

CAIIFORNIA POLYFECHNIC STATE UNIVERSITY

San Luis Obispo, California 93407 ACADEMIC SENATE 805.756.1258

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE Tuesday, October 14,2003 00220,3:10 to 5:00pm

- I. Minutes: Approval of minutes for the September 23, 2003 Executive Committee meeting:(pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Academic Senate and **committee** vacancies for 2003-2004: (p. 4).
 - B. Universitywide committee vacancies for 2003-2004: (p. 5).
 - C. Approval of faculty members to GE committee vacancies: (pp. 6-17).
 - D. Approval of *Proposed Interim Action to Implement Resolution AS-602-031RP&D*: Sullivan, chair of the Research and Professional Development Committee, (pp. 18-21).
 - E. Editorial revision to *Resolution on LEED Certification for Student Housing North:* (to be distributed).
 - F. Request for Academic Senate review of the *Proposal for the Establishment of a Central Coast Center for Arts Education:* Duffy (Liberal Studies) IHellenbrand (Dean, CLA), (pp. 22-27) [recommendations of the Senate ad hoc review committee will be distributed at the meeting].
- VI. Discussion Item(s):
- VII. Adjournment:

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

MINUTES OF

The Academic Senate Executive Committee Tuesday, SepteOlber23, 2003 00220, 3:00-5:00 p.Ol.

Preparatory: The meeting was opened at 3: 10 p.rn.

- I. Minutes: The minutes for the Executive Committee meeting of May 13, July 15 and Academic Senate meetings of May 6, May 27, June 3,2003 were approved without change.
- IT. Communication(s) and Announcement(s):
 - A. Academic Senate Executive Committee OleOlbers 2003-2004: Added to the list were ASI representatives Adam Mednick and Sarah Cowan.
 - B. Academic Senate OleOlbers 2003-2004: Caucus chairs were asked to check the information for accuracy and requested to fill any vacancies immediately.
 - C. Other: Margret Camuso was congratulated for completing her PhD studies in clinical psychology. She was officially introduced as Dr. Camuso and presented with a gift certificate from the past Academic Senate Chairs.

ITI. Reports:

- A. Academic Senate Chair: (Lewis) President Baker signed the Resolution in Support of Signing the Tallories Declaration but did not agree with the Resolution onCreditINo Credit Grading (CRINC). It has been indicated that the original resolution on CreditINo Credit will be brought back to the Academic Senate for consideration. The frrst social hour of the year, co-sponsored by the Orfalea College of Business, will be held this Thursday from 4-6 at Vista Grande.
- B. President's Office: (Howard-Greene) Remarks shared by President Baker during Fall Conference's General Session, as well the presentation by Bruce McPherson on the budget situation, will be posted on the Cal Poly Home page.
- C. Provost Office: (Zingg) Cal Poly's enrollment projected for the college year will be within 1% of the targeted number, which translated to 600 fewer FTEs than last year. The net hit on Cal Poly's budget is just under \$15 millions but there is a possibility of additional mid-year reductions. At the last Board of Trustees meeting, the Student Housing North Project, which will house 2700 students, was approved. Several events will be taking place to keep the campus community informed of the budget status. Some events include a series of public information by Larry Kelley, Vice President for Administration and Finance, some budget briefings, and an informal group discussion to explore alternative ways on how to go about budget consultation and design.
- D. Statewide Senators: (Hood) The frrst meeting of the Statewide Academic Senate was on September 5 and 6 and it focused on the budget situation. At the meeting, a resolution opposing Proposition 54 was passed by the Statewide Academic Senate. (Foroohar) At the frrst. Statewide Senators' meeting, two resolutions were passed by the Statewide Faculty Affairs Committee. One of the resolution asks CFA and CSU to resume bargaining while the other states the Academic Senate's desired to have no less tenure track positions in 2 years from now than there are presently. (Menon) Resolution on Framework for Integrated Teacher Preparation Programs Leading to a Recommendation for a Baccalaureate Degree and a Level 1 Multiple-Subjects Teaching Credential was passed as a motion by the CSU to persuade the legislation.
- E. CFA Campus President: (Foroohar) Bargaining broke down last July when Chancellor Reed refused to bargain until the passage of a budget. John Travis, the new CFA President, met with Chancellor Reed without success at the last Statewide meeting. SB971, opposed by CFA, which states that faculty has to report all off-site work to administration and AB491, sponsored by CFA,

which states that the CSU should have a better oversight of its expenses were linked together by the Chancellor's Office and passed.

F. ASI Representative: None.

G. Other: None.

IV. Consent Agenda: None.

V. Business Items:

A. Academic Senate and committee vacancies for 2003-2004: The following appointments were made:

COLLEGE OF AGRICULTURE

Committee Representative

US Cultural Pluralism Lisa Nicholson, Food Science and Nutrition

Fairness Board Leanne Berning (fall quarter only)

Academic Senate

Mike Geringer will replace Dan Villegas, Senator, during Fall quarter.

Harvey Greenwald will replace Stu Goldenberg, term ending 2004.

New Senators:

Nanine Van Draanen (Chern) term ending 2005

Christ Kitts (BioSci) term ending 2005

- B. Universitywide committee vacancies for 2003-2004: No appointments were made.
- C. Approval of Academic Senate Calendar of Meetings for 2003-2004: <u>MIS/p</u> to approve the Academic Senate calendar of meeting for 2003-2004
- D. Approval of Academic Senate Assigned Time for 2003-2004: <u>MlS/p</u> to approve the Academic Senate assigned time for 2003-2004.
- E. Approval of institutional reviewers for Forestry and Natural Resources self-study: <u>M/S/P</u> to appoint <u>Dr. Sutliff and Dr. Bremer as institutional reviewers.</u>
- F. Resolution on LEED Accreditation for Student Housing North: Lewis on behalf of the Executive Committee. This resolution request that Cal Poly acquires the highest possible certification for the Student Housing North project. Reich, CAED Caucus explained that the US Green Building Council is a fairly new organization that provides third-party verification process for new constructions. Some of the issues to consider include the level of certification possible, the cost of certification, and whether or not this is the best certification. Zingg suggested that the RESOLVED clause be modified to read: "That Cal Poly seek to explore the highest possible LEED certification for the Student Housing North project." Lewis suggested that the recommendation be brought to the first reading. MIS/p to agendize resolution.
- G. Executive Committee *Sense of the Senate* Resolution on Endorsement of SFSU Resolution on Opposition to Proposition 54: Since there is not enough time to present this to the entire Academic Senate, it was asked that the Executive Committee endorse the SFSU resolution on opposition to Proposition 54. M/S/P to approve the endorsement.
- VI. Discussion Item (s): Summary of summer events: Lewis, The Executive Committee had a meeting where Provost Zingg informed them of the budget situation and that the University's goal is to avoid lay offs and to offer classes.
- VIT. CLOSED SESSION:

VM. Adjournment: meeting was adjourned at 5 p.m.

Submitted by,

Academic Senate

Recap of Academic Senate Committee Vacancies for 2003-2005 and University Wide Committee Vacancies for 2003-2004

COLLEGE OF AGRICULTURE

Department

Faculty Dispute Review Committee

Dave Headrick

Horti & Crop Science

COLLEGE OF BUSINESS

Department

Instruction Committee

Lee Burgunder

Accounting Area

Research and Professional Development Committee

COLLEGE OF ENGINEERING

Department

Cultural Pluralism Requirement Subcommittee

Hasmik Gharibyan

Computer Science

COLLEGE OF LIBERAL ARTS

Department

Fairness Board

Thomas Trice

History

COLLEGE OF SCIENCE AND MATHEMATICSIUCTE

Department

Fairness Board

Library Committee

Ulric Lund

Statistics

Student Grievance Board

UNIVERSITY-WIDE COMMITTEES Vacancies for 2003-2004

Department

<u>Cal Poly Plan Steering Committee</u> (3 Representatives/1 Vacancy)

Campus Fee Advisory Committee

(1 Representative/1 Vacancy - Academic Senate Chair or Designee)

 $\underline{Campus} \ \underline{Safety} \ \underline{and} \ \underline{Risk} \ \underline{Management} \ \underline{Committee}$

(2 Representatives/1 Vacancy)

Council on University Citizenship

(5 Representatives/2 Vacancies)

Replacements fot Jay Devore and Camille O'Bryant

Deans Admissions Advisory Committee

(2 Representatives/1 Vacancy must be from the Budget and Long Range Planning Committee)

Faculty Housing Task Force (Ad Hoc)

(1 Representative/1 Vacancy - Academic Senate Chair or Designee)

Student Health Advisory Committee

(I Representative/1 Vacancy)

Ballot for faculty interested in serving on GE Committee

Vacancies: Two vacancies

One 3-year term - College of Business -

One 3-year term - College of Science and Math -

Name	Department	College	Recommend	Do not recommend
Margaret (Peggy) Rice	Chem/Biochem	CSM		
Daniel Villegas	Economics	СОВ		

Responsibilities: The GE committee is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent GE Program that meets the noble purposes of its conceptual goals and fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the GE committee will make recommendations, through its director, to the provost on all matters and aspects pertaining the GE Program including philosophy, content, format, delivery, and adherence to standards of quality.

Among the specific duties assigned to the GE committee are the following: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-collegeGE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

Membership: A director and eight committee members will compose the GE Committee, two from the College of Science and Mathematics, two from the College of Liberal Arts, and one from each of the four professional colleges. Committee members will be Committee members will serve three-year renewable terms that are staggered to promote continuity.

Qualifications: Committee members will be faculty members with a demonstrated interest in GE and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the GE Program.

Appointment: The provost appoints GE Committee members after consultation with the Academic Senate.

	Continuing GE Co	ommittee Members	
Name	Department	College	Term Ending
Linda Bomstad	Philosophy	CLA	2006
John Hampsey	English	CLA	2004
John Harris	NRM	CAGR	2004
Michael Lucas	Architecture	CAED	2005
Richard Saenz	Physics	CSM	2004
Michael Lucas	Architecture	CAED	2005
Kim Shollenberger	Mech Engineering	CENG	2006
Elena Levine	Biological Sciences	CSM	2005



Apply today to be a member on a GE Committee. DEADLINE is Tuesday, March 18.

Fill out the application below or download from the GE web site: www.calpoly.edu/-acadprog/gened

Who are we?

The General Education Program is a university level program that makes curricular and programmatic recommendations for general education. The program is comprised of a Director, a nine-member Governance Committee, and three seven-member Area Committees. Individuals serving on the committees must have a commitment to the philosophy and conceptual goals of the General Education Program as well as a demonstrated interest in GE. Members of all committees serve three-year renewable terms that are staggered to assure continuity.

What are the responsibilities of the GE Governance Committee?

They are: 1) program development, monitoring, and assessment; 2) recommending approval of courses for GE; 3) encouraging innovation (linked courses, interdisciplinary courses, team teaching, student learning communities); 4) addressing issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers. The GE Governance Committee has one-hour meetings approximately every other week during the academic year on Wednesdays 9-10am.

How is the GE Governance Committee selected?

The Provost appoints GE Governance Committee members after consultation with the Academic Senate. The GE Director and eight committee members compose the GE Governance committee: two from the College of Science and Mathematics, two from the College of Liberal Arts, one from the College of Architecture and Environmental Design, one from the College of Agriculture, one from the College of Engineering, and one from the College of Business.

What are the responsibilities of the GE Area Committees?

The GE Area Committees advise the GE Governance Committee on 1) policies related to each GE area; 2) review of new courses proposed for each GE area, and 3) monitoring and assessment of GE courses already in place in each area. The three area Committees are:

- Area AlC: Communication/Arts and Humanities
- Area B/F: Science and MathematicslTechnology
- Area D/E: Society and the Individual

The GE Area Committees meet approximately three times during a quarter, except in curriculum-cycle years when meetings can be more frequent.

How are the GE Area Committees selected?

The GE Governance Committee appoints Area Committee members after consultation with the Academic Senate.

The GE Area Committees are composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the subject area.

APPLIC	ATION TO SER	VE ON A GE CO	MMITTEE -	- DEADLINE IS TUESDA	AY, MARCH 18, 2003	
Name: Maroaret	Name: Maroaret Peggy) Rice I Email: msrice@caloolv.edu					
Department: Cher	Department: Chem & Biochem					
X Check which co	mmittees you would	d be interested in ser	ving on:			
X						
GE Gov	Area AIC		Area B/F		Area <i>DIE</i>	
Committee	Communication/A	rts Humanities	Science and	MathematicslTechnoloov	Society and the Individual	
If you have interes	st in servino on mor	e than one committee	e. what is vour	first choice?	•	
Do you have any	olans to be on leave	e during the three-yea	arterm? Yes.	I will be on sabbatical leave n	ext year (2004-2005)	
If so, when are yo	U most likely to be	on leave?				
	Please use this space to comment briefly on your interest in serving on a GE committee, and on your experience with GE or other curriculum. If you have served on a Cal Poly GE committee before, please indicate that you would like to renew your term.					
I am involved with the WINGED program, which develops writing in each discipline. I am the departmental Health Professions advisor. I have helped with the summer advising program every summer, and worked with Cindy Jelinek to prepare an advising flow chart for our department.						
nature: sending e-mail,	iust type initials her	e: MSR				



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- Area B/F: Science and MathematicslTechnology
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APPLICA	ATION TO SERVE ON A GE CO	DMMITTEE - DEADLINE IS TUESD	AY, MARCH 18, 2003	
Name: Daniel J. Villegas Email: dvillega@calpoly.edu				
Deoartment: Economics I College: Business I Phone 756-1767				
X Check which co	mmittees you would be interested in ser	ving on:		
x				
GE Gov	Area AIC	Area B/F	Area <i>DIE</i>	
Committee	Communication/Arts Humanities	Science and Mathematics/TechnoloQY	Society and the Individual	
If you have interes	st in serving on more than one committe	e. what is your first choice?		
Do you have any	olans to be on leave durina the three-ve	ar term? No		
If so, when are you	u most likely to be on leave?			
curriculum. If you I have served on	have served on a Cal Poly GE committee the GE Governing Committee for the pa	in serving on a GE committee, and on your ee before, please indicate that you would like ast three years and hope to continue to contraind have an interest in maintaining and enhan	e to renew your term. ibute to this important university	
Signature: DJV				
If sending e-mail,	iust type initials here:			

Ballot for faculty interested in serving on Area B/F Committee: Science, Mathematics, and Technology

Vacancies:

Three 3-year appointments (two from subject area, one at large)

Name	Department	College	Recommend	Do not recommend
David Gillette	English	CLA		
Mary (Sam) Rigler	Chem/Biochem	CSM		
Elena Levine	Biological Science	CSM		

Responsibilities: Area Committees advise the GE Committee on courses and programs within each area, and review courses and programs already in place.

Membership: The Area B/F committee (Mathematics, Science, and Technology) is composed of seven members, including one student. At least four of the members and the student must be from departments/colleges in the subject area. Committee members serve three-year renewable terms that are staggered to promote continuity.

Qualifications: Committee members must have a demonstrated interest in GE and a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program.

Appointment: The GE Committee appoints Area Committee members after consultation with the Academic Senate.

	Continuing Area B/	F Committee Men	nbers
Name	Department	College	Term Ending
Sue Elrod	Biological Sciences	CSM	2004
Michael Costello	Hort/Crop Science	CAGR	2005
Matt Moelter	Physics	CSM	2005



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APPLICATION TO SERVE ON A GE COMMITTEE - DEADLINE IS TUESDAY, MARCH 18, 2003				
Name: Mary (Sam) N. Rigler Email: mriQler@calpoly.edu				
Department: Cher	m I College: COSAM	I Phone x1591		
X Check which co	ommittees you would be interested in ser	ving on:		
	X_			
GEGov	AreaAIC	Area B/F	Area D/E	
Committee	e Communication/Arts Humanities Science and Mathematics/Technology Society and		Society and the Individual	
If you have interest in serving on more than one committee, what is your first choice?				
Do you have any plans to be on leave during the three-year term? NO				
If so, when are you most likely to be on leave?				
Please use this sp	pace to comment briefly on your interest	in serving on a GE committee, and on your	experience with GE or other	

curriculum. If you have served on a Cal Poly GE committee before, please indicate that you would like to renew your term.

I believe GE is an essential part of any undergraduate education, and that at a technical university like Cal Poly, faculty trained in and focused on technology and science have a responsibility (and privilege) of playing a role in designing and maintaining the GE program.

I served on the GEB/F committee during the re-design of Cal Poly's GE requirements and would like to return now.

Signature:

If sending e-mail, just type initials here: MNR



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Name:David Gille	Name:David Gillette I Email:ddgillet@calpoly.edu				
DepartmentEngli	sh College:Liberal Arts	Phone 6-2331			
X Check which co	ommittees you would be interested in ser	ving on:			
		X			
GE Gov	Area AIC	<u>Area</u> <u>B/F</u>	Area D/E		
Committee	Communication/Arts Humanities	Science and MathematicsfTechnology	Society and the Individual		
If you have intere	st in serving on more than one committe	e. what is your first choice?	•		
Do you have any plans to be on leave during the three-year term? Yes					
If so, when are you most likely to be on leave? Spring 05					
Please use this sp	pace to comment briefly on your interest	in serving on a GE committee, and on your	experience with GE or other		

curriculum. If you have served on a Cal Poly GE committee before, please indicate that you would like to renew your term.

I am very interested in curriculum development issues. At my previous position, with a university in Florida, I helped design and put into place a number of undergraduate programs. The largest of these programs was a Digital Media Design program which drew students from all across the Liberal Arts, Computer Science, and Business, I also helped to design and then run a rather large program in Technical Communications, which also served students from the Liberal Arts, Computer Science, Engineering, and Business, Much of this course development and program development work was connected to a number of General Education-like programs at the Ilniversity.

...m currently working to establish a New Media Arts program here at Cal Poly as a new undergraduate minor in the College of Liberal Arts. Work on this GE committee would provide me with a hands-on education about the upper-levels of curriculum development at Cal

I have not served on any GE committees before, but I am very eager to start working with the GE program this year, if I am accepted

4		
and approved.		7
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Signature: If sending e-mail, just type initials here: DG		
If sending e-mail just type initials here: DG		- 1

Send to: GE Program, Building 43-1, room 357 or Email wordattachmenttogened@polymail.calpoly.edu

APPLICATION TO SERVE ON THE GE COMMITTEE/GE AREA COMMITTEE Also available on GE web site at www.calpoly.edu/acadprog/gened

This form must be received by Friday, May 3, 2002.

Mail to General Education Office (43-1, room 357) or e-mail with Word attachment to gened@polymail.calpoly.edu

The GE Committee is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality. The following specific duties are assigned to the GE Committee: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

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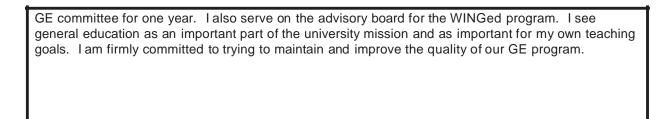
The GE Area Committees advise the GE Committee on courses and programs within each area, and review courses and programs already in place. The three area committees (Communication/Arts and Humanities; Mathematics and Science/Technology; and Social/Behavioral Sciences) are composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the subject area. The GE Committee appoints Area Committee members after consultation with the Academic Senate.

Members of all committees serve three-year renewable terms that are staggered to promote continuity. Individuals must have a demonstrated interest in GE as well as a commitment to the philosophy and conceptual goals of the General Education Program.

Name: Elena Levine		e-mail e	elevine@calpoly.edu			
Department: Biological Sciences	College:	CSM	Phone: x62175			
I would like to serve on theGE CommitteeArea AIC Committee: Communication/Arts and Humanitiesx_Area B/F Committee: Science and Math/Technology CHAIRArea D/E Committee: Social/Behavioral Sciences.						
If you have interest in more than one of	committee,	what is yo	ur first choice?			
Do you have plans do be on leave dur	ring the thre	e-year ter	m? Yes _x_No			
If so, when are you most likely to be on leave? Fall 2003, possibly F'04-Sp'05						
Signature: EL (If sending e-mail, just type initials her	re)					

Please comment briefly on your experience in curricular affairs and your interest in General Education.

I have been involved in curricular affairs in my department for 6 years, during which time I have developed and/or dramatically changed several courses. I developed a new GE course (Area B5) and am also teaching one of our general introductory GE courses (Area B2).1 have served as chair of the Biological Sciences Degree program within the department for 2 years, which includes leading discussions about the curriculum. I have served on the Area B/F committee for one year and on the



Ballot for faculty interested in serving on Area A/C Committee: Communication, Arts, And Humanities

VACANCIES:

Two 3-year appointments (one from subject area, one at large)

Name	Department	College	Recommend	Do not recommend
Neal MacDougall	Agribusiness	CAGR		
John Thompson	Modern Languages	CLA		

Responsibilities: Area Committees advise the GE Committee on courses and programs within each area, and review courses and programs already in place.

Membership: The Area AlC Committee (Communication/Arts and Humanities) is composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the sUbject area. Committee members serve three-year renewable terms that are staggered to promote continuity.

Qualifications: Committee members must have a demonstrated interest in GE and a thorough . understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program.

Appointment: The GE Committee appoints Area Committee members after consultation with the Academic Senate.

Continuing Area A/C Committee Members				
Name	Department	College	Term Ending	
William Fitzhenry	English	CLA	2005	
Bruno Giberti	Architecture	CAED	2005	
Steve McDermott	Speech	CLA	2004	
Kathryn Rummell	English	CLA	2004	



Apply today to be a member on a GE Committee. DEADLINE is Tuesday, March 18.

Fill out the application below or download from the GE web site: www.calpoly.edu/-acadprog/genea

Who are we?

The General Education Program is a university level program that makes curricular and programmatic recommendations for general education. The program is comprised of a Director, a nine-member Governance Committee, and three seven-member Area Committees. Individuals serving on the committees must have a commitment to the philosophy and conceptual goals of the General Education Program as well as a demonstrated interest in GE. Members of all committees serve three-year renewable terms that are staggered to assure continuity.

What are the responsibilities of the GE Governance Committee?

They are: 1) program development, monitoring, and assessment; 2) recommending approval of courses for GE; 3) encouraging innovation (linked courses, interdisciplinary courses, team teaching, student learning communities); 4) addressing issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers. The GE Governance Committee has one-hour meetings approximately every other week during the academic year on Wednesdays 9-10am.

How is the GE Governance Committee selected?

The Provost appoints GE Governance Committee members after consultation with the Academic Senate. The GE Director and eight committee members compose the GE Governance committee: two from the College of Science and Mathematics, two from the College of Liberal Arts, one from the College of Architecture and Environmental Design, one from the College of Agriculture, one from the College of Engineering, and one from the College of Business.

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The GE Area Committees advise the GE Governance Committee on 1) policies related to each GE area; 2) review of new courses proposed for each GE area, and 3) monitoring and assessment of GE courses already in place in each area. The three area Committees are:

- Area AIC: Communication/Arts and Humanities
- Area B/F: Science and MathematicslTechnology
- Area D/E: Society and the Individual

The GE Area Committees meet approximately three times during a quarter, except in curriculum-cycle years when meetings can be more frequent.

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APPLICATION TO SERVE ON A GE COMMITTEE - DEADLINE IS TUESDAY, MARCH 18, 2003					
Name: Neal A MacDouQall I Email: nmacdoug@calpoly.edu					
Department: Agribusiness College: Agriculture Phone 756-5034					
X Check which committees you would be interested in serving on:					
	_x				
GE Gov	Area AIC		Area B/F		Area <i>DIE</i>
Committee	Communication	/Arts Humanities	Science and	MathematicsITechnoloQY	Society and the Individual
If you have interes	st in servinQ on m	nore than one committee	e, what is your	first choice?	<u> </u>
Do YOU have any	olans to be on lea	ave during the three-vea	ar term? No		
If so, when are yo	u most likely to b	e on leave?			
Please use this sp	ace to comment	briefly on your interest	in serving on a	a GE committee, and on you	experience with GE or other
curriculum. If you	have served on	a Cal Poly GE committe	ee before, plea	ase indicate that you would lil	ke to renew your term.
Over the past few	years I have bed	come increasingly involv	ed with writing	g issues as they affect my cla	asses and my department. I see my
participation in the	Area AIC comm	nittee as a chance to lea	irn more as we	ell as contribute some of my	experiences.
Signature:					
If sendinQ e-mail, iust tvoe initials here: NAM					



Apply today to be a member on a GE Committee. DEADLINE is Tuesday, March 18.

Fill out the application below or download from the GE web site: www.calpoly.edu/-acadprog/gened

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APPLICATION TO SERVE ON A GE COMMITTEE - DEADLINE IS TUESDAY, MARCH 18, 2003					
Name: John Thompson Email: jjthomps@calpoly.edu					
Department: Mod Languages College: CLA	Phone 6-2238	Phone 6-2238			
X Check which committees you would be interested in s	serving on:				
xxx					
GE Gov Area A/C	Area B/F	Area D/E			
Committee Communication/Arts Humanities	Science and Mathematics/Technology Society and the Individual				
If you have interest in serving on more than one commit	tee, what is your first choice?				
Do you have any plans to be on leave during the three-	year term? no				
If so, when are you most likely to be on leave? n/a					
Please use this space to comment briefly on your intere					
curriculum. If you have served on a Cal Poly GE committee before, please indicate that you would like to renew your term.					
I have been a faculty member since 1998. I have proposed and teach GE courses. I want to be involved with the GE Program.					
Signature:					
"sending e-mail, just type initials here: JT					

Send to: GE Program, Building 43-1, room 357 or Email wordattachmenttogened@polymail.calpoly.edu

Proposed Interim Action to Implement Resolution AS-602-03/RP&D (adopted June 3, 2003) Establishing a Faculty Award to Recognize Distinguished Research, Creative Activity and Professional Develop

Background:

- 1. Last spring the Senate passed Resolution AS-602-03 and the President expressed willingness to provide immediate interim funding for the awards (two annually) at a level equal to the Distinguished Teaching Awards.
- 2. The guidelines for the award call for the Senate to establish a new awards committee which would include up to three past award recipients.
- 3. As Research and Professional Development (R&PD) Committee chair,1 recently consulted with the current and past Academic Senate Chairs and the Chair of the Faculty Awards Committee regarding the most expeditious way to launch the new award program successfully, deal with administrative issues, and ensure that the principles of AS-602-03 are faithfully followed. It has been suggested, and I agree, that it seems desirable on an interim basis for the award to be administered by the R&PD Committee until some experience is gained and a nucleus of past winners is established.

Proposed:

- That the Academic Senate Executive Committee approve an interim plan
 to implement AS-602-03 by charging the R&PD Committee to secure
 funding, administer the new award according to guidelines, and later bring
 to the Senate a resolution to establish a new standing committee to
 permanently administer the award, along with any proposed revisions to
 the guidelines based on the early implementation experience.
- 2. That this interim assignment to the R&PD Committee be for a period of up to two years.

Respectfully submitted,

Ed Sullyran

Ed Sullivan, Chair R&PD Committee

Adopted: June 3, 2003

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

AS-602-03/RP&D

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

1 2 3 4 5	Background-Statement: In 1996, the Academic Senate Research and Professional Development Committee was charged with making recommendations concerning research and professional development activities for the campus. Although excellence in teaching is the first responsibility of all Cal Poly faculty, committee members believe that Cal Poly can benefIt signifIcantly through increased recognition and support to faculty efforts in their other scholarly work.			
7 8 9	WHEREAS,	Cal Poly is an institution known for its high quality of undergraduate education, where graduate programs have traditionally played a small role and faculty teaching of undergraduates has been the highest priority; and		
10 11 12 13 14	WHEREAS,	While recognizing the primacy of the Scholarship of Teaching, the Cal Poly Strategic Plan calls for increased support to enhance the Scholarships of Discovery, Integration, and Application, and encourage faculty activities which lead to professional growth and achievement; and		
15 16 17 18	WHEREAS,	The Scholarships of Teaching, Discovery, Integration, and Application through research and creative activities are crucial for the continued growth and development of a community of faculty and student scholars; and		
19 20 21 22 23	WHEREAS,	The established Cal Poly Distinguished Teaching Awards provide due recognition to excellence in teaching, however accomplishments research and professional development are considered only to the extent that they relate to teaching excellence; and		
24 25 26 27	WHEREAS,	Many universities, including other CSU campuses, recognize through targeted awards the distinguished accomplishments of faculty in the arenas of research, and creative activity, and professional development; therefore be it		
28 29 30 31	RESOLVED,	That a Cal Poly "Distinguished Research, Creative Activity and Professional Development Award" program be established to recognize faculty achievements in these areas;, and be it further		

1		
2 3 4	RESOLVED,	That each Distinguished Research, Creative Activity and Professional Development Award consist of a certificate, suitable for framing, and a cash award in an amount equal to the most recently presented Distinguished Teaching Award; and be it further
5		
6 7	RESOLVED,	That as soon as funding is available, two awards be presented annually; and be it further
8		
9 10 11 12	RESOLVED,	That a quasi-endowment be established to provide sustained funding for the awards and that the University administration be asked to solicit donations so that the endowment funding may be implemented at the earliest possible opportunity; and be it further
13		
14 15 16 17	RESOLVED,	That until such time that the endowment is in place and yielding sufficient income, that temporary funding for the awards be requested from the University administration; and be it further
	DEGOLUED.	
.18 19 20	RESOLVED,	That recipients of the Distinguished Research, Creative Activity and Professional Development Awards be recognized during the fall conference convocation or at another suitable public occasion; and be it further
21		
22 23	RESOLVED,	To avoid confusion, that the Academic Senate's Faculty Awards Committee be renamed the "Distinguished Teaching Awards Committee;" and be it further
24		
25 26 27 28	RESOLVED,	That an Academic Senate "Distinguished Research, Creative Activity and Professional Development Awards Committee" be established to conduct the selection process and determine on an ongoing basis the policies and procedures to be used for selecting recipients of the awards; and be it further
29		
30 31 32	RESOLVED,	That the attached "Guidelines for the Cal Poly Distinguished Research, Creative Activity and Professional Development Awards" be adopted as the initial policies and. procedures for administering the award; and be it further
33		
34 35 36	RESOLVED,	That the Academic Senate approve the attached "Guidelines for the Cal Poly Distinguished Research, Creative Activity and Professional Development Award" and that these recommendations be forwarded to the President arid Provost of Cal 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, CREATIVE ACTIVITY AND PROFESSIONAL DEVELOPMENT AWARDS

(MAY 28, 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 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 self-nominated or 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
 - 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

Central Coast Center for Arts Education (CCCAE) Answers to Questions Posed in Guidelines for the Establishment of Centers and Institutes

Prepared by Susan Duffy, Liberal Studies

1. What will the proposed unit do?

The mission of the CCCAE is to provide professional development for teachers and other educators in comprehensive arts education and to initiate and promote innovative practices through collaborative interdisciplinary research and education. The goals of the CCCAE are:

- 1. To develop an innovative interdisciplinary research program in support of the CCCAE mission
- 2. To provide the infrastructure required to meet the CCCAE mission
- 3. To provide opportunities for the professional development of faculty through basic and applied research and development activities
- 4. To provide a clearing house for information of interest to practitioners and to conduct workshops, conferences and outreach programs for the continuing education of professional educators
- 5. To foster the professional growth and development of its members
- 6. To enhance the curriculum by supplementing academic learning for undergraduate, graduate and coareer professionals interested in teaching K-12
- 7. To develop opportunities for students to practice their academic disciplines and receive **supplemental** training in all art forms
- 8. To create an active learning environment for our students and faculty
- 9. To provide supplementary educational support by acquiring gifts, general purpose grants and equipment donations that enhance the viability of the CCCAE
- 10. To develop partnerships, relationships and opportunities with industry, government and community organizations, and other educational institutions involved with arts education.
- 11. To communicate with the educational community and general public the importance of art education to children.

The proposed Center will have one primary function: To provide supplemental professional development opportunitie.s in the arts for students interested in careers in teaching both in their undergraduate and credential track programs, as well as professional development opportunities for San Luis Obispo County teachers and school administrators interested in expanding and extending their expertise in arts education in area schools. This will be done through offering intensive professional development programs that address visual arts, music, dance and theatre. All programs will stress the importance of individuals using the California Visual and Performing Arts Content Standards in teaching K-16. The participants in Center activities will be primarily from off-campus; specifically teachers from San Luis Obispo, Santa Barbara, Monterey and Kern Counties. The Center's primary function is to provide supplemental professional development instruction to elementary and secondary SChool teachers.

Additionally, Cal Poly faculty associated with the Center will have ample opportunity to use its resOurces to conduct their own research projects in art education, early childhood education, teacher education and integrating the arts in CA public school curricula. We envision the Center bringing together university faculty, and public and private school administrators and teachers to examine the pedagogical and theoretical issues involved with arts education in California public schools.

2. VVhyisitneeded?

The .proposed Central Coast Center for Arts Education (CCCAE) allows us to fill a professional need that is not being sufficiently met: 'that is preparing teachers inthe arts to enhance and extend the education of students in elementary and secondary classrooms. The project provides multiple professional development workshops in the arts for teachers on the Cal Poly campus, as well as at their school sites. Teachers will be offered opportunities to participate in countywide workshops. Our goal is to provide the means for them to become increasingly skilled in teaching the arts and using the arts to teach other subject matter. The need for more professional development locations on the central coast where' teachers, artists, and art educators can come together for education and discussion in and of the arts is critical. Teachers on the Central Coast cannot regularly participate in the professional development programs offered by The California Arts Project, (TCAP) one of the subject matter projects sponsored by the CA Dept. of Education because the far distances and the two-week time commitment away from family are prohibitive,. There'is a pressing need for a Center dedicated to arts education on the Central Coast, given that the closest California Arts Project sites (rCAP) are more than 300 miles to the south, north and east of us.

VVhile we have been working to meet the need for professional development through projects supported by grants and other outside funding, a Center would allow us to establish Cal Poly as a leader in this educational area. Already we have established a fine reputation for the Arts Education Conference we host, as well as the professional development workshops offered by faculty associated with our project. A Center would allow us to formalize this service and also allow us to be considered for other funding opportunities available for such programs.

3. what is the relationship to the instructional program?

A Center would enhance opportunities for Cal Poly studepts interested in teaching, or enrolled in a teaching credential program to receive additional instruction in collaboration with teachers in professional development settings. Presently, there is no credential program in the arts to prepare teachers due to lack of resources. Liberal Studies prepares students for careers in education. Our program is recognized throughout the state as having the most requirements in science and math more than any other Liberal Studies program in the CSU. 'We require our students to take the least number of courses in the arts & part of their preparation to be teachers. Having a Center would provide more opportunities for

our students to participate inprofessiomil development opportunities that will. provide them with education on how to teach the arts and use the arts in their classrooms. These opportunities will also be accorded the credential track students in the University Center for Teacher Education. Having our students work side-by-side with classroom teachers in settings where they are all learning how to approach the arts will be an invaluable asset to our educational program, to school districts where our student will be employed and to students in primary and secondary schools in the state.

4. Who are the Center's founding members and how does their expertise relate to its

Drs. Susan Duffy, Kathleen Friend, Robert Cichowski, Harry Hellenbrand and Bonnie Konopak, will serve as the founding members. Drs., Hellenbrand and Konopak are the Deans of the College of Liberal Arts and the University Center for Teacher Education. Faculty from their respective colleges will be most involved in the Center's activities. Dr. Cichowski chairs the Liberal Studies Department and coordinates the UCTE Multiple-Subject Committee, thereby. : bridging the undergraduate and graduate programs in teacher education. DrS. - Susan Duffy, and Kathleen Friend will lead the Center in its first years of operation. In the past three years they have received nearly one half million dollars in grants to oversee arts education programs in the county. These programs have been funded by the Institute for Educational Inquiry, the California Arts Council, and the Eisenhower Foundation and California Post-Secondary Education Commission.. Their graduate degrees are in the arts (see attachedvitae), and they have dedicated their careers to educating students in their respective arts forms of theatre and visual arts. Through their efforts art education in San Luis Obispo County-schools has increased more than 100% in the last two years. They are recognized leaders in this area and remain active in arts education organizations at the stale and national levels.

5. What effect will the Center have on the department?

The proposed Central Coast Center for Arts Education will have a salutary effect on the Liberal Studies department. It will formalize what is already on-going through individual projects, and allow the faculty to work with other departments under the aegis of a formalized Center that can offer workshops, institutes, and professional development opportunities to teachers, and university students. Having a Center for Arts Education will allow current research projects underway that are related to arts education and student achievement to benefit from opportunities to generate more funding for the department through grants, to increase the involvement of other faculty from Liberal Arts and UCTE.in similar research efforts. A Center will offer new opportunities for research in using the arts with special needs and English Language Learners, and provide for professional exchange of ideas among university faculty, and public school teachers that results in reports and scholarly papers chronicling studies supported by the Center. A Center will bring together faculty for shared research endeavors. Finally, a Center provides increased opportunities for our students, both in their

own professional and personal development. Benefiting from the model that has already been established by Duffy and Friend, Cal Poly students will be invited to participate in professional development workshops to learn side-by-side with area teachers. We anticipate that the positive recognition that the Liberal Studies program has received, (and by extension, Cal Poly) for its work in art education will be increased dramatically with the development of a Center for Arts . Education.

- 6. What is the organizational structure of the Center?

 (See attached diagram in By-laws) Basically, the Center will work under a Director and Associate Director who will meet regularly with an advisory committee. The Director will be appointed by the Dean of Liberal Arts, in consultation with the Dean of UCTE, and will report to the Dean of Liberal Arts. and provide copies of all reports to the Dean of Research and Graduate Studies as well. The Center will adhere to all university policies in place and respect the hierarchy of administrative responsibilities established at the university.
- 7. What facilities will be needed?

 At this point we do not foresee the need for additional space or equipment. Our needs are being met within the Liberal Studies department. Eventually, we anticipate that we will need student assistants, and possibly office supplies. To date these needs have been met through grants and outside funding and we anticipate that they will continue to be met that way.
- 8. How will the unit be financed in the short tenn? Long term? In the short term, we hope to apply for university "Start-up" funds. Dean Hellenbrand, of The College of Liberal Arts, has indicated that he would offer \$10,000 a year for three years, to be matched by University funds (with approval of the Dean's Council and appropriate administrative offices) of \$IO,000 for three years. This would allow the Center to be formally established and begin offering programs and "gain recognition in the surrounding area.

 In the long term, we anticipate that grants, and other outside funding will be the primary financial support for the Center. Some revenue will be generated by fees for workshops. Establishing a Center will increase our ability to apply for large grants and these will be administered through the Foundation. We do not foresee that the Center will be a financial burden to the Liberal Studies department or the College of Liberal Arts. It will operate within the funding that it is able to secure independently. A history of prior funding for Arts Education activities is attached to this proposal.
- 9. What will happen if outside sources of funding are no longer available after the unit is formed? The Center will increase or decrease its public service activities dependent on the funding available. Should outside funding be limited in a particular year, then the offerings of the Centerwill be limited. Increased grant revenues will allow the .Center to offer increased professional development opportunities for teachers and

university students. We believe that the establishment of a Center for Arts Education at Cal Poly will only enhance our ability to receive funding from state, federal and private sources for the projects we envision

10. What constitutes membership in the unit?

There will be full membership (voting members) and associate membership (non-voting members) Full Membership will necessitate the individual being a Cal Poly faculty member or someone from outside the University who has been approved by the faculty membership and the Deans of Liberal Arts and University Center for Teacher Education. We anticipate the full membership will include representatives from the College of Liberal Arts and the University Center for Teacher Education as well as a community representative from the San Luis Obispo County Office of Educatio: 1.1 and the arts community. Associate membership might include local artists interested in working with the schools, Liberal Studies students and UCTE students.

- 11. What is the Advisory Board? How is it selected?

 The Advisory Board will be comprised of no more than ten individuals from academia, the teaching community in San Luis Obispo, professional artists and arts administrators. It will be selected as outlined in the by-laws. (see attached) Names will be presented in nomination for membership and then voted upon by simple majority of voting members.
- 12. How will the unit ensure that participating faculty receive credit for their contributions in the review for tenure, retention and promotion?

 While we recognize that individual departments assign greater or lesser weight to participation in professional development activities, every effort will be made to provide departments with a report of the activities of individuals who participate ip the Center who are standing for retention, tenure or promotion. This report will qe copied to the deans of their respective schools each year of their participation on the Center Advisory Board.

3 Year Budget for Center Coast Center for Arts Education

Telephone

Postage

Equipment

Travel to state meetings

	Year 1	Year 2	Year 3
AntiCipated Income			
College of Liberal Arts	10,000	10,000	10,000
Deans Council "Start Up Funds"	10,000	10,000	10,000
Requested External Funding			(proposals will be
National Endowment for the Arts	27,000	27,000	submitted to sustain
			external funding)
Total	47,000	47,000	20,000
	vnanaa vill ba madi	fied to reflect veer?	hde(a)
(should external funding not be received then e	xpenses will be modi.	ned to renect year 5 k	buager)
Expenses			
Personnel			
Director released 4 wtu 8.89%	7,341	7,341	
Clerical/Accting support	3,000	3,000	1000
Workshop leaders	17,000	20,000	10,000
Student assistant \$8 x 5hr x 40 wks	1,200	1,200	1,200
Designer for Center logo/stationary	2,000		
Supplies	4.000	0.000	4.000
Instructional Supplies for workshops	4,000	6,000	4,000
Office Supplies	1,000	1,000	500
Stationary	500	500	500
brochures and promotional material,	1500	500	200
Catering for workshops	3000	4000,	
Reproduction	2,000	1,000	1,000

300

200

2000

1000

46,041

Total

300

200

1000

500

46,541

300

200

500

500

19900