,839
Balance @ 1/31/86	\$13,803	\$6,958	\$8,962	\$562	-	\$341	\$150	715,505

SCHOOL OF AGRICULTURE
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	Deans Office	Ag Ed	Ag Eng	Ag Mngt	Anml Sci & Ind	Crop Science	Dairy Science	Food Sci Nutr	NRM	O/H	Soil Sci	Total School
Balance @ 7/1/85	\$1411	1908	3870	4516	21,239	21,707	3277	4128	1683	326	5295	69,360
Receipts												
Cash Receipts	9155	5905	2325	8869	12,915	9,741	1965	5801	716	5430	1820	64,642
Transfers	1	1562	-	-	-	-	-	-	-	-	-	1,563
Subtotal	9156	7467	2325	8869	12,915	9,741	1965	5801	716	5430	1820	66,205
Disbursements												
Salary & Benefits	-	-	152	-	-	1,856	-	-	-	-	-	2,008
Travel	863	20	341	520	1,328	2,064	365	749	221	800	529	7,800
Supplies	331	834	927	50	733	509	17	228	92	710	258	4,689
Food Service	1052	557	202	119	1,133	984	337	1061	188	708	248	6,589
Hosting	380	-	11	-	129	-	-	-	-	61	-	581
Printing	399	-	-	19	-	-	-	-	-	-	-	418
CPSU	-	-	-	-	-	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-	-	-	595	-	595
Equipment	-	-	517	-	2,810	328	-	-	-	1358	-	5,013
Other	723	90	122	938	2,304	402	923	1020	26	209	34	6,791
Trans. to Other Accts.	300	-	-	1100	160	-	-	-	-	-	-	1,560
Subtotal	4048	1501	2272	2746	8,597	6,143	1642	3058	527	4441	1069	36,044
Balance @ 1/31/86	\$6519	7874	3923	10639	25,557	25,305	3600	6871	1872	1315	6046	99,521

SCHOOL OF ARCHITECTURE &
ENVIRONMENTAL DESIGN
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Deans Office</u>	<u>Arch. Dept.</u>	<u>Arch. Engr.</u>	<u>City/ Regional Planning</u>	<u>Construction Engr.</u>	<u>Landscape Arch.</u>	<u>Total</u>
Balance @ 7/1/85	\$4,778	\$2,567	\$1,200	\$ 69	\$2,091	\$1,387	\$12,092
Receipts							
Cash Receipts	2,610	5,601	1,275	230	2,775	4,562	17,053
Transfers	1,700	76	-	1,357	-	40	3,173
Subtotal	4,310	5,677	1,275	1,587	2,775	4,602	20,226
Disbursements							
Salary & Benefits	-	-	-	-	-	-	-
Travel	554	1,640	476	150	-	605	3,425
Supplies	-	-	-	-	-	-	-
Food Service	332	(179)	-	243	15	404	815
Hosting	629	72	-	32	5	-	738
Printing	-	-	-	-	-	-	-
CPSU	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-
Equipment	139	-	-	-	450	-	589
Other	1,430	(55)	205	30	-	(243)	1,367
Trans. to Other Accts.	1,000	-	700	-	-	-	1,700
Subtotal	4,084	1,478	1,381	455	470	766	8,634
Balance @ 1/31/86	\$5,004	\$6,766	\$1,094	\$1,201	\$4,396	\$5,223	\$23,684

SCHOOL OF COMMUNICATIVE ARTS & HUMANITIES
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Deans Office</u>	<u>Art</u>	<u>English</u>	<u>Foreign Language</u>	<u>History</u>	<u>Journalism</u>
Balance @ 7/1/85	\$ 978	\$ 680	\$ 17	\$ 56	\$1,003	\$ 656
Receipts						
Cash Receipts	5,525	1,404	5,930	50	820	400
Transfers	210	-	-	-	-	-
Subtotal	5,735	1,404	5,930	50	820	400
Disbursements						
Salary & Benefits	-	-	-	-	-	-
Travel	-	-	-	-	-	200
Supplies	-	-	-	-	-	-
Food Service	70	286	128	56	11	145
Hosting	48	29	-	-	-	234
Printing	-	-	-	-	-	-
CPSU	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-
Equipment	-	-	-	-	-	-
Other	-	65	-	-	152	272
Trans. to Other Accts.	6,296	35	-	-	35	35
Subtotal	6,414	415	128	56	198	886
Balance @ 1/31/86	\$299	\$1,669	\$5,819	\$50	\$1,625	\$170

SCHOOL OF COMMUNICATIVE ARTS & HUMANITIES
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986
(con't)

	<u>Music</u>	<u>Political Science</u>	<u>Social Science</u>	<u>Speech Communication</u>	<u>Theatre & Dance</u>	<u>Total School</u>
Balance @ 7/1/85	\$1,867	\$ 189	\$ 201	\$ 191	\$ 96	\$5,934
Receipts						
Cash Receipts	525	635	820	514	5	16,628
Transfers	-	-	-	-	-	210
Subtotal	525	635	820	514	5	16,838
Disbursements						
Salary & Benefits	-	-	-	-	-	-
Travel	-	-	-	-	-	200
Supplies	-	135	-	-	-	135
Food Service	-	34	-	82	34	846
Hosting	-	91	-	-	-	402
Printing	-	-	-	-	-	-
CPSU	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-
Equipment	1,801	-	-	-	-	1,801
Other	80	7	-	-	-	576
Trans. to Other Accts.	-	35	35	35	-	6,506
Subtotal	1,881	302	35	117	34	10,466
Balance @ 1/31/86	\$511	\$522	\$986	\$588	\$67	\$12,306

SCHOOL OF ENGINEERING
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Deans Office</u>	<u>MEP</u>	<u>Aero. Engr.</u>	<u>Mech. Engr.</u>	<u>Civil/Env. Engr.</u>	<u>EL/EE</u>
Balance @ 7/1/85	\$107,969	\$2,881	\$26,502	\$48,349	\$11,077	\$28,421
Receipts						
Cash Receipts	79,220	2,000	2,502	22,061	7,325	33,158
Transfers	35,050	-	4,000	9,098	14,556	2,376
Subtotal	114,270	2,000	6,502	31,159	21,881	35,534
Disbursements						
Salary & Benefits	1,559	-	-	-	-	600
Travel	10,356	-	1,357	5,735	3,690	3,488
Supplies	4,967	76	-	5	-	1,473
Food Service	1,897	58	147	525	20	725
Hosting	160	-	235	40	-	31
Printing	-	-	-	-	-	-
CPSU	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-
Supplies & Services	22,200	-	-	-	-	-
Equipment	18,518	-	-	9,500	-	17,615
Other	4,302	-	1,147	272	1,000	570
Trans. to Other Accts.	60,550	-	-	350	7,858	-
Subtotal	124,509	134	2,886	16,427	12,568	24,502
Balance @ 1/31/86	\$ 97,730	\$4,747	\$30,118	\$63,081	\$20,390	\$39,453

SCHOOL OF ENGINEERING
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986
(con't)

	<u>Engr. Tech.</u>	<u>Air Pollution</u>	<u>Industrial Engr.</u>	<u>Metallurgy</u>	<u>Computer Science</u>	<u>Total School</u>
Balance @ 7/1/85	\$ 7,823	\$6,810	\$ 4,099	\$8,119	\$29,478	\$281,528
Receipts						
Cash Receipts	7,165	220	8,035	7,095	24,378	193,159
Transfers	13,500	-	9,500	4,000	7,000	99,080
Subtotal	20,665	220	17,535	11,095	31,378	292,239
Disbursements						
Salary & Benefits	-	382	-	-	747	3,288
Travel	383	662	4,974	1,411	540	32,596
Supplies	370	988	136	-	2,047	10,062
Food Service	315	32	203	14	801	4,737
Hosting	-	-	15	-	94	575
Printing	-	-	-	-	-	-
CPSU	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	22,200
Equipment	2,491	370	466	474	14,236	63,670
Other	98	141	128	65	1,204	8,927
Trans. to Other Accts.	-	-	-	-	450	69,208
Subtotal	3,657	2,575	5,922	1,964	20,119	215,263
Balance @ 1/31/86	\$24,831	\$4,455	\$15,712	\$17,250	\$40,737	\$358,504

SCHOOL OF PROFESSIONAL STUDIES
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	Deans Prof. Studies	Office Liberal Studies	Child Develop- ment	Home Ec.	Graphic Comm.	Educa- tion	Physical Ed. & Rec.	Indus- trial Tech.	Psych- ology	Military Science	Total
Balance @ 7/1/85	\$149	\$ 294	\$1,064	\$6,195	\$6,061	\$914	\$9,910	\$9,813	\$5	\$ 15	\$34,420
Receipts											
Cash Receipts	810	1,005	875	4,136	8,080	635	3,919	4,245	-	-	23,705
Transfers	-	60	-	-	1,421	25	1,355	-	-	695	3,556
Subtotal	810	1,065	875	4,136	9,501	660	5,274	4,245	-	695	27,261
Disbursements											
Salary & Benefits	-	-	-	239	182	-	3,320	-	-	-	3,741
Travel	-	-	-	55	2,377	-	1,276	788	-	-	4,496
Supplies	-	-	-	-	-	-	-	-	-	-	-
Food Service	-	179	11	29	575	405	179	1,110	-	-	2,488
Hosting	-	-	-	987	230	210	-	193	-	-	1,620
Printing	-	-	-	-	-	-	-	-	-	-	-
CPSU	-	-	-	-	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-	-	-	-	-
Equipment	-	-	1,208	-	-	-	-	-	-	-	1,208
Other	61	-	287	250	1,187	-	533	55	-	-	2,373
Trans. to Other Accts.	755	-	20	-	-	-	-	100	-	-	875
Subtotal	816	179	1,526	1,560	4,551	615	5,308	2,246	-	-	16,801
Balance @ 1/31/86	\$143	\$1,180	\$ 413	\$8,771	\$11,011	\$959	\$9,876	\$11,812	\$5	\$710	\$44,880

SCHOOL OF BUSINESS
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Deans Office</u>	<u>Accounting</u>	<u>Business Admin.</u>	<u>Economics</u>	<u>Mgmt.</u>	<u>Total</u>
Balance @ 7/1/85	\$ 4,861	\$12,060	\$1,640	\$1,072	\$1,904	\$21,537
Receipts						
Cash Receipts	23,778	6,455	4,719	275	850	36,077
Transfers	11,798	-	600	-	4,200	16,598
Subtotal	35,576	6,455	5,319	275	5,050	52,675
Disbursements						
Salary & Benefits	-	-	-	-	-	-
Travel	4,165	3,100	100	-	1,086	8,451
Supplies	(755)	15	691	65	-	16
Food Service	1,224	-	270	-	80	1,574
Hosting	419	-	-	-	125	544
Printing	3,038	-	-	-	-	3,038
CPSU	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-
Equipment	1,188	427	824	-	1,213	3,652
Other	3,641	520	957	7	70	5,195
Trans. to Other Accts.	5,600	-	615	-	600	6,815
Subtotal	18,520	4,062	3,457	72	3,174	29,285
Balance @ 1/31/86	\$21,917	\$14,453	\$3,502	\$1,275	\$3,780	\$44,927

SCHOOL OF SCIENCE & MATH
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Deans Office</u>	<u>Biological Science</u>	<u>Chemistry</u>	<u>Statistics</u>	<u>Math</u>	<u>Physics</u>	<u>Total</u>
Balance @ 7/1/85	\$3,007	\$14,067	\$1,150	\$700	\$5,225	\$5,968	\$30,117
Receipts							
Cash Receipts	1,945	7,092	1,780	580	3,235	1,054	15,686
Transfers	350	-	-	-	-	-	350
Subtotal	2,295	7,092	1,780	580	3,235	1,054	16,036
Disbursements							
Salary & Benefits	-	-	-	-	-	-	-
Travel	70	-	-	-	600	-	670
Supplies	-	249	80	-	-	-	329
Food Service	731	-	73	-	91	257	1,152
Hosting	-	403	49	-	217	89	758
Printing	-	-	-	-	-	-	-
CPSU	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-
Equipment	-	1,770	-	-	-	-	1,770
Other	-	945	189	100	92	221	1,547
Trans. to Other Accts.	800	220	200	-	200	-	1,420
Subtotal	1,601	3,587	591	100	1,200	567	7,646
Balance @ 1/31/86	\$3,701	\$17,572	\$2,339	\$1,180	\$7,260	\$6,455	\$38,507

PRESIDENT
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	Presidents Fund	Round Table	Round Table Dev. FDN.	Pres. Develop- ment	Univ. Retire- ment Activ.	Faculty Professional Development	Recruit- ment & Relo- cation	Assoc. Ex. VP	Total
Balance @ 7/1/85	\$ 5,252	\$13,387	\$1,766	\$7,193	\$136	\$25,000	\$4,258	\$2,799	\$59,791
Receipts									
Cash Receipts	12,232	47,600	1,000	-	-	-	-	-	60,832
Transfers	-	-	-	-	-	-	-	-	-
Subtotal	12,232	47,600	1,000	-	-	-	-	-	60,832
Disbursements									
Salary & Benefits	-	-	-	-	-	-	-	-	-
Travel	2,165	-	1,950	-	-	2,296	-	-	6,411
Supplies	52	-	-	-	-	-	-	-	52
Food Service	36	-	-	-	-	-	-	-	36
Hosting	3,437	-	91	-	-	-	-	133	3,661
Printing	183	-	-	-	-	-	-	-	183
CPSU	-	-	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-	-	-
Supplies & Services	200	-	-	-	-	-	-	-	200
Equipment	-	-	-	-	-	-	-	-	-
Other	1,204	-	21	-	-	-	-	47	1,272
Trans. to Other Accts.	-	45,000	-	-	-	-	1,408	-	46,408
Subtotal	7,277	45,000	2,062	-	-	2,296	1,408	180	58,223
Balance @ 1/31/86	\$10,207	\$15,987	\$ 704	\$7,193	\$136	22,704	\$2,850	\$2,619	62,400

PROVOST
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>- Provost</u>	<u>Provost Instruct Program</u>	<u>Vice Provost</u>	<u>Educa- tional Services</u>	<u>COOP Ed.</u>	<u>Extended Ed.</u>	<u>Library</u>	<u>Audio Visual</u>	<u>Total</u>
Balance @ 7/1/85	\$ 1,844	\$ 191	\$17	\$38	\$422	\$1,113	\$1,282	\$76	\$ 4,983
Receipts									
Cash Receipts	8,979	4,000	-	-	901	-	562	-	14,442
Transfers	1,409	-	-	-	-	96	-	-	1,505
Subtotal	10,388	4,000	-	-	901	96	562	-	15,947
Disbursements									
Salary & Benefits	-	-	-	-	105	-	-	-	105
Travel	2,663	583	-	-	-	-	-	-	3,246
Supplies	427	-	-	-	76	191	57	-	751
Food Service	710	-	-	-	135	58	129	-	1,032
Hosting	135	-	-	-	-	407	-	-	542
Printing	-	-	-	-	-	-	-	-	-
CPSU	-	-	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-	-	-
Other	1,341	-	-	-	80	5	-	-	1,426
Trans. to Other Accts.	25	-	-	-	-	-	-	-	25
Subtotal	5,301	583	-	-	396	661	186	-	7,127
Balance @ 1/31/86	\$6,931	\$3,608	\$17	\$38	\$927	\$ 548	\$1,658	\$76	\$13,803

VICE PRESIDENT, UNIVERSITY RELATIONS
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>V.P. Relations</u>	<u>Alumni House</u>	<u>Development Office</u>	<u>Public Affairs</u>	<u>Total</u>
Balance @ 7/1/85	\$6,056	\$6,792	\$31	\$64	\$12,943
Receipts					
Cash Receipts	-	20	-	-	20
Transfers	-	-	-	-	-
Subtotal	-	20	-	-	20
Disbursements					
Salary & Benefits	-	-	-	-	-
Travel	-	-	-	-	-
Supplies	-	-	-	-	-
Food Service	-	-	-	-	-
Hosting	-	-	-	-	-
Printing	5,943	-	-	-	5,943
CPSU					
Salary & Benefits	-	-	-	-	-
Supplies & Services	-	-	-	-	-
Equipment	-	-	-	-	-
Other	62	-	-	-	62
Trans. to Other Accts.	-	-	-	-	-
Subtotal	6,005	-	-	-	6,005
Balance @ 1/31/86	\$ 51	\$6,812	\$31	\$64	\$ 6,958

DEAN OF STUDENTS
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Dean of Students</u>	<u>WOW Prog</u>	<u>Home- Coming</u>	<u>Equal Opport Prog.</u>	<u>Place- ment Center</u>	<u>Student Group Advisors</u>	<u>Student Health Center</u>	<u>Women's History Week</u>	<u>Dial-A- Tape Info System</u>	<u>Counsel & Testing</u>	<u>Total</u>
Balance @ 7/1/85	\$ (32)	\$362	\$19	\$ 83	\$4,198	-	\$23	\$138	\$2,642	\$539	\$7,972
Receipts											
Cash Receipts	1,000	100	-	68	2,605	-	-	-	-	230	4,003
Transfers	-	-	-	-	-	-	-	-	-	-	-
Subtotal	1,000	100	-	68	2,605	-	-	-	-	230	4,003
Disbursements											
Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-
Travel	-	-	-	-	392	-	-	-	-	-	392
Supplies	132	-	-	45	-	-	-	-	-	-	177
Food Service	550	-	-	-	498	-	-	-	-	508	1,556
Hosting	96	-	-	-	-	-	-	-	-	-	96
Printing	-	-	-	-	-	-	-	-	-	-	-
CPSU	-	-	-	-	-	-	-	-	-	-	-
Salary & Benefits	-	-	-	-	-	-	-	-	-	-	-
Supplies & Services	-	-	-	-	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-	-	-	-	-
Other	(32)	-	-	-	74	-	-	-	-	-	42
Trans. to Other Accts.	-	-	-	-	750	-	-	-	-	-	750
Subtotal	746	-	-	45	1,714	-	-	-	-	508	3,013
Balance @ 1/31/86	\$222	\$462	\$19	\$106	\$5,089	-	\$23	\$138	\$2,642	\$261	\$8,962

VICE PRESIDENT INFORMATION SYSTEMS
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Associate Provost Info Systems</u>	<u>Computer Center</u>	<u>Total</u>
Balance @ 7/1/85	\$270	\$282	\$552
Receipts			
Cash Receipts	-	150	150
Transfers	-	-	-
Subtotal	-	150	150
Disbursements			
Salary & Benefits	-	-	-
Travel	-	-	-
Supplies	-	-	-
Food Service	74	-	74
Hosting	-	-	-
Printing	-	-	-
CPSU			
Salary & Benefits	-	-	-
Supplies & Services	-	-	-
Equipment	-	-	-
Other	66	-	66
Trans. to Other Accts.	-	-	-
Subtotal	140	-	140
Balance @ 1/31/86	<u>\$130</u>	<u>\$432</u>	<u>\$562</u>

DIRECTOR OF BUSINESS AFFAIRS
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Director Business Affairs</u>
Balance @ 7/1/85	\$273
Receipts	
Cash Receipts	200
Transfers	<u>-</u>
Subtotal	200
Disbursements	
Salary & Benefits	-
Travel	-
Supplies	-
Food Service	32
Hosting	-
Printing	-
CPSU	
Salary & Benefits	-
Supplies & Services	-
Equipment	-
Other	100
Trans. to Other Accts.	<u>-</u>
Subtotal	132
Balance @ 1/31/86	<u><u>\$341</u></u>

EXECUTIVE DEAN FACILITIES ADMINISTRATION
DISCRETIONARY ACTIVITY
1985/86 Through January 31, 1986

	<u>Executive Dean</u>
Balance @ 7/1/85	\$210
Receipts	
Cash Receipts	-
Transfers	-
Subtotal	-
Disbursements	
Salary & Benefits	-
Travel	-
Supplies	-
Food Service	-
Hosting	-
Printing	-
CPSU	-
Salary & Benefits	-
Supplies & Services	-
Equipment	-
Other	60
Trans. to Other Accts.	-
Subtotal	60
Balance @ 1/31/86	<u>\$150</u>