

PLEASE KEEP THIS AGENDA FOR THE MEETINGS
OF MAY 27 AND JUNE 3. A SEPARATE AGENDA FOR
JUNE 3 WILL NOT BE MAILED



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

MEETING OF THE ACADEMIC SENATE
Tuesday, May 27 and June 3, 2003
00220,3:10 to 5:00pm

- I. Minutes: Approval of minutes for Academic Senate meeting of May 6, 2003 (pp. 3-7).
- II. Communication(s) and Announcement(s):
 - A. 2002-03 year end report of the Academic Council on International Programs (ACIP): (pp. 8-9).
 - B. [June 3] Introduction of new senators for 2003-2004.
- m. Reports:
 - A. Academic Senate Chair:
 - B. President's Office: [May 27] President Baker will be in attendance to report on budget matters and to answer questions.
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other: [May 27] Athletics Governing Board: report on Athletics.
 - H. Other: [May 27] Reich/Schwartz: Child Care Task Force report (materials to be distributed).
 - I. Other: [June 3] Kellogg/Sullivan: report on Foundation Board of Directors.
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution in Support of Signing the Talloires Declaration: GreenwaldIMarx for the Talloires Committee, second reading, (pp. 10-19).
 - B. Resolution on Budget Crisis: Foroohar, chair of the Faculty Affairs Committee, second reading, (pp. 20-21).

- C. Resolution on Credit/No Credit Grading (CRINC): Breitenbach/Hannings/Keeseey, chairs of Instruction/Curriculum/GE Committees, first reading, (pp. 22-24).
 - D. Resolution on Change in Academic Senate Grants Review Committee Membership (Bylaws section I.7.a): Braun, chair of Grants Review Committee, first reading, (p. 25).
 - E. Resolution on Change in Academic Senate Library Committee Membership (Bylaws section I.9.a): Schwartz, chair of Library Committee, first reading (p. 26).
 - G. [June 3] Resolution on Establishing a Faculty Award to Recognize Distinguished Research and Professional Development at Cal Poly: Sullivan, chair of Research & Professional Development Committee, second reading, (pp. 27-29).
- VI. Discussion Item(s):
- VII. Adjournment:

terms of programming, it has the flexibility to allow for consultative conversations to occur and direction to be provided. (2)CMS Project - The student administration piece of this three-prong effort is different from the rest of CMS, for several reasons. The other two prongs Human Resources and Administration Finance, are fully engaged, fully online, and subscribed. First, we are not satisfied that the PeopleSoft product in the Student Admin area, will provide us with the functionality that we now have and in particular address our concern with cost and continued challenges of upgrades into the future. Essentially, we are in a time-out, on buying into the PeopleSoft Student Administration piece in two aspects. One is a needs assessment with respect to what we want to accomplish in a student administration system that is supportive of faculty, student, and staff and secondly, upon the conclusion of that needs assessment, it is proposed that we undertake a fit-gap analysis, which considers what we want and need, with a series of potential vendors and what they can provide. We need to base our judgment and our direction on this aspect and what we think is best for us, not what the Chancellor's office will dictate, but we need to base our judgment on real assessments. The bottom line is, and we have absolute assurance from the President, that we will not pursue the next stage of this process unless we are comfortable with what the needs assessment provides us, that we understand precisely what the cost implications are, and that we balance the consideration of that next step with budget reality, that have yet to be fully manifest, with issues of timing and priorities. Senator Greenwald requested that a small faculty committee of experts with representation from City and Regional Planning, and a faculty oversight committee with representation from Architecture, Environmental Engineering, and a few selected fields be created as soon as possible to provide oversight. (Zingg) Basically in agreement with that proposal, with one critical distinction, the difference between consultation and oversight. Establishing a faculty oversight committee for essentially an administrative responsibility is not the way to go but he does think: that establishing a very strong faculty group that will sit as an empowered consultative body is absolutely an appropriate recommendation that will certainly be supported. Zingg would accept a sense of acclamation by the Senate to establish a faculty consultative group to work with those individuals and bodies already in place. (Menon) Approved by acclamation: to establish a small faculty group to serve as influential and empowered advisors to the Provost and President in this development. (Hood) At a CMS meeting last Friday, the Student Administration part, needs assessment, and fit-gap analysis was discussed. I agree that there is a need for these but disagree with the timeline and budget. I've been to many meeting on this campus, also at Statewide Senate and at almost every meeting, there are talks about the budget crisis, and the budget cuts coming up. At the CMS meeting there was hardly any talk about budget and when we finally got to the budget, I saw that there is approximately \$500,000 for these two items for next year's budget which I think: is rather extraordinary at this time and place and I feel that we need to stretch out the time line, we need to do it in house, we don't need to spend the money particularly when we are talking about cutting classes, laying off lecturers, etc. There are many other priorities that need to be looked at. I don't disagree with the need to get the feasibility study done. I'm concern about the amount of money that might be committed to this project especially if the budget crisis continues for a year or two. Trying to commit to something such as PeopleSoft would even further drain resources, both human and financial. (Zingg) Suggests to capture in the minutes exactly what Hood has said and convey that to the President and the Executive Staff with his assurance that (a) those concerns need to be visibly demonstrated that they are being considered, (b) that they deserve a response, (c) there would not be further commitment of the kind of expenditures that are envisioned in the neighborhood of half a million dollars until and unless, all of these other factors that have been enumerated are taking into consideration. I could not, in good conscience, say that we should, right now, spend half a million dollars on a fit-gap analysis in light of all the other things that we are dealing with but I would suggest that it be conveyed by acclamation. (Menon) The senate will submit, both the housing issue and the CMS issue, to the President and Provost as an action requested by the Senate.

- D. Statewide Senators: None.
- E. CPA Campus President: (Foroohar) another round of bargaining was held last week. Bargaining is moving fast since there is no money to fight over and we might even get the pre-tax parking.
- F. ASI Representatives: None.

- G. Other: Jean DeCosta: Report on mandatory sexual harassment prevention training for new employees: The campus has adopted Administrative Bulletin'98-2 which dictates that all new employees complete a two-hour sexual harassment prevention training session before the end of their second quarter of employment. In addition, all employees must attend a review course very two years. One of the questions presented deals with the consequences of not attending the training. At this time, there are no campus wide sanctions; only those that come from within the department. We are currently contacting all new employees and supervisors of new employees to encourage them to get everyone thru training.
- IV. Consent Agenda: Resolution of Commendation for Anny Morrobel-Sosa: (Menon) the resolution was read and presented congratulating Anny for her accomplishment to be appointed Dean of the Allen E. Paulsori College of Science and Technology at Georgia Southern University.
- V. Business Item(s):
- A. Resolution in Support of Signing the Talloires Declaration: Steve Marx, along with other members of the Talloires Committee and authors of the *Proposal to Cal Poly Academic Senate in support of signing the Talloires Declaration*. First reading. Marx explained that the Talloires Declaration is a ten-point statement of University commitment to promote sustainability, signed by more than 300 college presidents worldwide. President Baker has stated his willingness to sign the declaration, but only with the support of the Academic Senate, because its agreement would be required on two of the ten provisions of the declaration, which deal with curriculum and instruction. M/SIP to have resolution return as a second reading item at the next Academic Senate meeting.
- B. Resolution on Implementation of a Realistic Tuition and Fee Rate Structure for Higher Education: Dave Peach presented the resolution in place of Steve Kaminaka, chair of the Budget and Long Range Planning Committee who could not attend the meeting. This resolution asks the CSU Board of Trustees, state legislatures, and the Governor's Office to implement over the next five years a stable and predictable schedule of tuition and fees that it identifies and to address all forms of subsidy provided to students. The goal is to reconcile the true marginal cost of education in the CSU system. M/SIP to move to a second reading. M/SIP to approve resolution as presented.
- C. Resolution on Budget Cuts: Foroohar, chair of the Faculty Affairs Committee. This resolution provides President Baker with criteria and suggestions on how to reduce the impact of budget cuts on the quality of education in our university. M/SIP to have resolution return as a second reading item at the next Academic Senate meeting.
- D. Resolution on Establishing a Faculty Award to Recognize Distinguished Research and Professional Development at Cal Poly: Ed Sullivan, chair of the Research and Professional Development Committee. This resolution proposes the establishment of a committee to select winners for an annual award similar to the Distinguished Teaching Award. The resolution describes all the guidelines and criteria, as recommended by the Research and Professional Development Committee, and asks for its implementation. M/SIP to have resolution return as a second reading item at the next Academic Senate meeting.
- VI. Discussion Item(s): None.
- VII. Meeting recessed at 5:00 pm.

Submitted by,



Gladys Gregory,
Academic Senate

State of California


California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: May 16, 2003

To: Warren Baker,
President

cc: Paul Zingg
Dan Howard-Greene
UnnyMenon

From: Gladys Gregory, Administrative Assistant 
Academic Senate

Subject: Academic Senate request for the President and Provost to address concerns with the eMS Project

At the May 6, 2003 Academic Senate meeting, a motion was passed, by acclamation, to submit the following CMS concerns to the President and Provost for their immediate attention. It was requested by the Academic Senate that you and the Provost be notified immediately of this action item.

For your information, I submit the following excerpt from the official minutes of the Academic Senate.

Senator Hood, on the issue of the CMS project: agreed that there is a need for a needs assessment and fit-gap analysis for the student administration part of CMS but disagreed with the timeline and budget. There is no need to spend the money (approximately \$500,000) on a needs assessment and fit-gap analysis, particularly when there are a lot of other priorities that need to be looked at such as cutting classes and laying off lecturers. There are concerns about committing to something such as PeopleSoft because it would further drain available resources, both human and financial, and also about what would happen if the budget crisis continues for a year or two.

Provost Zingg suggested that Senator Hood's statement be captured in the minutes of the Academic Senate and conveyed to the President and the Executive Staff with his assurance that (a) it be visibly demonstrated that the concerns with CMS project are being considered, (b) that they deserve a response, (c) there would not be any further commitment on this kind of expenditures until and unless all other factors that have been enumerated are taken into consideration, weight, and measured.

Please do not hesitate to contact me if you have any questions. My extension is 61259 and email address is ggregory@calpoly.edu.

Enclosures

Date: April 29, 2003

To: Academic Senate

From: John Battenburg
Faculty Representative to the ACIP

Topic: 2002-03 Year End Report of the Academic Council on International Programs

The CSU Faculty Representative to the Academic Council on International Programs (ACIP) is responsible for assisting the Office of International Programs in developing policies for international education, selecting and advising students applying to study abroad, and acting as a liaison between faculty, students, and administrators. As in the previous year, I have been involved in the following activities: conducting interviews (with faculty, staff, and alumni committee members) and writing evaluations for approximately 80 students who have applied to International Programs, nominating students for various international scholarship opportunities, serving as a member of the ACIP Student Affairs Committee to screen some 800 applicants throughout the CSU, establishing policies for suspending existing programs or adding new programs, and meeting with Cal Poly International Programs and Education staff about IP selection and orientation for students and faculty.

Several recent issues facing the ACIP are reported on below:

- The ACIP will continue with its suspension of programs in Israel and Zimbabwe due to conflict in these countries.
- The ACIP will examine the feasibility of offering new programs in sub-Saharan Africa and South Asia. At present the following universities have been discussed in Africa: University of Cape Town, University of Natal, University of Ghana, University of Namibia, and University of Port Elizabeth. In addition, the consensus is that India should be the focus of exploration for a program in South Asia.
- Sites for the International Faculty Partnership Seminars have been announced through 2006, and faculty are encouraged to plan accordingly. For the International Faculty Partnership Seminar in Paris in summer 2003, 20 CSU faculty members were selected from a pool of 76 applicants.
- The SARS situation has required IP students to leave China, and the program in China is to be postponed until late August 2003.
- And finally, the *ad hoc* Long Range Strategic Group has recommended that the ACIP become more involved in establishing and revising policy rather than confining itself to operational duties. Specific ideas to be considered by the ACIP include developing procedures for establishing new programs, utilizing the expertise of Resident Directors upon their return to the CSU, clarifying the role of IP Coordinator Liaisons, and encouraging ACIP members to take a more active role in working with campus Coordinators and recruiting students and Resident Directors.

The budget reduction for International Programs is estimated to be approximately 15%; however, fee increases and enrollment adjustment funds as well as the savings from suspended programs are expected to partially offset this deficit.

As the ACIP representative, I have been honored to be involved with International Education at Cal Poly and in the CSU. Cal Poly leads the CSU in sending the most students abroad through International Programs. Because of the labor intensive nature of this position (with on-campus responsibilities and participation in 6-8 days of meetings with the ACIP throughout the academic year), I have greatly appreciated the 4 hours of assigned time granted for the academic year and very much hope that this release from my teaching duties will also be offered in future years.

Adopted:

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

AS- -03/TC

RESOLUTION IN SUPPORT
OF SIGNING THE TALLOIRES DECLARATION

1 Background: The Talloires Declaration [pronounced "Tal-wahr"] is a ten point statement of
2 University commitment to promoting sustainability signed by more than 300 college presidents
3 worldwide. [See Appendix 1 for complete text.]
4

5 In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting
6 of ASI president Angie Hacker, Associate Provost Linda Dalton, and Professor Steven Marx met
7 with President Warren Baker to encourage him to sign the Declaration. Dr. Baker stated his
8 willingness to do so, but only with the support of the Academic Senate, whose agreement would
9 be required on two of the ten provisions of the Declaration dealing with curriculum and
10 instruction. In a memorandum following up on that meeting, President Baker observed that "the
11 international Talloires Declaration, which calls for making 'sustainability an integral part of
12 curriculum, research, operations, outreach, faculty and staff development, student life and
13 institutional mission,' incorporates many of the same principles as our campus Master Plan." He
14 further expressed support for concrete steps to advance sustainability research and practice at Cal
15 Poly. At the same time, he noted that two of the Talloires principles, relating to the curriculum,
16 would require consideration and action by the Academic Senate.
17

18 The text of these provisions is as follows:

19 We... agree to take the following actions....

20 3. Educate for Environmentally Responsible Citizenship

21 Establish programs to produce expertise in environmental management,
22 sustainable economic development, population, and related fields to
23 ensure that all university graduates are environmentally literate and have
24 the awareness and understanding to be ecologically responsible citizens.

25 4. Foster Environmental Literacy For All

26 Create programs to develop the capability of university faculty to teach
27 environmental literacy to all undergraduate, graduate, and professional
28 students.

29 A committee of the faculty was formed to weigh the costs and benefits of such
30 support. After extensive research and discussion, the committee has agreed that a
31 strong argument can be made for Senate support of these two provisions and that
32 therefore a resolution should be introduced backing them and urging President
33 Baker to go forward with signing the Talloires Declaration.

34
35 WHEREAS, As a polytechnic institution with notable programs in Agriculture, Engineering,
36 and Architecture & Environmental Design, among others, sustainability is an important part of
37 what we do; and

38
39 WHEREAS, Becoming a signatory to the Talloires Declaration will highlight, link, and
40 strengthen many existing instructional and administrative programs already committed to
41 sustainable development at Cal Poly; and

42
43 WHEREAS, The Talloires Declaration reinforces both the underlying principles of the
44 University Master Plan and its specific provisions; therefore, be it

45
46 RESOLVED: That the Academic Senate of Cal Poly urge President Warren Baker to sign the
47 Talloires Declaration; and be it further

48
49 ~~RESOLVED: That a steering committee be established and charged with creating long term and~~
50 ~~short term action plans to implement each of the provisions of the Talloires Declaration.~~

51
52 RESOLVED: That the Academic Senate of Cal Poly urge President Warren Baker to appoint a
53 universitywide steering committee to be charged with creating long term and short term action
54 plans to implement each of the provisions of the Talloires Declaration. The steering committee
55 should establish appropriate connections with other committees that are involved in issues
56 related to sustainability.

Proposed by: The Talloires Committee (Members:
David Conn, Linda Dalton, Harvey Greenwald,
Angela Hacker, David Hannings, Edward Johnson,
Douglas Keeseey, Randall Knight, Steve Marx,
Margot McDonald, Unny Menon, James Mueller,
Pablo Paster, Robert Wolf)
Date: April 14, 2003
Revised: May 9, 2003

Draft Proposal to Cal Poly Academic Senate

in support of signing the Talloires Declaration

Steven Marx
February 17, 2003
May 9, 2003

Introduction

The Talloires Declaration [pronounced "Tal-wahr"] is a ten-point statement of University commitment to promoting Sustainability signed by more than 300 college presidents worldwide. [See Appendix 1 for complete text.]

In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting of ASI president Angie Hacker, Associate Provost Linda Dalton and Professor Steven Marx met with President Warren Baker to encourage him to sign the Declaration. Dr. Baker stated his willingness to do so, but only with the support of the Faculty Senate, whose agreement would be required on two of the ten provisions of the Declaration dealing with curriculum and instruction. In a memorandum following up on that meeting, President Baker observed that "the international Talloires Declaration, which calls for making 'sustainability an integral part of curriculum, research, operations, outreach, faculty and staff development, student life and institutional mission,' incorporates many of the same principles as our campus Master Plan." He further expressed support for concrete steps to advance sustainability research and practice at Cal Poly. At the same time, he noted that two of the Talloires principles, relating to the curriculum, would require consideration and action by the Academic Senate.

The text of these provisions is as follows:

We... agree to take the following actions....

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

A committee of the faculty was formed to weigh the costs and benefits of such support. After extensive research and discussion, the committee has agreed that a strong argument can be made for Senate support of these two provisions and that therefore a resolution should be introduced backing them and urging President Baker to go forward with signing the Talloires Declaration.

This proposal will 1) provide a brief description of the growing movement known as "Higher Education for Sustainable Development" or "Greening the Campus," 2) offer reasons why signing the Talloires Declaration is an appropriate step for Cal Poly at the present time, 3) answer objections to this step, and 4) suggest a program of follow-up action once the step has been taken.

1. Greening the Campus

Though the meaning of the term remains problematic, the most popular definition of "Sustainability" was formulated by the World Commission on Environment and Development in 1987: "sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs." Amory Lovins equates sustainability with awareness that "the environment is not a minor factor in production but 'an envelope containing, provisioning and sustaining the entire economy.'" (*Natura/Capitalism*, p. 9)

Universities worldwide play a crucial role in issues of Sustainability—they are either part of the problem or of the solution. As agents of production and dissemination of knowledge, universities determine the future direction of society. As powerful stewards and consumers of resources, their practice creates immediate environmental consequences and also teaches by example.

University scholars and administrators are organizing to act upon this responsibility in organizations like "Education for Sustainability," "Campus Ecology," and "University Leaders for a Sustainable Future." They sponsor websites, publications, conferences and consulting services, and they receive support from governments, foundations, private industry and individual and institutional memberships.

The Talloires Declaration is one means to strengthen the Campus Sustainability movement, at individual Universities and on the national and international level. Drafted at a 1990 meeting under the auspices of Tufts University in Talloires France, it pledges the institution to a ten-point program of reform. The signatory institutions include Brown, Tufts, William and Mary, Occidental, Rice, Colorado State, Ball State, Universities of Maryland, Colorado, Massachusetts, North Carolina, Virginia, Wisconsin and California at Santa Barbara.

2. Why Sign the Talloires Declaration?

Becoming a signatory to the Talloires Declaration would place Cal Poly on record as

institutionally committed to promoting Sustainability. This gesture would be appropriate at the present time for a number of reasons.

Sustainability should be highlighted as a mission of this University both to benefit society and to attract the most talented and responsible students and faculty. As a Polytechnic institution with notable programs in Agriculture, Engineering, and Architecture among others, sustainability is our special business. As opposed to the strictly theoretical, our emphasis is on applied research and education, where issues of efficient resource use, conservation, and waste reduction are central.

Cal Poly is the beneficiary of an endowment of ten thousand acres of resource-rich land which it uses for instructional and research purposes. The university needs to gather and devote significant resources to stewardship and management of its land. Success in this endeavor will put it into a position to collaborate with local governments and conservation organizations to acquire and manage more land.

Becoming a signatory to the Talloires Declaration will highlight, link and strengthen many existing instructional and administrative programs already committed to sustainable development at Cal Poly. These range from the College of Architecture's Renewable Energy Institute and the student-initiated Campus Sustainability Initiative to the College of Agriculture's Sustainable Agriculture Resource Consortium, Facilities' energy conservation and recycling efforts, and the Master Plan implementation program. To those with competing priorities-e.g. indiscriminate use of poisons, erosion-causing grading practices, excessive paper consumption--becoming a signatory will send the message that they are not conforming to institutional standards.

3. Objections

Some objections have been raised to the University's becoming a signatory to the Talloires Declaration in general, and specifically to the two provisions referred to the Academic Senate.

Committee members have reported anecdotal evidence from one institution-Virginia Tech-that signatory status has brought about no programmatic or instructional change and has lapsed with the succession of a new President. This negative impression is confirmed by some research showing that signing the Declaration has not necessarily led to effective follow-up action. However, the same research indicates in places like Ball State, Georgia Tech, and Santa Clara Universities that signing has been followed by major curriculum reform, research initiatives and facilities maintenance upgrades accompanied by extensive reporting and publicity.

Provost Paul Zingg has raised some specific questions that this proposal to the Academic Senate needs to address:

Since what you're proposing involves a significant amount of time and

energy by **quite** a few very busy people, it would be helpful to understand why this initiative, as opposed to others.

In other words, is this the best use of time and energy in order to accomplish a certain, set of objectives? And what are those objectives, what other activities can be brought to bear on them, and how does this particular initiative address them better than others?

How, e.g., is the TD supported by the University Master Plan, University Mission, ,strategic plans of the colleges, etc.? Where does this fit among University priorities? What are the resource implications? Especially facing a likely significant State budget reduction next year, what doesn't get supported/funded so that this does?

In response, one could maintain that signing the Talloires Declaration is means rather than end, first rather than final step in the larger endeavor to make Cal Poly a Green Campus, and that it is the least energy, time and resource consuming of alternatives mentioned below.

For Cal Poly to become a signatory, all that is required is that the President sign a copy of the declaration and send it to the Secretariat of University Leaders for A Sustainable Future. Since the President has agreed to do so with an **Academic** Senate Resolution supporting provisions 3 and 4, the labor here involves no more than getting Senate approval, which members of this committee have agreed to provide. Cal Poly is already in minimal compliance with all the provisions of the Declaration, though much remains to be done to strengthen and monitor progress in that compliance. For provisions 3 and 4, existing instructional programs such as those in our Natural Resource Management Department, the Cal Poly Land Project, the Sustainable Agriculture Resource Consortium, and the Renewable Energy Institute already fulfill the criteria and will be widely publicized as a result of our mention of them. Enriching our environmental education curriculum is an ongoing project that need not be completed to fulfill these provisions.

Wynn Calder, associate director of ULSF, confirms this in a recent message:

... these principles need not be taken to the letter. They are interpretable, depending on the strengths, weaknesses and opportunities at your institution. In addition, the TD is non-binding and voluntary. Basically, by signing the TD, a university is committing itself to incorporating sustainability into its various activities to the extent that it can. Although we encourage institutions to develop an implementation plan when they sign, ULSF in no way polices the school's actions after signing. The only people holding the institution accountable are those within the university who have accepted that responsibility. At ULSF, we strive to support your efforts and provide you with information and materials to implement the TD as you see fit ,

Back to principles 3 and 4: By signing the TD, we feel you are saying that you, will strive to ensure that "all university graduates are environmentally literate."

...This presents a future possibility. The only schools that should NOT be signing the TD are those that do nothing, or that make virtually no effort to live up these goals. As noted above, an implementation plan is critical, and we should discuss that in time.

There is no fee for becoming a signatory to the Talloires Declaration.

The Declaration reinforces both the underlying principles of the University Master Plan and its specific provisions. The strong environmental outlook of the Plan, still not well enough known in the University and in the Community, would be emphasized in all publicity about Talloires.

The University's Mission statement makes no mention of Sustainability. It should be updated to do so. Becoming a signatory to Talloires could give impetus to such a change. The same might apply to the Mission Statements of the Colleges. Generating these discussions is an illustration of one costless benefit of this process.

If the pain of becoming a signatory is minimal, so might be the gain--since it requires neither resources, nor monitoring nor change from what Cal Poly is doing. However, there is a good chance that signing is a step in the right direction. Getting Senate approval and the President's signature is a concrete achievement for environmentalists at Poly. It will inspire more action and attract more adherents.

Publicity about the signing, hopefully at an occasion when a strong outside speaker like David Orr, author of *Earth in Mind: On Education, Environment and the Human Prospect* is invited, would make sustainability advocates at Poly gain a stronger voice, especially in situations where environmental standards are violated.

4. Follow-up

There is no problem in locating people at Cal Poly who agree with the principles of the Talloires Declaration and would like to Green the Campus. The problem is to get them organized and supported to bring about long-term change. Becoming signatories will lead to some next steps requiring more commitment and resources, a few of which can be suggested here:

Create committees to move forward with long term and short term action , programs to implement each of the provisions of the Declaration-as has been done at Ball State University.

Establish contacts with nearby institutions that have moved beyond us in

Sustainability programs, such as the Bren School at UCSB and the Environmental Studies Institute at the University of Santa Clara.

Find ways to assure that all new building at Cal Poly conforms to LEED standards.

Encourage student projects to focus on environmental problems, activities and reforms at Cal Poly.

Set specific targets that can be recognized by organizations like Campus Ecology and aim for international recognition for success in reaching them.

Send university representatives on a regular basis to Sustainable Education conferences---e.g. <http://www.bsu.edu/provost/ceres/greening!>

Join University Leaders for a Sustainable Future (ULSF)[<http://www.ulsf.org/about.html>] This is the Secretariat for the Talloires Declaration, with a full time staff of six, housed in Washington, D.C. A \$375.- yearly membership provides multiple subscriptions to their biannual newsletter, "The Declaration," their refereed "International Journal of Sustainability in Higher Education," books they publish, like one titled "Stumbling toward Sustainability," questionnaires, monitoring guides and consulting with experts who visit the campus.

Join the National Wildlife Federation's Campus Ecology [<http://www.nwf.org/campus ecology/index.cfm>], which offers

- Case studies and valuable information to help you avoid "reinventing the wheel."
- Networking with other campus greening practitioners.
- Guidance and assistance on project design.
- Training on campus sustainability issues.
- Documentation and recognition of the work you have done on your campus.
- Information on campus greening issues ranging from purchasing to transportation.

Appendix

Talloires Declaration

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and University awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange

in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Adopted:

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

AS- -03IFAC

RESOLUTION ON BUDGET CRISIS

- 1 WHEREAS, The State of California is in an unprecedented budget crisis; and
2
3 WHEREAS, The state budget crisis will cause significant reductions in state appropriations to
4 the CSU in 2003-2004 and beyond; and
5
6 WHEREAS, The budget crisis could seriously affect student access to courses and student
7 services in the CSU; and
8
9 WHEREAS, The budget crisis could seriously affect high quality instruction, jeopardize
10 faculty, and staff positions in the CSU; therefore be it
11
12 RESOLVED: That the Academic Senate of Cal Poly (SLO) strongly urge President Baker to
13 continue focusing on protecting funding for high quality instruction and essential
14 student services (e.g., student advising, counseling, financial aid administration);
15 and be it further
16
17 RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to oppose
18 any increase in the student-faculty ratio (SFR), and be it further
19
20 RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to consult
21 widely, on issues related to budget and enrollment management with the
22 Academic Senate, all Cal Poly bargaining units, and Cal Poly students; and be it
23 further
24
25 RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to ensure that
26 there will be transparency in the budget process so that the campus community
27 can be fully informed; and be it further
28
29 RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to find and
30 utilize alternative sources of revenue (e.g. Foundation funds, CMS, MPP hires) as
31 a way of reducing the impact of budget cuts on the quality of education in our
32 university.

33 RESOLYED: That the Academic Senate of Cal Poly strongly urge President Baker to find and
34 utilize alternativesources of revenue (i.e.. Foundation funds). and cost savings
35 strategies (e.g.. reduction of expenditure on non-essential operations. CMS. and
36 hiring MPPs); and be it further

37
38. RESOLYED: That the Academic Senate of Cal Poly strongly urge President Baker to reallocate
39 alternative sources of revenue and savings to instruction as a way of reducing the
40 impact of budget cuts on the quality of education.

Proposed by: Academic Senate Faculty Mairs Committee
Date: March 17, 2003
Revised April 1, 2003
Revised: May 13, 2003

Adopted:

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

AS- -03IIC,CC,GEC

RESOLUTION ON
CREDIT/NO CREDIT GRADING (CR/NC)

- 1 WHEREAS, This resolution pertains to courses that are nonnally graded, not to CRINC-only courses;
2 and
3
- 4 WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
5
- 6 ~~WHEREAS,~~ The number of seurses a student may elect to take GRING should be kept to a minimum to
7 maintain quality and the integrity of the slass; and
8
- 9 WHEREAS, Students in good standing (not on academic probation) should have the option of taking a
10 limited number of courses CRINC; and
11
- 12 WHEREAS, The ability to take courses CRINC can broaden a student's academic experience and so
13 should be encouraged; and
14
- 15 WHEREAS, The current policy, as approved by the Academic Senate in 1997, ~~has never been~~ cannot
16 fully implemented; therefore, be it
17
- 18 RESOLVED: That students be permitted to take a maximum of 8 units of courses CRINC in accord with
19 the following specificatiOlis:
20
- 21 • CR equals a C grade (2.0); and
 - 22
 - 23 • The catalog and class schedule provide advice to students to consult with their advisor
24 when considering taking a major course CRINC; and
 - 25
 - 26 • The method by which students elect the CRINC option be revised in the registration
27 system se students are warned of the possible hazards associated with CR/NC changed
28 so that the election of the CRINC option by the student requires forethought.

Proposed by: Academic Senate Instruction and
Curriculum Committees
Date: April 29, 2003
Revised: May 14, 2003

Background Statement on Credit/No Credit Policy Implementation

Reference: AS-464-96
AS-479-97
Student Resolution #99- 16

PRE-1997:

Students were allowed to take up to forty-five (45) units of Cr/Nc (Credit/No Credit) course work. These selections were from GE or electives, not from major or support offerings. Some GE instructors were concerned that many of their courses had an inordinate percentage of students selecting the Cr/Nc option.

1997/1998 (AS-479-97):

Resolutions were initiated to eliminate and/or reduce the Cr/Nc option. The provisions/limitations of AS 479 that were set in place in 1998 were:

- Four (4) units of major/support (if approved by the department - however, many departments allowed zero (0));
- Four (4) units of GE;
- Remaining units to a maximum of sixteen (16) were available for elective credit.

Students who did not qualify (i.e. GPA, excess CRjNC courses) were not presented this option in the registration programs.

Note: These changes were predicated on the maintenance of course work tables for correct applicability to a given student.

Soon however, table maintenance to accomplish appropriate flexibility and reasonable control became problematic as the table was not catalog specific. Course numbers changed, program requirements changed, catalogues were revised, departments wanted more flexibility in Cr/Nc choice within major and support which required controlling a long list of courses, and departments lacked the resources to maintain the information.

Fall 1999 to Current:

After extensive consultation with GE and Curriculum Committees, the Associate- Vice- Provost for Academic Affairs requested that Cal Poly's registration systems be reprogrammed to account for one -Cr/Nc "bucket" for a 16 unit maximum - departments were to monitor adherence to the Academic Senate's policy. Departments and individual instructors were requested to make every effort possible (i.e. written materials, the Web, direct advising) to give students accurate and complete information about the limits as specified by the policy. Students were given the responsibility to act within the policy limits when enrolling and selecting the Cr/Nc option.

This approach has left cal Poly to "discover" problems after the fact and has caused confusion for students, faculty, and staff alike. Examples include students taking major and support courses Cr/Nc when their department does not allow this, and/or have taken more than one GE course.

Thomas L. Zuur, Registrar CPSLO
May 19,2003

Credit/No Credit Grading

Some courses, as indicated in their catalog descriptions, are offered on a Credit/No Credit grading basis only. The following conditions apply when a student *elects* to take for Credit/No Credit grading those courses that are *not* designated by the University as being graded on an exclusive Credit/No Credit basis.

- a. Students desiring to elect a course on a Credit/No Credit grading basis must be currently enrolled in the course and must elect the Credit/No Credit grading option through the registration system. This request can be made through the third week of the quarter. Students may not change from one grading system to the other after the end of the third week.
- b. Undergraduate students will be given a grade of CR for accomplishment equivalent to a grade of C- or better. No credit (NC) will be given for D+ or lower grades. Graduate students will receive a grade of CR that is based on an evaluated grade of B- or higher and NC for assigned grades of C+ or lower. Instructors will submit conventional letter grades to the Registrar's Office where they will be converted to Credit/No Credit grades. NOTE: Some post-baccalaureate programs penalize students for a grade of CR.
- c. The applicant for a Credit/No Credit grade must have at least a 2.0 grade point average in cumulative Cal Poly work. This requirement is waived for first-time students.
- d. No more than two courses may be selected for Credit/No Credit grading in any term.
- e. Units earned in courses for which the grade was CR will count toward satisfaction of all degree requirements.
- f. Undergraduate students may elect a maximum of 4 units of Credit/No Credit grading. Up to 4 units of Credit/No Credit grading is allowed in major or support courses (subject to the approval of the student's major department) and up to 4 units of Credit/No Credit grading is allowed in General Education courses.
- g. Credit/No Credit grading will be removed for courses not meeting the above guidelines.
- h. Nonmatriculated students, including those in the Extension Program, Summer Session, and Workshops must meet the same requirements as matriculated students to elect courses on a Credit/No Credit grading basis. (The 2.0 GPA requirement is waived in the case of nonmatriculated students having no previous coursework recorded at Cal Poly.)

Adopted:

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

AS--03/GRC

RESOLUTION ON CHANGE IN ACADEMIC SENATE
GRANTS REVIEW COMMITTEE MEMBERSHIP (Bylaws section 1.7.a)

1 Background: During fall quarter 2002, the Academic Senate asked its committees to review their
2 membership and provide any recommendations for change to the Senate office at the end of winter quarter
3 2003. In response to this charge, the Academic Senate Grants Review Committee has recommended the
4 following modification and rationale for a change in its membership.
5

6 Rationale: The role of the Grants Review Committee is to review proposals submitted by faculty and
7 students for funding from campus and state programs. The specific role of a committee member is to
8 "determine the value of the proposal, [its] consistency with program goals, [and its] benefits for faculty and
9 the University." Committee members are asked to make judgments about "prior productivity of the faculty
10 member, prior University support, rank (priority for awards), [and] relevance of their work to University
11 goals." The professional merit of the proposals is "judged" by other professionals in the specific field of
12 study, and in fact the materials provided for review are nearly incomprehensible to persons outside the
13 specific fields. Since the committee's charge has no need for Risk Management oversight, it is
14 recommended that the administrative representative from Administration & Finance Department be
15 eliminated from the committee's membership.
16
17

18 WHEREAS, The present membership of the Academic Senate Grants Review Committee consists of .
19 (1) a faculty member from each of the six instructional colleges, (2) one member from
20 Professional Consultative Services, (3) Dean of Research & Graduate Programs, (4) an
21 instructional dean, (5) the Vice President for Administration & Finance, (6) the
22 Foundation Executive Director, (7) and a graduate student; and
23

24 WHEREAS, The membership position held by the Vice President for Administration & Finance does
25 not facilitate the committee's charge of determining the value of a proposal in a specific
26 field of study; therefore, be it
27

28 RESOLVED: That the administrative position held by the Vice President for Administration & Finance
29 or the Academic Senate Grants Review Committee be eliminated.

Proposed by: Academic Senate Grants Review Committee
Date: September 18, 2002

Adopted:

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

AS-_-03/LC

RESOLUTION ON CHANGE IN ACADEMIC SENATE
LIBRARY COMMITTEE MEMBERSHIP (Bylaws section I.9.a)

1 Background: During fall quarter 2002, the Academic Senate asked its committees to review their
2 membership and provide any recommendations for change to the Senate office at the end of winter quarter
3 2003. In response to this charge, the Academic Senate Library Committee has recommended the following
4 modification and rationale for a change in its membership.
5

6 Rationale: It is already extremely difficult to find meeting times that accommodate all regular committee
7 members, administrative members, and the four ex officio student representatives-whose advice is most
8 pertinent to the committee's charge--without trying to accommodate additional representatives of other
9 interest groups whose advice is less central to the committee's charge. **If in** fact all persons currently listed
10 in the bylaws description of committee membership were added, it would be virtually impossible to find
11 common meeting times. Additionally, mechanisms for appointing representatives from the community, the
12 Library staff, and a staff representative at large are not clear.
13

14
15 WHEREAS, The present membership of the Academic Senate Library Committee consists of (1) a
16 faculty member from each of the six instructional colleges, (2) one member from
17 Professional Consultative Services, (3) Dean of Library Services, (4) Provost, (5) two
18 undergraduate students, (6) two graduate students, (7) a staff representative at large, (8) a
19 staff representative from the Library, (9) a community representative, and (10) a
20 representative from the Instructional Advisory Committee on Computing (IACe) . In
21 addition, the Library Committee provides a representative to the IACC; and
22

23 WHEREAS, It is proposed that the official membership of the Academic Senate Library Committee be
24 modified to be consistent with actual practice; and
25

26 WHEREAS, The current membership is cumbersome and several positions do not significantly
27 facilitate the committee's charge of recommending ways in which the library can best
28 meet its *educational* mission with regard to its *primary constituents, faculty and students*
29 *within the University* community. These recommendations are best made by faculty and by
30 the primary users, students; therefore, be it
31

32 RESOLVED: That the following membership positions on the Academic Senate Library Committee be
33 eliminated: (7) a staff representative at large, (8) a staff representative from the Library,
34 and (9) a community representative.

Proposed by: Academic Senate Library Committee
Date: March 24, 2003

Adopted:

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

AS- -03IR&PDC

RESOLUTION ON ESTABLISHING
A FACULTY AWARD TO RECOGNIZE DISTINGUISHED
RESEARCH, CREATIVE ACTIVITY AND PROFESSIONAL DEVELOPMENT
AT CAL POLY

- 1 Background: In 1996, the Academic Senate Research and Professional Development Committee
2 was charged with making recommendations concerning research and professional development
3 activities for the campus. Although excellence in teaching is the first responsibility of all Cal
4 Poly faculty, committee members believe that Cal Poly can benefit significantly through
5 increased recognition and support to faculty efforts in their other scholarly work.
6
- 7 WHEREAS, .Cal Poly is an institution known for its high quality of undergraduate education,
8 where graduate programs have traditionally played a small tole and faculty
9 teaching of undergraduates has been the highest priority; and
10
- 11 WHEREAS, While recognizing the primacy of the Scholarship of Teaching, the Cal Poly
12 Strategic Plan calls for increased support to enhance the Scholarships of
13 Discovery, Integration, and Application, and encourage faculty activities which
14 lead to professional growth and achievement; and
15
- 16 WHEREAS, The Scholarships of Teaching, Discovery, Integration, and Application through
17 research and creative activities are crucial for the continued growth and
18 development of a community of faculty and student scholars; and
19
- 20 WHEREAS, The established Cal Poly Distinguished Teaching Award provides due recognition
21 to excellence in teaching, however, accomplishments in research and professional
22 development are considered only to the extent they relate to teaching excellence;
23 and
24
- 25 WHEREAS, Many universities, including other CSU campuses, recognize through targeted
26 awards the distinguished accomplishments of faculty in the arenas of research,
27 creative activity, and professional d e v l o p m e n t therefore, be it
28

- 29 RESOLVED: That a Cal Poly "Distinguished Research, Creative Activity and Professional
30 Development Award" program be established to recognize faculty achievements
31 in research and other scholarly activities these areas; and be it further
32
- 33 RESOLVED: That each Distinguished Research, Creative Activity and Professional
34 Development Award consist of a certificate, suitable for framing, and a cash
35 award in an amount equal to the most recently presented Distinguished Teaching
36 Award; and be it further
37
- 38 RESOLVED: That as soon as funding is available, two awards be presented annually; and be it
39 further
40
- 41 RESOLVED: That a quasi-endowment be established to provide sustained funding for the
42 awards and that the University administration be asked to solicit donations so that
43 endowment funding may be implemented at the earliest possible opportunity; and
44 be it further
45
- 46 RESOLVED: That until such time that the endowment is in place and yielding sufficient
47 income, that temporary funding for the awards be requested from the University
48 administration; and be it further
49
- 50 RESOLVED: That recipients of the Distinguished Research, Creative Activity and Professional
51 Development Awards be recognized during the Fall Conference convocation or at
52 another suitable public occasion; and be it further
53
- 54 RESOLVED: To avoid confusion, the Academic Senate's Faculty Awards Committee be
55 renamed the "Distinguished Teaching Awards Committee"; and be it further
56
- 57 RESOLVED: That an Academic Senate "Distinguished Research, Creative Activity and
58 Professional Development Award Committee" be established to conduct the
59 selection process and determine on an ongoing basis the policies and procedures
60 to be used for selecting recipients of the awards; and be it further
61
- 62 RESOLVED: That the attached "Guidelines for the Cal Poly Distinguished Research, Creative
63 Activity and Professional Development Award" be adopted as the initial policies
64 and procedures for administering the award; and be it further
65
- 66 RESOLVED: That the Academic Senate approve the attached "Guidelines for the Cal Poly
67 Distinguished Research, Creative Activity and Professional Development Award"
68 and that these recommendations be forwarded to the President and Provost of Cal
69 Poly.

Proposed by: Academic Senate Research and
Professional Development Committee
Date: April 2, 2003
Revised: April 29, 2003
Revised: May 8, 2003

GUIDELINES FOR THE CAL POLY DISTINGUISHED RESEARCH
CREATNE ACTIVITY AND PROFESSIONAL DEVELOPMENT AWARDS

(DRAFT - ~~APRIL~~ MAY ~~298~~, 2003)

General Guidelines:

- 1) All current faculty (members of collective bargaining unit 3) are eligible. Candidates must be Cal Poly faculty for at least 3 years (equivalent full-time) before becoming eligible. Candidates must continue to be active in teaching or in the specialty areas for which they were hired.
- 2) The committee should seek ~~diversity~~ variety in the awards over time, seeking to recognize both junior and senior faculty, both research and other creative activities, and different disciplines.
- 3) The award shall recognize a specific contribution or body of work, as opposed to general achievements. The award shall be for work done primarily at Cal Poly.
- 4) The Awards Committee shall include one voting General Faculty representative from each college, the UCTE, and Professional Consultative Services. Two voting ex officio student members shall be chosen to represent the ASI. The Senate is encouraged to include up to a maximum of three past award recipients among the college, UCTE, and PCS representatives.
- 5) An application form and suitable deadlines shall be established. Candidates may be nominated by other faculty, students, or alumni. The application should contain sufficient material to permit the nominee's evaluation according to the following selection criteria.

Selection Criteria (select from the following as appropriate to the nominee's discipline):

- 1) Importance to students, evidenced by any of the following:
 - Excellence in teaching which derives from research and professional development activities
 - Excellence in inculcating motivating and promoting R&PD activities
 - Number Quality and significance of associated senior projects, theses, etc.
 - Curriculum improvement and enhanced teaching/learning by self and others
 - Quality of the impact on students' experience
- 2) Quality (impacVusefulness) of the work should be emphasized over quantity, as evidenced by any of the following:
 - Helping to improve the human condition and quality of life
 - Contributions to knowledge and practice
 - Wide peer recognition of the work as substantial, seminal, scholarly
- 3) Use of the nominee's ideas and other creative products by practitioners
 - Degree of innovation
 - Publications or presentations in refereed media
 - Other books, chapters, articles, teaching cases, and instructional materials
 - Presentations or performances at peer recognized events
- 4) Importance to Cal Poly, evidenced by any of the following:
 - Enhanced status of Cal Poly or its academic units
 - Significant grants and contracts received
 - Mentoring and facilitating the professional development of other faculty and staff
 - Curriculum innovation in ways that are important to industry and/or practice