DUE TO THE SIZE OF TODAY'S AGENDA, AN ADDITIONAL SENATE MEETING HAS BEEN SCHEDULED FOR TUESDAY, FEBRUARY 20, 3 - 5PM, UU220, PLEASE KEEP THIS AGENDA FOR THAT MEETING AND ADD FEBRUARY 20 TO YOUR CALENDARS.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

Agenda
ACADEMIC SENATE
Tuesday, February 13, 2001
UU220, 3:00 to 5:00pm

I. Minutes: none.

II. Communications and Announcements:

III. Reports:
[All reports will be postponed until February 20 unless an item needs to be reported before that date]
A. Academic Senate Chair:
B. President's Office:
C. Provost's Office:
D. Statewide Senators:
E. CFA Campus President:
F. ASI Representatives:
G. Other: CSU Board of Trustees, Debra Farar and Harold Goldwhite (Faculty Trustee), will be present to discuss CSU issues and to answer questions.

IV. Consent Agenda:

V. Business Item(s):
A. Resolution on Status of CFA-CSU Contract Negotiations: Academic Senate Executive Committee, first reading, (p. 2).
B. Resolution on Information Technology Resources Responsible Use Policy: Grimes/Stengel, IACC Committee, second reading, (pp. 3-23). [Please note changes from first reading as marked.]
C. Resolution on Consultation Procedures for FMI Criteria: Bethel, chair of Faculty Affairs Committee, second reading, (pp. 24-25).
D. Resolution to Prepare Proposal to Raise Standards for Mathematics at Cal Poly: Harris, CENG academic senator, second reading, (pp. 26-29). [Please note: Attachments included with the 1.23.01 agenda are not included in this agenda.]
E. Resolution to Update the Campus Administrative Manual Senior Project Section: Breitenbach, chair of Instruction Committee, first reading, (pp. 30-34).
F. Resolution on Incomplete "I" Contracts: Breitenbach, chair of the Instruction Committee, first reading, (pp. 35-36).
G. Resolution on Election of the Academic Senate Representative for Part-time Academic Employees: Executive Committee, first reading, (pp. 37-38).
H. Resolution on Strategic Plan for Service Learning and Policy and Procedures: Evans/Keese, chairs of the Ad Hoc Service Learning Committee and Curriculum Committee, first reading, (pp. 39-54).

VI. Discussion Item(s):

VII. Adjournment:
WHEREAS, The California State University (CSU) has imposed its contract on the faculty of the CSU at the conclusion of the last two rounds of contract negotiations; and

WHEREAS, The current Faculty Merit Increase (FMI) program has been a major point of disagreement between the CSU and the California Faculty Association (CFA) in contract talks; and

WHEREAS, After a thorough hearing of both sides, independent arbitrator Richard B. Danely recently issued a Fact Finder’s Report that stated that the FMI program “appears to be ill conceived and poorly administrated”; and

WHEREAS, The Academic Senate of the CSU has endorsed the report of its merit pay task force and the recommendations of that report; and

WHEREAS, The salaries of the faculty of the CSU remain below the average salaries of those faculty of the CPEC comparison institutions, even though there have been substantial salary increases for the past three years; and

WHEREAS, Low salaries, high faculty workload and continual contract disputes, together with California’s high cost of living, have seriously hampered the ability of the CSU to hire and retain good faculty; and

WHEREAS, The CFA and the CSU are about to begin a new series of negotiations for a successor contract; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly urge the administration of the CSU to abandon the current FMI program; and be it further

RESOLVED: That any future merit pay program be one based on the recommendation of the merit pay task force report of the Academic Senate CSU; and be it further

RESOLVED: That criteria for “awards” in any merit pay program be made explicitly clear and public for each level of evaluation (i.e., departments, department chairs, deans, provosts, and presidents); and be it further

RESOLVED: That the Academic Senate of Cal Poly urge that CFA and CSU work together to conclude contract negotiations in a timely manner and in such a way that will not have a negative impact on the efforts to recruit and retain new faculty.

Proposed by: Academic Senate Executive Committee
Date: January 30, 2001
Revised: February 5, 2001
WHEREAS, Information technology resources are a finite shared resource provided to students, faculty, and staff to support Cal Poly's mission of education, research, and service; and

WHEREAS, The University is accountable for ensuring that its resources are used responsibly; and

WHEREAS, A clear and comprehensive policy is needed to inform the campus community about appropriate use and to enable the University to act when misuses occur; and

WHEREAS, An interim policy has been in effect since the start of Fall Quarter 2000 and is posted on the Cal Poly website at http://its.calpoly.edu/Policies/RUP-INT/; and

WHEREAS, The policy incorporates existing University, CSU, and state policies as well as federal and state laws, reflects best practices from other universities, and provides specific examples of appropriate and inappropriate uses; and

WHEREAS, The policy recognizes and respects academic freedom, freedom of expression, and the right to privacy of individual users wherever possible; and

WHEREAS, The policy uses established University processes to address alleged violations by Cal Poly students, faculty, and staff; and will be reviewed and updated at least annually to reflect changes in policy, the law, and technology; and

WHEREAS, Endorsement of the Responsible Use Policy does not imply endorsement by the Academic Senate of other policies referenced therein; and

WHEREAS, Information Technology Services will consult with the Academic Senate and other campus constituent groups on substantive changes to this policy and on the development of related information technology policies and practices; and

WHEREAS, The Instructional Advisory Committee on Computing (IACC), Administrative Advisory Committee on Computing (AACC), and Information Resources Management Policy and Planning Committee (IRMPPC) have endorsed the policy and recommended that it be adopted and implemented by the University; therefore, be it

RESOLVED: That the Academic Senate endorse the Information Technology Resources Responsible Use Policy and recommend that it be adopted and implemented by the University; and be it further

RESOLVED: Modifications and/or updates to the Responsible Use Policy (RUP) be brought before the Instructional Advisory Committee on Computing (IACC) and the Academic Senate be informed of all approved changes to the RUP.
# Information Technology Resources

## Responsible Use Policy (Interim)

Revised November, 2000 February 2001

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Revised: 02/05/0102/02/04
Information Technology Resources
Responsible Use Policy (Interim)
Revised November, 2000February 2001

A. Scope

This policy applies to any user of the University's information technology resources, whether initiated from a computer located on or off-campus. This includes any computer and information system or resource, including means of access, networks, and the data residing thereon. This policy applies to the use of all University information technology resources whether centrally-administered or locally-administered. Administrators of individual or dedicated University resources may enact additional policies specific to those resources provided they do not conflict with the provisions of this and other official policies and laws. Users are subject to both the provisions of this policy and any policies specific to the individual systems they use.

B. Purpose

The principal concern of this responsible use policy is the effective and efficient use of information technology resources. The primary focus is to insure that the resources are used in a manner that does not impair or impede the use of these resources by others in their pursuit of the mission of the University. This policy is intended to ensure

1. the integrity, reliability, and good performance of University resources;
2. that the resource-user community operates according to established policies and applicable laws;
3. that these resources are used for their intended purposes; and
4. that appropriate measures are in place to assure the policy is honored.

The policy is intended to permit, rather than proscribe, reasonable resource-user access within institutional priorities and financial capabilities.

This policy is intended to promote and encourage responsible use while minimizing the potential for misuse and not imposing broad-based restrictions on all users.

This policy is not intended to prevent or prohibit the sanctioned use of campus resources as required to meet Cal Poly's core mission and academic and administrative purposes.

C. Guiding Principles

The following principles underlie this policy and should guide its application and interpretation:

1. Freedom of thought, inquiry, and expression is a paramount value of the Cal Poly community. To preserve that freedom, the community relies on the integrity and responsible use of University resources by each of its members.

2. Information technology resources are provided to support the University's mission of education, research and service. To ensure that these shared and finite resources are used effectively to further the University's mission, each user has the responsibility to:
a. use the resources appropriately and efficiently;

b. respect the freedom and privacy of others;

c. protect the stability and security of the resources; and

d. understand and fully abide by established University policies and applicable public laws.

3. Responsible use of University resources will be given priority over the current or potential design, capability or functionality of specific information technology resources, including operating systems, hardware, software, and the Internet.

4. Users of information technology resources are expected to uphold the highest academic standards in accordance with the Campus Code of Conduct and other University policies and practices.

D. Policy Application

As a general guideline, the institution regards the principle of academic freedom to be a key factor in assuring the effective application of this policy and its procedures and practices. The law is another source of guidance. The University's role in supporting or acting to enforce such law is also critical to how this policy will be applied.

1. All existing laws (federal, state and local) and State of California, California State University and Cal Poly regulations and policies apply, including not only laws and regulations that are specific to computers and networks, but also those that may apply generally to personal conduct. This may also include laws of other states and countries where material is accessed electronically via University resources by users within those jurisdictions or material originating within those jurisdictions is accessed via University resources.

2. The accessibility of certain University information technology resources, such as network-based services, implies a degree of risk that the existence, viewing or receipt of such information/content may be offensive. As a matter of policy, the University protects expression by members of its community and does not wish to become an arbiter of what may be regarded as "offensive" by some members of the community. However, in exceptional cases, the University may decide that such material directed at individuals or classes of individuals presents such a hostile environment under the law that certain restrictive actions are warranted.

3. The University reserves the right to limit access to its resources when policies or laws are violated and to use appropriate means to safeguard its resources, preserve network/system integrity, and ensure continued service delivery at all times. This includes monitoring routing information of communications across its network services and transaction records residing on University resources, scanning systems attached to the Cal Poly network for security problems, disconnecting systems that have become a security hazard, and restricting the material transported across the network or posted on University systems.

4. Hyperlinks within the policy to external documents are provided for the reference and convenience of readers. They should not be viewed as implying that the referenced document is being incorporated into this policy except as stated or otherwise specified in the policy itself.
E. Policy Provisions

This section is not intended to provide a full accounting of applicable laws and policies. Rather, it is intended to highlight major areas of concern with respect to responsible use of Cal Poly resources and specific issues required by law or CSU policy to be included.

1. Authorized Use / Access

Access to Cal Poly's information technology resources is a privilege granted to faculty, staff and students in support of their studies, instruction, duties as employees, official business with the University, and/or other University-sanctioned activities. Access may also be granted to individuals outside of Cal Poly for purposes consistent with the mission of the University.

With the exception of implicitly publicly accessible resources such as websites, access to Cal Poly information technology resources may not be transferred or extended by members of the University community to outside individuals or groups without prior approval of an authorized University official. Such access must be limited in nature and fall within the scope of the educational mission of the institution. The authorizing University official is expected to ensure that such access is not abused.

Gaining access to the University’s information technology resources does not imply the right to use those resources. The University reserves the right to limit, restrict, remove or extend access to and privileges within, material posted on, or communications via its information technology resources, consistent with this policy, applicable law or as the result of University disciplinary processes, and irrespective of the originating access point.

It is expected that these resources will be used efficiently and responsibly in support of the mission of the University as set forth in this policy. All other use not consistent with this policy may be considered unauthorized use.

2. Data Security, Confidentiality and Privacy

Cal Poly users are responsible for ensuring the confidentiality and appropriate use of institutional data to which they are given access, ensuring the security of the equipment where such information is held or displayed, ensuring the security of any accounts issued in their name, and abiding by related privacy rights of students, faculty and staff concerning the use and release of personal information, as required by law or existing policies, including the Confidentiality-Security Policy and Policy on the Use and Release of Student Information.

Electronic mail and computer files are considered private to the fullest extent permitted by law. Access to such files will generally require permission of the sender/recipient of a message or the owner of the account in which the material resides, court order, or other actions defined by law. However, in the event of a sanctioned University investigation for alleged misconduct, e-mail or files may be locked or copied to prevent destruction and loss of information. Users may employ methods to increase the privacy of their files provided they do not violate any provision of this policy or degrade system/network performance.

All users of Cal Poly's information technology resources are advised to consider the open nature of information disseminated electronically, and should not assume any degree of privacy or restricted access to such information. Cal Poly
strives to provide the highest degree of security when transferring data, but cannot be held responsible if these measures are circumvented and information is intercepted, copied, read, forged, destroyed or misused by others.

3. **Electronic Information Retention and Disclosure**

Original electronic materials and/or copies may be retained for specified periods of time on system backups and other locations; however the University does not warrant that such information can be retrieved. Unless otherwise required by law and/or policy, Cal Poly reserves the right to delete stored files and messages to preserve system integrity. Except in an emergency, users will be given advance notice to delete files and messages.

Electronic files or messages, whether or not created and stored on University resources, may constitute a University record subject to disclosure under the California Public Records Act (Government Code 6250-6270 and 6275-6277) or other laws, or as a result of litigation. Electronic copies must be provided in response to a public record request or legally issued subpoena, subject to very limited exceptions, as with other documents created and retained by the University.

Disclosure of confidential information to unauthorized persons or entities, or the use of such information for self-interest or advantage, is prohibited. Access to non-public institutional data by unauthorized persons or entities is prohibited.

Requests for disclosure of confidential information and retention of potential evidence in connection with alleged misconduct will be honored when approved by authorized University officials or required by law.

4. **Network and System Integrity**

In accordance with California State Penal Code Section 502, Cal Poly's Computer Crimes Policy, CSU's 4Cnet Acceptable Use Policy and other policies and laws, activities and behaviors that threaten the integrity of computer networks or systems are prohibited on both University-owned and privately-owned equipment operated on or through University resources. These activities and behaviors include but are not limited to:

1. Interference with or disruption of computer systems and networks and related services, including but not limited to the propagation of computer "worms," "viruses" and "Trojan Horses"

2. Intentionally or carelessly performing an act that places an excessive load on a computer or network to the extent that other users may be denied service or the use of electronic networks or information systems may be disrupted

3. Failure to comply with authorized requests from authorized-designated University officials to discontinue activities that threaten the operation or integrity of computers, systems or networks

4. Negligently or intentionally revealing passwords or otherwise permitting the use by others of University-assigned accounts for computer and network access. Individual password security is the responsibility of each user. The user is responsible for all uses of their accounts, independent of authorization.

5. Altering or attempting to alter files or systems without authorization
Unauthorized scanning of ports, computers and networks
Unauthorized attempts to circumvent data protection schemes or uncover security loopholes
Connecting unauthorized equipment to the campus network or computers. University authorized business and other activities directly related to the academic mission of the University are excluded.
Attempting to alter any University computing or network components without authorization or beyond one's level of authorization, including but not limited to bridges, routers, hubs, wiring, connections, etc.
Utilizing network or system identification numbers or names that are not assigned for one's specific use on the designated system
Using campus resources to gain unauthorized access to any computer system and/or using someone else's computer without their permission
Providing services or accounts on University computers or via University networks to other users from a personal computer unless required to meet the normal activities of students working as individuals or in collaborative groups to fulfill course requirements. University authorized business and other activities directly related to the academic mission of the University, are also excluded.
Registering a Cal Poly IP address with any other domain name

5. Commercial Use
Use of the University's information technology resources is strictly prohibited for unauthorized commercial activities, personal gain, and private, or otherwise unrelated to the University, business or fundraising. This includes soliciting, promoting, selling, marketing or advertising products or services, or reselling University resources.
Campus auxiliary organizations are authorized to provide services and products to students, faculty and staff, and invited guests of the University through operating and service support leases. The University President or designee may authorize additional limited commercial uses under separate policy provisions. Such uses are excepted from the above prohibitions. These prohibitions are not intended to infringe on authorized uses that enable students, staff and faculty to carry out their duties and assignments in support of the University mission.
(Detailed guidelines are being developed to clarify exceptions to this provision and will be incorporated or referenced in the next major revision.)

6. Political Advocacy
It is generally inappropriate for individual employees to use University resources to engage in political advocacy in election campaigns. State law generally prohibits the use of public funds for this purpose and Government Code Section 8314 makes it illegal for any state employee or consultant to use or permit others to use state resources for any campaign activity not authorized by law.

An employee can be held personally liable for intentionally or negligently violating Government Code Section 8314 for up to $1,000 per day the violation occurs plus three times the value of the unlawful use of state resources. Due to the personal...
nature of this activity, the State of California would not indemnify or defend the employee if an action was pursued against them for violating this statute.

The courts have yet to address the specific issue of whether an individual's use of state supported e-mail for political purposes violates the law. While the University may choose not to be involved in deciding whether a personal communication violates this provision, other policy provisions may apply and an employee may still be subject to personal liability under the law. Employees should exercise appropriate caution prior to engaging in such activities, which may have negative consequences for them and the University.

This provision does not apply to political activities related to on-campus student government, including the conduct of student elections, or student club activities and sponsored events conducted with prior approval of the University. It does not apply to individual student activities, e.g., websites, which constitute free speech. Such activities must comply with all other provisions of this policy, including the section on electronic communications, when using University resources.

7. Harassment

Harassment of others via electronic methods is prohibited under California State Penal Code Section 653m, other applicable laws and University policies. It is a violation of this policy to use electronic means to harass, threaten, or otherwise cause harm to a specific individual(s), whether by direct or indirect reference. It may be a violation of this policy to use electronic means to harass or threaten groups of individuals by creating a hostile environment.

8. Copyright and Fair Use

Federal copyright law applies to all forms of information, including electronic communications, and violations are prohibited under this policy. Infringements of copyright laws include, but are not limited to, making unauthorized copies of any copyrighted material (including software, text, images, audio, and video), and displaying or distributing copyrighted materials over computer networks without the author's permission except as provided in limited form by copyright fair use restrictions. The "fair use" provision of the copyright law allows for limited reproduction and distribution of published works without permission for such purposes as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. For more information on this issue, see Stanford University's Copyright and Fair Use website. The University will not tolerate academic cheating, plagiarism or theft of intellectual property in any form.

9. Trademarks and Patents

Student, faculty and staff use of University information technology resources in the creation of inventions and other intellectual property that may be patented, trademarked or licensed for commercial purposes must be consistent with Cal Poly's Intellectual Property Policy. Unauthorized use of trade secrets and trademarked names or symbols is prohibited. Use of Cal Poly's trademarked name and symbols must comply with the University policy.
10. **Electronic Communications**

University electronic communications are to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, to facilitate the effective business and administrative processes of the University, and to foster effective communications within the academic community. Electronic mail, news posts, chat sessions or any other form of electronic communication must comply with Cal Poly's [Electronic Mail Policy](#).

11. **Web Sites**

An official Cal Poly web page is one that is formally acknowledged by the chief officer of a University department or division as representing that entity accurately and in a manner consistent with Cal Poly's mission. Without such acknowledgment, a web site, regardless of content, is not "official." Official pages are the property and responsibility of the divisions that create them.

"Unofficial" information may also be posted and maintained by individual students, faculty, staff and student organizations. Cal Poly does not undertake to edit, screen, monitor, or censor information posted by unofficial authors, whether or not originated by unofficial authors or third parties, and does not accept any responsibility or liability for such information even when it is conveyed through University-owned servers.

Both official and unofficial web sites are subject to the other provisions of this policy if they use University resources such as University-owned servers and the Cal Poly network to transmit and receive information.

F. **Policy Compliance**

The Vice Provost/Chief Information Officer is authorized by the President to ensure that the appropriate processes to administer the policy are in place, communicated and followed by the University community. The Vice Provost/Chief Information Officer or designee will ensure that suspected violations and resultant actions receive the proper and immediate attention of the appropriate University officials, law enforcement, outside agencies, and disciplinary/grievance processes in accordance with due process.

The Vice Provost/Chief Information Officer or designee will inform users about the policy; receive and respond to complaints; collect and secure evidence as required; advise and assist University offices on the interpretation, investigation and enforcement of this policy; consult with University Legal Counsel on matters involving interpretation of law, campus policy, or requests from outside law enforcement agencies and/or legal counsel; and maintain a record of each incident and its resolution to inform future policy changes.

G. **Consequences of Non-Compliance**

Enforcement will be based upon receipt of one or more formal complaints about a specific incident or through discovery of a possible violation in the normal course of administering information technology resources.

First offenses and minor infractions of this policy, when accidental or unintentional, such as consuming excessive resources or overloading computer systems, are generally resolved informally by the unit administering the resource. This may be done through e-mail or in-person discussion and education.
Repeated offenses and serious incidents of non-compliance may lead to formal disciplinary actions under CSU and University disciplinary policies and procedures for students and employees and employee contract provisions where appropriate. Serious incidents of non-compliance include but are not limited to unauthorized use of computer resources, attempts to steal passwords or data, unauthorized use or copying of licensed materials, repeated harassment, or threatening behavior.

In addition to the above, inappropriate use of information technology resources may result in personal criminal, civil and other administrative liability.

Appeals of University actions resulting from enforcement of this policy will be handled through existing disciplinary/grievance processes for Cal Poly students and employees.

H. Reporting Irresponsible or Inappropriate Use

Suspected infractions of this policy should be reported to Information Technology Services at abuse@calpoly.edu or complaints@calpoly.edu in accordance with Appendix D, Policy Implementation and Practices. There might be situations when the following additional offices/officials should be notified of suspected violations when filing a complaint:

- **Supervisors, Department Heads/Chairs, Deans, Program Administrators** and/or one of the following offices if the incident occurs in the course of employment with the University:
  - **Human Resources and Employment Equity (State)** – (805) 756-2236
  - **Academic Personnel (Faculty Affairs)** - (805) 756-2844
  - **Human Resources (ASI)** – (805) 756-1281
  - **Human Resources (Foundation)** – (805) 756-1121

- **Academic Records** - If the incident involves inappropriate use of Cal Poly student information. The registrar is responsible for investigating reports of Family Educational Rights and Privacy Act of 1974 (FERPA) violations and maintaining records for the Department of Education. (805) 756-2531

- **Information Security Officer/Risk Manager** - If the incident involves inappropriate access to or use of institutional data. (805) 756-6755

- **Cal Poly University Police** - If an individual's health and safety appears to be in jeopardy or a violation of law may be involved. (805) 756-2281 or 911 (Emergency)

I. Policy Review and Practices Oversight

The Vice Provost for Information Technology/Chief Information Officer is responsible for application and enforcement of this policy. The Acceptable Use Policy sub-Committee (AUPC) of the Information Resources Management Policy and Planning Committee (IRMPPC) shall review this policy on an annual basis or as the need arises, make recommendations for any changes, and provide oversight and periodic review of the practices used to implement this policy. Recommended changes shall be reviewed and approved by the Vice Provost/Chief Information Officer in consultation with the IRMPPC and the President. The current version of the policy will be posted and maintained on the Cal Poly web site. A hard copy will be available at the Kennedy Library Reserve Desk.
J. Glossary and Definition of Terms
   Appendix A - http://its.calpoly.edu/Policies/RUP-INT/define.doc

K. Specific Examples of Responsible and Irresponsible Uses
   Appendix B - http://its.calpoly.edu/Policies/RUP-INT/example.doc

L. References and Works Cited
   Appendix C - http://its.calpoly.edu/Policies/RUP-INT/refer.doc

M. Policy Implementation and Practices
   Appendix D - http://its.calpoly.edu/Policies/RUP-INT/practice.doc
Information Technology Resources
Responsible Use Policy (Interim)

Appendix B
Specific Examples of Responsible and Irresponsible Uses

Appropriate Uses

Authorized Use

- A student working with a professor uses University computers to set up a web page for his senior project.
- A student, faculty or staff member uses their University account to set up an "unofficial," personal web page with pictures from their summer vacation.
- A student browses web sites not directly related to their role at the University.
- A very ill student gives their password to another student to check e-mail on their behalf.
- A staff member away from campus delegates another staff member to read and respond to e-mail and calendar items in their absence. They provide their login ID and password to the same staff member to permit others to access files in their absence.
- A Cal Poly staff member uses the Cal Poly network to "telecommute" from home.
- Students in a class use a single ID and password to access shared course materials and to complete class assignments. The professor uses the same ID and password to review completed assignments and post new materials.

Network/System Integrity

- A student sets up a web site on their computer in the residence halls and grants permission to other users to download via Cal Poly's network some audio/video clips that he created.
- A student makes an intra-campus file transfer to a designated computer in order to share a file that one or more students are using in a class.
- A student creates user accounts on their own computer to allow access to shared files for a group project via the Cal Poly network.
- A student resident runs a web server on their own computer that provides pictures of a recent trip to Tahoe.
- A student uses the Cal Poly network to play online games provided other network users are not adversely impacted.
- A network administrator conducts a port scan of the computers attached to that network.

Commercial Use

- A faculty member uses their Cal Poly e-mail account to communicate with a publisher about a textbook they are developing for a course they teach.
Information Technology Resources
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- Posting a notice about items for sale to a newsgroup intended for that purpose or to an off-campus commercial web site, such as e-bay.

- Using Cal Poly e-mail to apply for a grant.

- Using Cal Poly e-mail to communicate with potential employers.

- A Cal Poly staff member uses the Cal Poly network to "telecommute" from home.

- An ASI student club uses its Cal Poly web page to announce an upcoming, approved event for which students will be charged a fee.

- The Cal Poly Animal Science Department uses their departmental web site to display photos of animals to be sold at an upcoming auction as part of an authorized enterprise project. Outside bidders are instructed to e-mail bids to the Cal Poly Foundation.

- A faculty member working as principal investigator on a University approved contract or grant asks departmental staff to convert digital data into the reporting format required by the funding agency.

Electronic Communications

- A student uses their Cal Poly e-mail account to send e-mail to friends and family.

- Incidental personal use by faculty and staff is reasonable provided it does not interfere with assigned work or negatively impact other users.

- With the approval of the department head and using a system alias, an administrative assistant e-mails every member of the department about an upcoming event.

- A faculty member e-mails an assignment to all the students in a course.

- A student, faculty or staff member deletes "spam" e-mail originating from a system other than Cal Poly or responds to the sender and asks to be removed.

- A faculty member creates a web page and includes a link to someone else's web page.

- Using Cal Poly e-mail to apply for an institutional grant.

Copyright

- A staff member is beta-testing software that can fix a problem on another staff member's machine. They contact the manufacturer and get permission to install the upgrade on the other person's machine which has a legally obtained copy of the current product installed.

- A student uses the same commands another person used to create a table on the web.

- A student posts photographs they took on their web page.

- A faculty member incorporates copyrighted materials in their course materials after first obtaining permission of the publishers of the materials.

- A faculty member distributes copies of a brief excerpt from a larger work in class and then retrieves the copies after class is over.
Information Technology Resources
Responsible Use Policy (Interim)

Data Security
- A faculty member retrieves online information about a student in their class.
- A counselor reviews a student's record in order to counsel them as to which classes to take.
- A staff member uses SIS to generate a report about all the students in the department and their current status for the department head to review.

Harassment
- A student working on a computer in a lab creates or downloads one or more images that may disturb or offend others. They remove the images before leaving the facility or relocate to another workstation that is less visible to other users to work on this project.

Political Advocacy
- A faculty member uses University equipment to videotape or broadcast, with appropriate permissions, a live debate between candidates to students in a political science course.
- Posting an opinion about a candidate or issue to a newsgroup intended for that purpose.
- A student running for an ASI office uses a web page to discuss their platform and to collect e-mail addresses of potential supporters. The student uses the addresses to disseminate an e-mail message encouraging them to get students to vote in the election.
- A student uses a personal web page stored on Central UNIX to advocate on behalf of a particular candidate or ballot initiative.

Trademarks and Patents
- Displaying the Cal Poly logo on an "official" Cal Poly web page.

Inappropriate Uses

Authorized Use
- A student gives their login ID and password to a relative or friend outside of Cal Poly so they can post materials to the student's web site.
- A faculty member allows family members to use a Cal Poly account and Internet connection to browse the web and to send e-mail from home.
- An administrator who is not using their Cal Poly account gives their login ID and password to the director of a local non-profit group who uses it to create a web page, send e-mail, etc.
- Without permission, a student accesses a faculty member's computer to view an insecure file containing test questions.
Information Technology Resources
Responsible Use Policy (Interim)

Commercial Use
- Displaying personal items for sale on a web page residing on or transmitted through University resources.
- Displaying commercial advertisements on a web page hosted on University resources.
- Using a Cal Poly account to create and host a web site for a local organization promoting fundraisers and other commercial activities.
- Using a Cal Poly account to operate or conduct non-University related business activities, including financial management, advertising and promotion, correspondence, web sites, etc.
- An administrative assistant supplements income by typing senior projects and master thesis using a University workstation and laser printer in the office.
- A faculty member with an outside consulting business or working on a personal/individual government contract or grant not approved by the University makes extensive use of State resources frequently asks departmental staff to convert report documents into the format required by the agency and assist with various aspects of the project without compensating the department.
- Using the Cal Poly network to "telecommute" to non-University employers.

Electronic Communications
- A Cal Poly user forwards e-mail about a sick child and efforts to raise funds or send wishes or good luck to several other people on campus. The e-mail encourages recipients to pass the message along to as many people as possible.
- A Cal Poly user broadcasts a message on a current topic of interest to several newsgroups or system aliases, none of which have to do with that particular topic. For example, a user posts a message about abortion issues to a newsgroup about English poetry or sends a message about an upcoming student club event to a campus computing committee.

Copyright
- A department buys a single license copy of a software product and installs it on all the workstations in a student computer lab.
- Extensive excerpts from a copyrighted work are distributed by e-mail or displayed on a web page without obtaining the permission of the author/publisher.
- Photographs or images taken from another web page without the owner's permission are displayed on a web page residing on or accessed via University resources.
- In violation of the manufacturer's license agreement, a faculty or staff member installs software purchased for departmental use on their home computer or allows students to borrow software to install on their home machines.
- A student redistributes copies of software, music or other digital materials via the Internet. The student may have legally obtained these materials but does not have permission to redistribute them to others.
Information Technology Resources
Responsible Use Policy (Interim)

• Using anonymous FTP, web sites, web servers, Napster or similar programs to provide access to illegally obtained or copyrighted materials used without proper permissions.

Data Security
• A faculty member is curious about the activities of a student and attempts to read any public access files in that student's central UNIX account.
• A student assistant with access to SIS uses that access to view other students' grades.
• A staff member discloses personal information to a relative of a student who has requested that their information not be disclosed.
• A staff member uses HRS to look up the home address and telephone number of a faculty member and gives that information to a student.
• A faculty member uses SIS to generate a mailing list of students in a specific discipline for the purpose of sending personal mail from home that is unrelated to University business.

Network/System Integrity
• Using Cal Poly resources, including the network, to propagate a computer virus, Trojan Horse, worm, and/or denial of service attack.
• A faculty member recklessly initiates a process on Central UNIX that causes response times to slow to a crawl and the system to be taken down and rebooted to fix the problem.
• Hosting an anonymous FTP server.
• Using any program that in anyway disrupts, harms, or infiltrates another computer, such as WinNuke, BackOraifice or a packet sniffer.
• Making extensive use of chat rooms and interactive games on the web, causing network and/or system performance to degrade.
• A dorm resident conducts a port scan of the residence hall network without permission of the network administrator.
• Anyone conducts any port scan of an external network via the Cal Poly network without permission of the network administrators.

Political Advocacy
• A student, staff or faculty member running for a local political office creates a web page to promote their candidacy, which resides on or is accessed via University resources.
• A faculty or staff member creates and uses an e-mail distribution list to solicit contributions, signatures, or other support on behalf of a particular candidate or ballot measure.
Information Technology Resources
Responsible Use Policy (Interim)

Harassment
• Displaying an intimate, suggestive or disturbing image which a reasonable person would consider objectionable as the "wallpaper" or screen saver on a computer that is routinely visible to other students, staff and faculty.
• Repeatedly sending threatening or harassing e-mail or voice mail to another individual.

Trademarks and Patents
• Without obtaining permission in advance, a non-Cal Poly web site displays the Cal Poly logo, displays the Cal Poly home page design, or displays the University name in such a way as to imply University endorsement or affiliation.
• Without permission of the manufacturer, a user beta testing a new commercial software product loads it on a server and posts a message announcing that the software is available to anyone at that location.
NOTE (2/1/01): The following represent the major changes made to the policy after it was first presented to the Academic Senate last November. The indented bullet (o) indicates the action taken in response to each recommendation from ASI.

- **B, paragraph 2**  
  Remove, No need for that statement.  
  o Retained. Statement added in response to concerns raised by faculty.

- **B, paragraph 3**  
  Remove: “by clarifying and encompassing existing policies.”, No need to state.  
  o Deleted.

- **B, paragraph 4**  
  Remove, No need to state.  
  o Partially retained and combined with paragraph 3. Statement added in response to concerns raised by faculty.

- **D, paragraph 1**  
  Change: “The law is another essential source of guidance.” to “The law is a source of guidance.”, Poorly worded.  
  o Changed.

- **D, section 4**  
  Remove, No need to state.  
  o Deleted.

- **E.1, paragraph 2**  
  Mention something about implicit approval, e.g. Cal Poly Web pages.  
  o Clarification added.

- **E.1, paragraph 3**  
  Add: “only following Campus Due Process”, Mention of due process needs to be made.  
  o Clarification added.

- **E.2, para. 2-4**  
  Remove after sentence 1 of paragraph 2. This should be included in a due process document.  
  o Deleted entirely and added clarification to paragraph 1.  
  o Added pointers to other policies containing the deleted language.

- **E.2, paragraph 5**  
  Remove: “and retention of potential evidence” from sentence 1. Refers to investigations that should be covered in due process.  
  o Retained but moved to E.3. Clarified due process.  
  o Added statement to allow users to employ methods to increase privacy.

- **E.3, title**  
  Change to “Electronic Information”. “Record Retention and Disclosure” refers to items beyond the scope of electronic resources, such as paper.  
  o Changed to “Electronic Information Retention and Disclosure.”

- **E.4, bullet 2 & 3**  
  Remove bullet 2 and add to bullet 3. These 2 address the exact same problem. Change bullet 3 to: “Processing excessively large amounts of data or excessive system utilization to the extent that these interfere with network or system performance users may be denied service or the use of electronic networks or information systems may be disrupted unless authorized in advance by the administrator(s) responsible for all of the affected systems.”  
  o Retained bullet 2.  
  o Deleted bullet 3.
• **E.4, bullet 4**  
  Remove. This should be covered in the due process document.
  - Retained. This would be a separate violation and not part of the process.

• **E.4, bullet 5**  
  Add: “The User is responsible for all uses of the account independent of authorization.”  
  Simplifies what is being said.
  - Added.

• **E.4, bullet 7**  
  Remove: “and other information”, Too vague.
  - Deleted this and “for security vulnerabilities.”
  - Simplified to “Unauthorized scanning of ports, computers and networks”.

• **E.4, bullet 8**  
  Change: “loopholes” to “vulnerabilities”, word usage.
  - Changed.

• **E.4, bullet 9**  
  Add: “except in the scope of the University Mission.”, This is added to allow guest of the university and its organizations to connect to the network if they are doing so in the interest of the University Mission.
  - Added language to address this concern.

• **E.4, bullet 10**  
  Remove: “etc”, word usage.
  - Deleted.

• **E.4, bullet 11**  
  Remove, This bullet is a summary of the entire document, no need for it.
  - Deleted.

• **E.4, bullet 15**  
  Add: “IP” to addresses. Addresses can be interpreted as physical addresses, e.g. 1 Grand Ave, Cal Poly, SLO, CA 93407.
  - Added.

• **E.4, last paragraph**  
  Remove, No need to state, reiterating the mission statement.
  - Moved to C. “Guiding Principles”.

• **E.5**  
  Remove, already under the scope of other university policy(s).

• **E.6**  
  Change to “interim”, This section should be removed once the e-commerce document has been written.
  - Final sentence modified. Will reference commercial use policy when completed but retain some language in accordance with CSU/State policy.

• **E.7, paragraph 4**  
  Add: “It is generally inappropriate for students to use University resources to engage in political advocacy elections within non-student campaigns.”, Simplify and clarify was is being stated.
  - Not changed. According to University Legal Counsel, students are protected under the First Amendment. However, AUPC will monitor case law and modify in future revisions if appropriate.

• **E.8, E.9, E.10**  
  Remove, These sections fall under the jurisdiction of county, state, and federal copyright, trademark, and penal codes. There is no need to restate them. Run the risk of stating rules contrary to the aforementioned codes or laws.
  - Retained for reasons stated by AUPC at the 11/8 meeting. Just because something is against the law doesn’t negate the University’s need or desire to have a policy on it, e.g., sexual harassment.
  - University Legal Counsel has reviewed and approved the language and will continue to do so in future revisions.
  - Users need to be aware of these particular issues, which are the source of many of the complaints/violations.
  - In some cases, the University is required to have a policy by law or CSU.
NOTE (11/21/00): Section E.11 has been modified to reference the existing Electronic Mail Policy, which includes the deleted language. Will consider modifying that policy if appropriate to address some of the additional concerns raised by ASI here:

- **E.11, paragraph 2** Change: “operated on” to “connected to”, word usage
  - Will make this change in the e-mail policy.
- **E.11, bullet 1** Change to: “Users cannot impersonate another individual”. This clarifies and simplifies a vague statement.
  - Will try to simplify.
- **E.11, bullet 4 & 5** Remove, “Chain Letters” and “Mail Bombing” are too vague
  - See response to E.8,E.9,E.10.
- **E.11, bullet 7** Remove, ********************
  - Will clarify what is NOT meant, e.g., don’t forward commands.
- **E.11, bullet 9 & 10** Combine: “Use of official system aliases to broadcast unofficial and/or unauthorized messages by non-authorized personnel”, No need for both bullets
  - These are two separate issues: misuse by a non-authorized person and misuse by an authorized person. Will try to consolidate.
- **E.11, bullet 11** Remove, covered in federal laws
  - See response to E.8,E.9,E.10.
- **E.11, last paragraph** Make the last sentence its own paragraph.
  - Will make this change in the e-mail policy.

- **F, paragraph 1** Add: “by forwarding complaints to proper Judicial Body in order to engage in due process.”, All violations of the RUP should be handled by due process by Judicial affairs as in other university policies.
  - Modified significantly to define the VP/CIO compliance role.
  - Added section on Policy Implementation and Practices allows for informal resolution by the administering unit prior to referral to formal disciplinary process. Not all complaints warrant judicial action. ResNet has same policy of issuing a warning and then going to Judicial Affairs.
- **F, paragraph 2** Remove, See previous.
  - Modified as indicated above.
- **G** Note: This section should be included in the due process document.
  - Partially retained and partially incorporated (with parts of H) into the new section on Policy Implementation and Practices.

NOTE (2/1/01): In addition to the recommended changes, the following additions were made:

- **I** Added sentence about hard copies being available in the Library.
- **M** Added Appendix D, Policy Implementation and Practices.
Responsible Use Policy
Frequently Asked Questions
(Draft)

NOTE: This is an initial list of suggested questions for which responses are being drafted. Please send comments or additional questions to mshaffer@calpoly.edu

1. What do you mean by "authorized"? Who authorizes? (in terms of users and in terms of equipment connected to campus resources)
2. Can a department have a stricter policy? a more lenient policy? Which takes precedence when?
3. I teach a CSC class on networks. Do the rules for port scanning, hacking, etc., apply to me?
4. Can I put material that I have downloaded from the Internet on web pages used by my students?
5. Are students allowed to have offensive material on their websites, screen savers? Why?
6. Can I play games on workstations and/or over the campus network?
7. Can I use e-mail and Internet resources for personal use?
8. Can my wife and children use my account for e-mail and web access?
9. Can I put family information/pictures on my website?
10. My daughter is selling Girl Scout cookies. Can I send out an email telling folks that the sign up is in my office?
11. Can I access my off campus Internet provider (AOL, etc.) from on campus?
12. If I use Cal Poly's modem pool to access another Internet provider, am I still covered by Cal Poly's RUP?
13. I am running for an ASI office, college council seat, or some other student office. Can I campaign using e-mail? Using my website?
14. Can I express my political opinions on my website?
15. What if I am running for a local office?
16. I am supporting a local ballot initiative. Can I host an email distribution list to update interested people on this issue?
17. What is meant by spamming?
18. Why doesn't the University block SPAM?
19. What are chain letters and why aren't they allowed?
20. You reserve the right to delete files in the event of an emergency. Is there any way to recover deleted information (for a class, for a senior project, for a research contract? Should the "importance" determine the level of effort to restore the information?)
21. I am out of town (or on sabbatical or leave) and don't get the warning that files will be deleted. Do I have any recourse?
22. How will you know that a violation has occurred?
23. Will you be monitoring my email?
24. Who will make the determination that it is a violation of policy and not simply a performance issue?
25. If I think a violation of the policy has occurred, how do I let ITS know?
26. Who will respond to policy violations by faculty? by students? by staff?
27. What if I don't agree when you tell me to stop an activity?
28. What are potential penalties for violating this policy?
29. Can you freeze a student account for irresponsible use?
30. Where can I get more information?
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS--01/FAC
RESOLUTION ON
CONSULTATION PROCEDURES FOR FMI CRITERIA

WHEREAS, Both deans and departments make independent recommendations regarding applications for FMIs; and

WHEREAS, Academic Senate Resolution AS-545-00 resolved that departments and deans publish the criteria that will be used to determine FMI awards; and

WHEREAS, Such understanding would best be achieved by discussion of proposed FMI criteria by deans and departments; therefore, be it

RESOLVED: That the attached timetable for discussion of proposed FMI criteria between deans and departments be promulgated by the Academic Personnel Office; and be it further

RESOLVED: That deans and departments exchange their comments regarding proposed FMI criteria according to it; and be it further

RESOLVED: That nothing in these procedures shall require that either deans or departments agree on a single set of FMI criteria, or that either deans or departments adopt criteria proposed by the other; and be it further

RESOLVED: That passage of this resolution shall not be construed as endorsement of the FMI process by the Academic Senate or the faculty of Cal Poly.

Proposed by: Academic Senate Faculty Affairs Committee
Date: January 9, 2001
Revised: January 22, 2001
Revised February 6, 2001
PROPOSED TIMETABLE FOR DISCUSSION OF FMI CRITERIA

1. By the end of the sixth week of winter quarter, the Academic Personnel Office will shall forward this timetable to deans and departments.

2. At the end of the ninth week of winter quarter, departments will shall forward their proposed criteria for awarding FMs to their deans.

3. At the end of the second week of spring quarter, deans will shall send their responses to those criteria to their departments.

4. At the end of the fourth week of spring quarter, departments will shall send their responses to their deans.

5. At the end of the seventh week of spring quarter, deans will shall send their final responses to their departments.
WHEREAS, K-12 students in the State of California rank near the bottom of the 50 states in standardized math and science testing scores, and the United States ranks in the middle of the developed nations in K-12 math and science testing scores; and

WHEREAS, The current GE Area B.2 requirements (2000-01 Catalog) establish a lower bound of eight course units for a Cal Poly graduate’s knowledge of mathematics for graduation, of which all eight units can be statistics (knowledge that is normally not taught in high school), and therefore it is possible for students in some majors to graduate from Cal Poly without taking one MATH prefix course; and

WHEREAS, There are few mathematics courses in the catalog that require just high school mathematics knowledge and skills specified for admission to Cal Poly as a prerequisite, and that (other than the calculus) contain material that normally is not taught in high school; and

WHEREAS, It is recognized that increasing the level of mathematical knowledge and skills will raise the standards of the required education in science for Cal Poly graduates; and

WHEREAS, Raising the minimum standards of knowledge in math and science for Cal Poly graduates has the potential of raising the standards of excellence for those entering the teaching credential programs for K-12 education; and

WHEREAS, It is recognized that additional resources will be required to develop new math courses and to teach these courses in addition to those now needed by our entering students; and

WHEREAS, It is recognized that Cal Poly is a leader in undergraduate polytechnic education in the state and nation and that the standards required for our graduates can be a model for other CSU campuses; and
RESOLVED: That the Academic Senate request the General Education Area B subcommittee to prepare a revision to the minimum mathematics requirement that adds a requirement for a four unit mathematics course that (with the exception of the calculus) presents knowledge beyond that currently taught in high school, and that said proposal be prepared prior to 2003 per the schedule of the GE template policy; and be it further

RESOLVED: That the Academic Senate request the President and Provost develop plans and allocate sufficient one time resources so that said mathematics courses can be developed and allocate sufficient operational resources so said mathematics courses will be operationally available for students by Fall 2003; and be it further

RESOLVED: That the Provost and the Chair of the Academic Senate Curriculum Committee make reports at least once per quarter to the Academic Senate on the progress of the implementation of this resolution.

Proposed by: James G. Harris, CENG Academic Senator
Date: July 25, 2000
Revised: November 9, 2000
Revised: February 5, 2001
White Paper on Mathematics Requirements for Cal Poly Graduates  
By James G. Harris  
(based upon remarks at Academic Senate on October 5, 1999)

Numerous publications have documented that K-12 students in the United States score well below students in other nations in math and science in standardized tests (the tests are a point of controversy). To further exacerbate the situation, K-12 students in California rank near the bottom of the states in standardized tests on math and science. Ironically, after four (or five) years of college, the US undergraduates graduating in Math, Science and Engineering are the envy of the world. It has been stated that Cal Poly is enrolling better students every year if entering GPA and test scores are used as the measure of comparison. In summary, K-12 students in California do not fare well in their understanding of math and science from a national perspective, and fare even worse from an international perspective. However, Cal Poly graduates in the mathematics, science and engineering disciplines have a good reputation amongst their peers in the national and world community.

It is with this background that I made my remarks concerning the GE&B mathematics requirements at the Academic Senate meeting on October 5, 1999. These remarks were provoked by the name change proposed for MATH 327, 328, and 329 from Introduction to Modern Mathematics, Introduction to Modern Mathematics, and Mathematical Applications to Elementary Teaching to Mathematics for Elementary Teaching I, II, and III, respectively. This sequence of courses requires a prerequisite of MATH 118, Pre-Calculus Algebra, a course which consists of material covered in high school, and the name change fairly represents the objectives of the course.

A study of the math requirements for the undergraduate programs at Cal Poly shows that graduates of over half of the approximately 60 degree programs can graduate having taken only MATH 118. Furthermore, over half of these programs defer to the GE&B area B requirements for the satisfaction of college graduation requirements in Mathematics. Most of these programs are housed within the Colleges of Agriculture and Liberal Arts. It is noted that these graduates represent the largest pool of future K-12 teachers within Cal Poly.

The GE&B area B.1 requirements establish an lower bound of eight course units for a Cal Poly graduate’s knowledge of mathematics upon graduation. These eight units can consist of both Mathematics and Statistics courses. Statistics normally is not taught in high school, and therefore, can be considered college material. Therefore, assuming a student enrolls in one four unit Statistics course, the issue being discussed is the requirement for one four unit Mathematics course. The proposition is that this single four unit course should contain knowledge beyond a high school proficiency in college preparatory mathematics, i.e., a course that requires Math 118 as a prerequisite.

This proposed increase in the minimum level of mathematical content for graduation from Cal Poly presents at least two major problems. The first problem is that there are no freshman year, or sophomore year, courses with a MATH prefix that require only MATH 118 as a prerequisite other than the calculus, or courses based upon the calculus. Courses in discrete mathematics, mathematical knowledge for the foundation for computation if you will, are no longer available; MATH 124, Finite Mathematics, is no longer offered in the catalog, and CSC 141, Discrete Structures, is taught in the Computer Science department, and requires CSC 102, Fundamentals of Computer Science II, as a corequisite. The second problem is that this increase in the minimum level of mathematical proficiency for Cal Poly graduates will require additional resources to be allocated for implementation. To illustrate this second problem,
assume that half of the incoming freshman satisfy their mathematics course requirement with CSC 118. This means that approximately 2000 students will have to take one additional four unit MATH course, about 8000 SCUs, or about 60 sections for 240 WTUs, or, for the sake of argument, say four faculty positions. An estimate of the cost is therefore approximately $300K per year, plus expenses to develop the new courses in discrete mathematics.

Again, the goal of raising the minimum standard for the mathematical proficiency of the Cal Poly graduate is to produce better candidates for entering the teaching profession for K-12. Raising the level of mathematical proficiency also will allow a more rigorous treatment within the lower division science courses, which should allow these courses to raise their standards for the students. This proposal is submitted with the faith that entering Cal Poly freshman will rise to the challenge of the higher standard, and with the prediction that eventually through the improved preparation of K-12 teachers, the mathematics and science education of K-12 students, and especially elementary students, will be improved. The proposal also will enhance Cal Poly’s reputation for leadership in undergraduate education for publicly supported colleges and universities.

Addendum 30 October 2000

It is clear that this proposal is not being well received by those that have an interest in the status quo. Therefore, given that I am just a professor in the Department of Electrical Engineering and Computer Engineering Program, the issue is being raised that I am just being a meddler in an area that is not my expertise. My interest in the issue of mathematics and science education in the K-12 segment goes back to at least 1990-92. During that time I was fortunate to have been appointed a program director in the Division of Undergraduate Education of the Directorate of Education and Human Resources of the National Science Foundation. The issue of the state of math and science education in the United States of America relative to other countries was a big topic of study at that time, and lots of discussions were held at NSF and other organizations on this issue. The problem was even more acute in the state of California given our K-12 test scores, and national ranking (near the bottom of the 50 states). Thus, when the issue was raised on the floor of the Cal Poly Academic Senate in 1999, it was with this background that I chose to act.

Subsequent to writing the white paper, the 2000-2001 catalog has been issued, and the Mathematics requirements for GE&B area B2 have been modified. Now, an entering student whose major defers to the GE&B mathematics requirements for graduation (about one quarter of the majors) need not take a single MATH prefix course for graduation, i.e., the only mathematics knowledge that they might have acquired would have been taken in high school. (The Area B2 requirements now can be satisfied with two STAT courses.)

In addition, it has been brought to my attention, that there has been imposed a campus moratorium on modifications to the GE&B template until 2003. Therefore, it seems to me that it is even more imperative that a study be initiated now to provide a mechanism for the raising of the mathematics standards for the graduates of Cal Poly and for the support of its implementation. Therefore, I have taken this opportunity to revise the resolution accordingly.
WHEREAS The Campus Administrative Manual (CAM) Senior Project section 412.2 was last updated in April 1982; and

WHEREAS The vagueness of the current CAM Senior Project section contributes, by its lack of guidance, to the continuing problem of students who do not understand how to complete the senior project in a timely fashion; therefore, be it

RESOLVED That Cal Poly adopt the attached, more specific senior project guidelines as a revision of CAM Senior Project section 412.2.

Proposed by: Academic Senate Instruction Committee
Date: November 20, 2000
Revised: January 30, 2001
412.41 211.41 Definition

The Senior Project at the California Polytechnic State University, San Luis Obispo is a formal report of the results of a study or experiment selected and completed under faculty supervision by each student prior to the receipt of the bachelor's degree. The types of problems which form the bases of the study or experiment are directly related to the student's fields of employment or intended employment. The senior project is a capstone experience required for all Cal Poly students receiving a baccalaureate degree. It integrates theory and application from across the student's undergraduate educational experiences. The senior project consists of written documentation based on the execution of one or more of the following: 1) a design experience, 2) an experiment, 3) a self-guided study or research project, 4) a presentation, 5) a report based on internship/coop experience, 6) a public portfolio display or performance. The precise nature or form of a senior project is to be determined by the department or program of the student's major. The senior project is normally related to the student's field of study, future employment and/or scholastic goals, and is carried out under direct faculty supervision.

412.42 211.42 Expected Outcomes

1. Ability to reduce a general problem to specific points of analysis

2. Ability to organize points of analysis into a logical sequence

3. Ability to estimate hours of labor and cost of materials necessary to complete a project

4. Ability to apply competencies acquired in other courses to the successful completion of a specific project.

5. Ability to obtain information necessary to the solution of a problem by library study, experimentation, and/or correspondence and personal contact with people who have had experience in the field

6. Ability to follow a work outline without overlooking any major points or significant details

7. Ability to develop and follow a project plan

8. Recognition of the fact that completion of a project on schedule is an essential
element of successful work

6. Ability to estimate hours of labor and/or cost of materials necessary to complete a project

8. Ability to organize, illustrate, and write clear, concise, and correct report of the investigation

7. Ability to organize, illustrate, and write clear and concise project documentation

9. Ability to work for a supervisor who desires quality performance with a minimum of supervision

8. Ability to accept supervision when needed

412.3 211.43 Requirements

1. Every student must complete satisfactorily the Senior Project prior to the receipt of the bachelor’s degree.

1. The total number of senior project units must be 1 to 6 quarter units.

2. The number of quarter units of credit for Senior Project must be within the range of 2 to 4.

2. The senior project requirements would be the same for all students in a given curriculum, but not for all students in the university, because of the nature of the various curricula.

3. The specific number of units required would be the same for all students in a given curriculum, but not for all students in the university, because of the nature of the various curricula.

3. Normally 30 hours of student work will be required for each unit of credit granted.

4. Projects requiring an excessive amount of time are discouraged.

4. A minimum of 30 hours of student work will be required for each unit of credit granted.

5. The character of each curriculum will determine the method of organization of the course requirement, i.e., lecture or activity.

5. The number of students participating in a group senior project should not be so large as to unduly limit individual experience or responsibility and initiative.

5. One or two quarters of work may be specified for the various curricula depending
upon the nature of the curricula.

6. The student is responsible for identifying costs and potential funding sources for senior project prior to initiation of the project. Costly projects are discouraged.

The responsibility for costs for materials and supplies used in the project will be determined in advance by the university. Costs should be borne by the student when the product of the project is for personal use.

7. It is the student’s responsibility to become informed about the university’s intellectual properties policy.

The number of students involved in any given project should not be so large as to limit individual experiences or responsibility and initiative. Each student should be required to meet meaningfully the 30 hours per unit of credit minimum.

211.44 Library Copy

One copy of each Senior Project will be sent by the academic department to the University Library where it will be copied on microfiche. A microfiche copy of the project will become part of the Library’s collection where it will be available for public use. One copy of each microfiche project will also be deposited in the University archives.

1. The academic department may send one copy of each senior project to the University Library where it will be reproduced on microfiche or in an electronic format. A microfiche or electronic copy of the project will become part of the Library’s archival collection where it will be available for public use.

Archival copies of senior projects will be available either on microfiche or in an electronic format.

3. After being copies on microfiche, the original project will be returned to the academic department of its origin. Non-print media (slides, audio/video tapes), however, comprising all or part of a project will be permanently retained in the Library collection.

2. After being copied on microfiche or electronically, the original project will be returned to the academic department of its origin as applicable. Non-print media (slides, audio/video tapes, CD’s, floppy disks, etc.) however, comprising all or part of a project will be permanently retained in the Library collection.

4. All projects submitted to the Library will follow a standardized format for title page, approval page, and abstract. Details of this format are found in Procedures for Submitting Senior Projects to the Library, available from the University Archives in the Library.

3. All projects submitted to the Library will include a completed Senior Project
Requirement Form and a title page. The Senior Project Requirement Form must be signed by the student's advisor or academic department head before it can be accepted for processing by the Library. The title page should follow a standardized format.

Each student is required to pay a fee for copying his/her Senior Project on microfiche.

4. Each student is required to pay a library processing fee for making her/his senior project available.
WHEREAS, The Cal Poly catalog indicates that an incomplete “I” grade signifies that a portion of the required coursework has not been completed and evaluated in the prescribed time period due to full justified reasons and there is still a possibility of earning credit; and

WHEREAS, In order to complete the coursework in an agreed upon time period, it is the student’s responsibility to meet with the instructor to determine how the unfulfilled course requirements will be satisfied; and

WHEREAS, Some students and instructors find the process of converting an “I” grade to a letter grade confusing; and

WHEREAS, An “I” contract between the student and instructor would outline what the student needs to complete in order to have a grade assigned within the prescribed time period; therefore, be it

RESOLVED: Cal Poly adopts the attached “I” contract form and strongly encourages its use; and be it further

RESOLVED: Copies of the “I” contract form be made readily available on the Cal Poly web site, in the Office of Academic Records, and at the College Advising Centers.

Proposed by: Academic Senate Instruction Committee
Date: January 24, 2001
Revised: January 30, 2001
"I" GRADE CONTRACT

Instructions: The faculty member or the student can initiate the "I" contract. The form should be completed prior to the submission of the "I" grade or no later than the third week of the following quarter. Once the form is completed with the required signatures, the student returns the form to the Department Office that offers the course.

**PART I: BASIC INFORMATION**

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>STUDENT I.D:</th>
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<table>
<thead>
<tr>
<th>COURSE/SECTION:</th>
<th>QUARTER/YEAR:</th>
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<tr>
<th>INSTRUCTOR:</th>
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**PART II: STUDENT'S CURRENT GRADE, WITHOUT COMPLETION OF THE ADDITIONAL COURSEWORK OUTLINED IN PART III (optional):**

<table>
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<tr>
<th>Grade</th>
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**PART III: DESCRIBE WHAT THE STUDENT MUST DO TO HAVE THE "I" GRADE CHANGED TO A LETTER GRADE.**

- [ ] Final
- [ ] Paper/Project
- [ ] Mid-term
- [ ] Lab
- [ ] Quiz
- [ ] Homework
- Other (explain in comments area)

<table>
<thead>
<tr>
<th>Comments:</th>
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**PART IV: BY WHAT DATE MUST THE WORK DESCRIBED IN PART III BE COMPLETED? (MAXIMUM TIME ALLOWED: ONE YEAR FROM LAST DAY OF QUARTER IN WHICH "I" WAS GIVEN)**

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<th>Date</th>
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**PART V: I agree to complete the above requirements as outlined above. I realize that this form must be signed and processed no later than the third week of the following quarter the "I" was received. I realize that a registration hold may be placed by the Dean's Office or Advising Center of the College that offers the course if this form is not processed and returned to the Department Office (offering the course) by the stated deadline. I realize this contract expires one year from the date the "I" grade was given ("I" grade will convert to an "F" grade) or the date stated in Part IV.**

<table>
<thead>
<tr>
<th>STUDENT'S SIGNATURE:</th>
<th>Date</th>
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**PART VI: Once the student has met the above terms, I agree to replace the "I" grade with a letter grade.**

<table>
<thead>
<tr>
<th>INSTRUCTOR'S SIGNATURE:</th>
<th>Date</th>
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</table>
WHEREAS, Part-time academic employees presently have a voting, nonelected representative on the
Academic Senate; and

WHEREAS, Voting by secret ballot is the most democratic means of selecting representation by any
organized group; therefore, be it

RESOLVED: That this position be an elected position rather than an appointed position as is current
procedure; and, be it further

RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo, modify Articles I.B.4, I.B.5,
II.A.3, II.B, III.B.8, and VII.B.8 of the Bylaws of the Academic Senate as follows:

I.B.4. Temporary Part-time Academic Employees: Faculty members Part-time
lecturers in academic departments/teaching areas in the University and personnel
part-time employees in Professional Consultatives Services who are not full-
academic employees as defined above (PCS) classifications [librarians,
counselors, student service professionals I-, II-, III-academically related, student
service professionals III and IV, Cooperative Education lecturers, physicians, and
coaches] who are not members of the General Faculty as defined in Article I of
the Constitution of the Faculty.

I.B.5. College Caucus: All of the senators from each college or Professional
Consultative Services shall constitute the caucus of that college or Professional
Consultative Services. Part-time academic employees shall not be part of any
college caucus.

II.A.3. Representative of Temporary Part-time Academic Employees: A nonvoting
voting member of the Academic Senate representing temporary part-time
academic employees shall be appointed each quarter or for the academic year
contingent upon the representative's continuing appointment elected by vote of all
University part-time academic employees during fall quarter of each academic
year. Such representative must have an academic year appointment in order to
serve in this position.
II.B. **Terms of Office:** The elected term of office shall be two years. A senator can serve a maximum of two consecutive, elected terms and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term, or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less, it shall not be counted as part of the two-term maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.

III.B.8. **Election of representative for part-time academic employees:**
(a) During the first weeks of fall quarter, the Academic Senate office shall solicit nominations for the position of Academic Senate representative for part-time academic employees.
(b) After nominations have been received, election to this position shall be conducted. Said position shall be elected by vote of all University part-time academic employees. A runoff election, if needed, shall be conducted the week following the conclusion of the election.
(c) The elected member shall serve until the end of the academic year.

VII.B.8. **Executive Committee:** The Executive Committee shall appoint one representative of the temporary part-time academic employees to serve during that quarter or academic year in accordance with Article I.B.4 and II.A.3 of these Bylaws.

Proposed by: Academic Senate Executive Committee
Date: April 26, 2000
Revised: May 2, 2000
Revised: May 22, 2000
Revised: January 17, 2001
WHEREAS, The Board of Trustees' Resolution on Service Learning in the California State University (March 15, 2000) requires each CSU president to ensure that all students have opportunities to participate in service learning deemed academically appropriate by faculty; and

WHEREAS, An Ad Hoc Service Learning Committee of Cal Poly faculty has met and devised a strategic plan, and policies and procedures, for providing service learning opportunities and ensuring they are academically appropriate; therefore, be it

RESOLVED: That Cal Poly adopt the attached Strategic Plan for Service Learning and Policies and Procedures.

Proposed by: Academic Senate Curriculum Committee and the Ad Hoc Service Learning Committee
Date: January 22, 2001
Revised: February 5, 2001
Board of Trustees' Resolution
Community Service and Service Learning in the California State University
March 15, 2000

WHEREAS, the California State University has a tradition of such community-based activities as service learning and community service; and,

WHEREAS, Governor Davis has called on the CSU to establish a community service requirement for CSU students; and,

WHEREAS, the CSU endorses Governor Davis's interest in strengthening an ethic of service as an important part of undergraduate education; and

WHEREAS, CSU Monterey Bay already has a service-learning requirement for graduation and a number of individual academic departments and programs throughout the CSU currently require community service or service learning; and

WHEREAS, the Academic Senate CSU, the California State Student Association, and the CSU Advisory Group on Community Service have carefully studied the place of community service and service learning in the undergraduate-education experience; now, therefore, be it

RESOLVED, by the Trustees of the California State University, that the Chancellor require each CSU president to ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both; and be it further

RESOLVED, that the Board of Trustees, through the Chancellor, endorse campus efforts to make service an expectation, condition, or requirement for the undergraduate-education experience; and be it further

RESOLVED, that the Chancellor report to the Board of Trustees, on an annual basis, CSU's increasing efforts to provide those opportunities to all students.
Proposed
Strategic Plan for Service-Learning
As Amended and Agendized by
The Academic Senate Executive Committee
January 30, 2001
Proposed

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

STRATEGIC PLAN

For

SERVICE-LEARNING

Proposed by The Ad Hoc Faculty Service-Learning Development Committee May 23, 2000
Amended and Approved by the Academic Senate Curriculum Committee January 18, 2001
Amended and Agendized by the Academic Senate Executive Committee January 30, 2001

MISSION

The Mission of Service-Learning at California Polytechnic State University

is to ensure that all students have the option and the opportunity
to take at least one Service-Learning course as part of their studies,
and thereby instill in students an appreciation
of the academic and social value of service to the community.

DEFINITION

Service-Learning is a structured learning experience in an academic course that combines service
to the community with explicit learning objectives, preparation, reflection, and evaluation.

Students engaged in Service-Learning are expected to provide direct service in areas of need
experienced by the community and to learn about the context in which the service is provided,
the connection between the service and their academic coursework, and their roles as citizens.*

* As distinct from Service-Learning, community service is work or service performed voluntarily
by students through nonprofit, governmental, and community-based organizations and schools
(K-12) to contribute to the quality of life for individuals and groups in need of assistance at the
local, state, national, or international level.
Service-Learning
- has its theoretical roots in experiential learning theory
- is developed, implemented, and evaluated in collaboration with the community
- responds to concerns identified by the community
- enhances the curriculum by extending beyond the lecture hall and allowing students to apply what they are learning in real-world situations
- provides opportunities for critical reflection
- may address a variety of community needs including direct service to people in need, improvement of community resources, community outreach and education, research, or policy analysis
- may or may not include compensation

VISION

Through Service-Learning, we envision a better educated, more capable citizenry and stronger, more sustainable communities.

Service-Learning enhances academic learning through strengthening analytical and critical thinking skills, providing a deeper understanding of subject matter, enabling students to apply knowledge and skills gained through academic study to real-world problem solving, and promoting an appreciation of the connections between academic study and real-world situations.

Service-Learning enhances career learning by strengthening personal traits such as self-esteem and personal efficacy, interpersonal skills such as communications, listening, and the ability to lead, compromise, and adapt, and by enabling students to explore potential careers and gain career-related experience prior to graduation.

Service-Learning contributes to civic learning through helping students understand how communities function, the kinds of problems they face, the strength and richness of diversity, and the importance of individual commitments of time and energy to enhancing community life. Service-Learning reduces stereotypes, strengthens the ability to empathize with others, encourages a sense of social responsibility, and promotes a more democratic citizenry.

TIMELINE

The following Goals and Objectives are proposed for Cal Poly’s Service-Learning Program over the next four years.
GOALS AND OBJECTIVES

GOAL 1: Institutionalize a Service-Learning Program With Linked Components in Cal Poly’s Student Affairs and Academic Affairs Divisions

Objective 1: Incorporate a statement supporting the mission and values of Service-Learning in the Cal Poly Strategic Plan

Objective 2: Establish a Service-Learning component in Academic Affairs

Objective 3: Establish an Academic Affairs/Student Affairs Service-Learning Advisory Council with faculty, student, and staff representation

Objective 4: Designate Service-Learning courses in the University catalog and class schedules

Objective 5: Formalize the links between the Service-Learning component in Academic Affairs and the Service-Learning component in Student Affairs

GOAL 2: Broaden and Sustain Faculty Support for Service-Learning

Objective 1: Recognize participation in Service-Learning positively in the RTP process

Objective 2: Recognize faculty contributions to Service-Learning through an annual Service-Learning Awards ceremony

Objective 3: Provide mini-grants or release time to support faculty and departments to develop and sustain Service-Learning courses

Objective 4: Designate a contact person in each department to provide faculty support and expertise and to promote Service-Learning

Objective 5: Increase funding for student mentors to support faculty commensurate with growth in the number of Service-Learning courses

Objective 6: Offer Service-Learning Seminars to faculty and staff to teach the techniques and pedagogy of Service-Learning
Objective 7: Fund at least one full-time Faculty Service-Learning Development Director position and appropriate support staff

Objective 8: Strengthen the evaluation and assessment of Service-Learning and disseminate findings

Objective 9: Submit an Annual Report on the Status of Service-Learning to the Academic Senate and the Deans' Council

GOAL 3: Increase the Number of Service-Learning Opportunities for Students and the Number of Students Enrolled in Service-Learning Courses at Cal Poly

Objective 1: Offer enough Service-Learning courses that every student can take at least one during their studies at Cal Poly

Objective 2: Offer at least one Service-Learning opportunity in every major

Objective 3: Offer more Service-Learning courses in General Education

Objective 4: Work with the University Center for Teacher Education to offer a course or a portion of a course that deals with Service-Learning as a teaching methodology

Objective 5: Develop interdisciplinary Service-Learning projects and courses

GOAL 4: Enhance University Collaboration With the Community and Strengthen Partnerships Between Cal Poly and Community Agencies, Organizations, and Individuals to Address Community Needs and Help Empower Community Members

Objective 1: Create a Service-Learning community advisory panel composed of faculty, students, staff, and representatives from the community to help identify and address community needs

Objective 2: Demonstrate a commitment to program participation by and with diverse populations

Objective 3: Draw on the research expertise of the academic community to help identify and address community needs
The preceding Goals and Objectives are designed to be pursued through the coordinated efforts of:

1. a **Service-Learning Advisory Council** composed of faculty, staff, and students appointed by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs,

2. the **Center for Community Volunteerism and Service-Learning** in Student Affairs, and

3. a **Service-Learning component** within the proposed **Faculty Instructional Development Office** under the Vice Provost for Academic Programs and Undergraduate Education.

It is proposed that the **Service-Learning Advisory Council**
- coordinate and oversee Cal Poly's Service-Learning Program,
- maintain Cal Poly's relationship with a Service-Learning Community Advisory Panel,
- recommend courses to the academic curriculum committees for certification as Designated Service-Learning Courses,
- recognize contributions to Service-Learning through an annual Service-Learning Awards Ceremony, and
- report annually to the Academic Senate and the Dean's Council on the status of Cal Poly's Service-Learning Program.

It is proposed that the **Center for Community Volunteerism and Service-Learning**
- develop resources for Service-Learning,
- recruit and develop agencies for service placements,
- maintain relations with those agencies,
- place students in agencies and manage their service activities,
- provide student mentors to work with students enrolled in Service-Learning courses, and
- represent Cal Poly at CSU Service-Learning Colloquia.

It is proposed that the **Service-Learning component** within the proposed **Faculty Instructional Development Office**
- develop resources for Service-Learning,
- recruit, mentor, and train faculty, and
- keep abreast of the evolving scholarship and practice of Service-Learning.

This organizational structure is summarized in the **Service-Learning Organizational Chart** on the following page.
Definition

Service-Learning is a structured learning experience in an academic course that combines service to the community with explicit learning objectives, preparation, reflection, and evaluation.

Listing

Designated Service-Learning Courses shall be listed in the University Catalog and Class Schedules.

Catalog Statement

The following statement describing Designated Service-Learning Courses shall be placed in an appropriate place in the University Catalog:

Service-Learning Courses provide students the opportunity to participate in a structured learning experience that combines service to the community with explicit learning objectives, preparation, reflection, and evaluation. Students enrolled in Service-Learning Courses provide direct service in areas of need identified by the community and learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens.

Service-Learning Faculty Liaison

Faculty interested in creating a Designated Service-Learning Course through either adding a Service-Learning component to an existing course or creating a new course with a Service-Learning component are encouraged to consult with Cal Poly's Service-Learning Faculty Liaison regarding the Policies and Procedures for Creating Designated Service-Learning Courses and for technical assistance and support.
Criteria

Designated Service-Learning Courses shall meet the following criteria:

1. Academic learning is the primary focus of the course; the Service-Learning component is a support to the academic focus.

2. The course requires at least 10 hours of academically relevant service to the community.

3. The Service-Learning activities and requirements of the course are described in the course syllabus.

4. The course includes a mechanism (e.g. lectures, guided readings, experiential class periods, workshops) to introduce the purposes, goals, and pedagogy of Service-Learning.

5. The course incorporates structured opportunities (e.g. reflection sessions, a paper, class presentations) for critical reflection on the service experience and its connection to course study.

6. Service sites are evaluated and approved by the course instructor and the Center for Community Volunteerism and Service and Learning.

7. The service clearly addresses a need identified by the community.

8. The course includes a contract specifying the requirements for completing the service activity (e.g. establishing clear deadlines for when the service must be begun, when it must be completed, special requirements of the service agency, etc.).

9. The course includes a report from the agency verifying hours served and satisfactory completion of the service.

10. The course should include a student evaluation of how the service experience impacted their learning.

Risk Assessment and Waiver

Each student shall be given a written assessment of the risks associated with the service and sign a waiver acknowledging that they have been apprised of the risk and waive the right to sue the university for injury or damage resulting from performance of the service. Risk assessments, risk assessment procedures, and waiver forms are available through Class and Community Connections and the Campus Risk Manager.
Procedures

A proposal to establish a Designated Service-Learning Course through adding a Service-Learning component to an existing course or through creating a new course with a Service-Learning component shall first be submitted to the proposing faculty member’s Department Chair/Head.

With the prior approval of the proposing faculty member’s Department Chair/Head, the course shall then be submitted to the faculty serving on the Service-Learning Advisory Council sitting as the Faculty Subcommittee of the Council. The Subcommittee shall apply the Criteria specified above to review and recommend or reject the course as a Designated Service-Learning Course.

A course with a Service-Learning component recommended as a Designated Service-Learning Course by the Faculty Subcommittee of the Service-Learning Advisory Council shall then pass through the normal curriculum review process, with the Subcommittee’s recommendation attached to the course proposal:

- Proposing Faculty Member’s Department Curriculum Committee
- Proposing Faculty Member’s College Curriculum Committee
- Academic Senate Curriculum Committee
- Academic Senate
- Provost and President

See FLOWCHART.
MODEL SERVICE-LEARNING FACULTY DEVELOPMENT SEMINAR

Purpose: Create a Faculty Development Seminar designed to provide faculty with the knowledge, skills, and techniques needed to effectively integrate substantive scholarship, sound pedagogy, and useful community service in the teaching of service-learning courses.

Funding: Office of Community Service Learning $9,500
Institute for Teaching and Learning $26,519

Phase 1: Summer 2000 Design Workshop

Rich Berrett
Professor of Child and Family Sciences
California State University, Fresno

Dick Cone
Executive Director, Joint Educational Project
University of Southern California

Gerald S. Eisman
Professor, Computer Science, and Director, Urban Technology Project
San Francisco State University

Bud Evans
Lecturer, Department of Political Science, and Service-Learning Faculty Liaison
California Polytechnic State University

Chris Fiorentino
Coordinator, Students for Community Service
California State University, Fresno

Sam Lutrin
Director, Class and Community Connections
California Polytechnic State University

Kathy O'Byrne
Associate Professor, Counseling, and Director of Freshman Programs
California State University, Fullerton

Seth Pollack
Assistant Professor, Service Learning Institute
California State University, Monterey Bay

Phase 2: Winter Quarter 2001 Cal Poly Pilot

Melody DeMeritt
English

Bud Evans
Political Science

Gregg Fiegel
Civil and Environmental Engineering

Bill Hendricks
Natural Resources Management

Kris Jankovitz
Physical Education and Kinesiology

Terri Lituchy
Business: Global Strategy and Law

Sam Lutrin
Student Life

Lee McFarland
Industrial and Manufacturing Engineering

Ray Nakamura
Physical Education and Kinesiology

Carolyn Shank
Natural Resources Management

Marcy Villa
Business: Management

Center for Community Volunteerism and Servic-Learning:

Stephan Lamb
Brady Radovich
Maya Andlig

Phase 3: July 18-20, 2001 CSU Systemwide Conference
AD HOC FACULTY SERVICE LEARNING DEVELOPMENT COMMITTEE

Membership List

Mary Beth Armstrong
Accounting

Nancy Clark
History

Bud Evans
Political Science

Bob Flores
Agricultural Education and Communication

Judith Gish
Liberal Studies

Harvey Greenwald
Mathematics

V.L. Holland
Biological Sciences

Doug Keese
English

Sam Lutrin
Student Life

Anny Morrobel-Sosa
Materials Engineering

Ray Nakamura
Physical Education and Kinesiology

Mary Whiteford
Academic Programs

Season Conlan
Student Representative

Matia Magoulias
Student Representative
Community Service

Service Learning

Humanitarianism

An Experiential Learning Pedagogy
That Integrates Service to the Community with Academic Study

Pre-Professional Training

Practicum