CAl POLY
Academic Senate

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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 6, 2004
VU220, 3:10 to 5:00pm

I. Minutes: Approval of minutes for the November 4, 2003 Executive Committee meeting: (pp.2-3).

II. Communication(s) and Announcement(s):

ill. 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:
Approval of institutional reviewers for listed academic programs (p. 4).

V. Business Item(s):
- A. Academic Senate committee vacancies for 2003-2004: (p. 5).
- B. Universitywide committee vacancies for 2003-2004: (p. 5).
- C. Resolution on Free Electives: Hannings, chair of the Curriculum Committee, (p. 6).
- D. Resolutio]] on Grant Related Instructional Faculty of Exceptional Merit (GRIF): Foroohar, chair of the Faculty Affairs Committee (pp. 7-9).
- E. Resolution on Establishment of the Center for Excellence in Math and Science Education: Detweiler, Interim Provost (pp. 10-18).
- F. [CLOSED SESSION] Executive Committee members only.

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, November 4, 2003
VU220, 3:00-5:00 p.m.

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

I. Minutes: The minutes for the Executive Committee meeting of October 14,2003 were approved.

II. Communication(s) and Announcement(s): None.

m. Reports:
A. Academic Senate Chair: None.
B. President's Office: None.
C. Provost Office: None.
D. Statewide Senators: None.
E. CFA Campus President: None.
F. ASI Representative: None.
G. Other: DaltonlKitamura: report on capital outlay implementation process. (Dalton) Faculty and student interest in how projects are approved has increased since Student Housing North was announced. Consultation with faculty and students has primarily occurred thru various Academic Senate and universitywide committees. (Kitamura) took the committee members through the steps taken in the planning and construction of Engineering *IV.* as an example of the process.

IV. Consent Agenda: None.

V. Business Items:
A. Academic Senate committee vacancies for 2003-2004: The following appointment was made:
College of Business
Research and Professional Development Committee — Barry Floyd
B. Universitywide committee vacancies for 2003-2004: The following appointments were made:

Campus Fee Advisory Committee	Elaine Chin
Campus Safety and Risk Management Committee	Ken Macro
Council on University Citizenship	Saeed Niku
	Linda Vanasupa
Deans Admissions Advisory Committee	Tim Dugan
Student Health Advisory Committee	Julie Gonzalez

C. Approval of Tim Kearns (Computer Science Department) as external reviewer for Math Department program review: MlS/p to approve Tim Kearns as an external reviewer for. the Math Department.
D. Resolution on Endorsement of the Central Coast Center for Arts Education: Susan Duffy, professor of Liberal Studies, and Susan Opava, Dean of Research and Graduate Programs. This resolution endorses a proposal to create the Central Coast Center for Arts Education with the backing of the College of Liberal Arts, the Deans' Council (conceptual approval), the Office of Research and Graduate Programs, and the

University Center for Teacher Education. *MlSIP* to agendize'the revised resolution and attachments.

E. **Appointment of John Ashbaugh:** *MlslP* to appoint John Ashbaugh as the part-time representative to the Academic Senate.

F. **Approval of Academic Calendar:** Breitenbach, chair of Instruction Committee. Three calendar proposals were presented for the cycle of Summer 2005 to Spring 2006. Four committee members voted for proposal number two and three committee members voted for proposal number one. Proposal two was preferred because it has one more instructional day during winter quarter whereas proposal one was preferred because it has a week between spring and summer quarters instead of only two days. *MlSIP* to approve calendar proposal! with the following modification provided by Senator Hood.

That is on the second Tuesday, the Tuesday following President's Day Weekend, that all classes be Monday classes instead of Tuesday classes so that the week will have a Monday-Wednesday. .

VI. Discussion Item (s): None.

VIT. Adjournment: meeting was adjourned at 4:45 p.rn.

Submitted by,

Gladys Gregory
Academic Senate

12.29.03

INSTITUTIONAL REVIEWERS
Future Program Reviews

University Program	Institutional Reviewer	Next Review
Agriculture, MS in Agribusiness	Bernard Duffy (SpeechCom)	*2004/05*
Agriculture, MS General	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Ag Engr Tech	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Ag Education	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Animal Science	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Crop Science	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Dairy Products Tech	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Env Horticultural Sci	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Food Sci & Nutrition	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Irrigation	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Parks, Rec, & Tourism	Bernard Duffy	*2004/05*
Agriculture, MS Spec in Soil Science	Bernard Duffy	*2004/05*
Architecture, BS	Steve Kaminaka (BioR&AE)	*2004/05*
City and Regional Planning	Dianne Long (PoliSci)	*2004/05*
Earth Sciences	Bill Preston (SocialSci)	*2004/05*
English, BA	Erika Rogers (CompSci) repIc D Dingus	*2003/04*
Food Science	John Maxwell (Chem&BioChem)	*2004/05*
History	Dan Villegas (Economics)	*2003/04*
Liberal Studies, BA	Bob Flores (AgEduc)	*2003/04*
Mathematics	Tim Kearns (CompSci)	*2003/04*
Political Science	Rich Saenz (Physics)	*2003/04*
Social Sciences	Brent Hallock (Earth&SoilSci)	*2003/04*
Soil Science	Bill Preston (SocialSci)	*2004/05*
Statistics	Richard Shaffer (SocialSci)	????

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

COLLEGE OF SCIENCE AND MATHEMATICSIUCTE

Department

Fairness Board

Student Grievance Board

Adopted:

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

AS- *-041*

RESOLUTION ON
FREE ELECTIVES

WHEREAS, Current campus policy per Academic Senate Resolution AS-234-87*ICC* and CAM section 411.1 require each program at Cal Poly to include 9 free electives, or supply justification why they cannot as part of their curriculum proposals each cycle; and

WHEREAS, The CSU Board of Trustees have reduced the minimum number of units for a Bachelor's degree to 180 quarter units with the expectation that programs will assume that level unless there is significant justification for a higher number of units; and

WHEREAS, Current CSU policy favors graduating students in a timely manner, which means within four years for a four-year degree; and

WHEREAS, Previous Academic Senate resolutions have encouraged departments to make their curricula more flexible; therefore, be it

RESOLVED: That programs may require fewer than 9 units of free electives in order to bring the total number of units required for the degree to (or closer to) 180 units; and be it further

RESOLVED: That programs allow their students as much flexibility as possible in meeting major, support, and General Education requirements.

Proposed by: Academic Senate Curriculum Committee
Date: November 18, 2003

Adopted:

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

AS- -04/

. RESOLUTION ON
APPOINTMENT PROCEDURES FOR
GRANT-RELATED INSTRUCTIONAL FACULTY (GRIF)
OF EXCEPTIONAL MERIT

WHEREAS, Grant-related Instructional Faculty (GRIF) is a classification for faculty whose work involves grants and grantor institutions; and

WHEREAS, Cal Poly has faculty classified as GRIF, but there is no set criteria or procedures for nomination and appointment--college deans currently administer the process; and

WHEREAS, Since the work of faculty is in the framework of academic programs, the process should be regulated through shared governance (i.e., the Academic Senate) with the exception of contractual provisions (i.e., salary and benefits) that take precedence over local policy; therefore, be it

RESOLVED: That the attached *Appointment Procedures for Grant-related Instructional Faculty of Exceptional Merit* be approved by the Academic Senate of Cal Poly and forwarded to the President for his approval.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 20, 2003

APPOINTMENT PROCEDURES FOR GRANT-RELATED INSTRUCTIONAL FACULTY OF EXCEPTIONAL MERIT

I. Definition.

As a result of action taken by the CSU Board of Trustees, instructional faculty members meeting specified criteria may be appointed to two classes (10-month and 12-month); each provides for compensation from grants, individual gifts or bequests, or foundation allocations at a 5-25% differential above the salary for their regular rank and step.

Each appointment to one or the other class is to be made, as appropriate, for one academic year or 12-month period only, subject to additional appointments by the President after faculty consultation/positive recommendation and within the limits of the grant support. Appointment to either class does not constitute a promotion, nor does termination of an appointment without renewal constitute a demotion.

II. Minimum Qualifications.

1. In addition to the education and experience normally required for the academic rank to which they are to be appointed, the candidates must have exceptional professional merit in scholarship and teaching as evidenced by regional or national recognition.
2. The faculty member must be involved in the instructional program through classroom/laboratory teaching and/or mentoring students in training, research or creative activities.
3. The faculty member's grant and contract activity must clearly contribute to the regular responsibilities of the university.

ill. Appointment Procedures.

Appointment procedures for these classes shall be developed as follows:

1. Particular qualifications for positions shall be identified either by the fund grantor, subject to the approval of the appropriate department, college, or university committees and administrators; or, by consultation among the appropriate committees and administrators. Normally, department recruitment committees, department chairs, and college deans should be consulted, with final approval from the Academic Vice President and the President.
2. Procedures for selection of recipients of particular grants shall be developed by a similar process of consultation. Procedures will necessarily vary because of differences in the nature and terms of funding arrangements, but should include specific provisions relating

to recruitment of candidates (whether by national search; nomination by grantor, university faculty, university administrators, etc.) and the final selection. Whenever possible, normal university procedures for the recruitment and selection of faculty should be used. No appointment may be made without the recommendation of the appropriate faculty committee(s) and administrator(s) in the unit to which the appointment is made, and without the approval of the Academic Vice President and the President. The recommendations should address whether the GRIP applicant is a distinguished faculty member who also meets criteria #IJ..2 and 11.3.

3. Faculty members who have been awarded a sabbatical or difference-in-pay leave are not eligible for a GRIF appointment for the duration of the sabbatical or difference-in-pay.

IV. Remuneration

1. Appointees to these classifications will receive compensation comprising the base salary pertaining to their normal faculty appointment plus a 5% to 25% differential above such base salary. Minimally, the differential portion, including related employee benefits, of the total compensation to each appointee of these positions will be reimbursed from funds furnished to the campus for that purpose by the grant, from individual bequests, and by foundation allocation.
2. The letter of appointment shall state the amount of the differential.
3. When the appointment to a grant-related instructional position is concluded, the individual shall revert back to the salary of his/her prior faculty position, if any, as determined by the amount of the differential state in the letter of appointment.

Pertinent provisions of the collective bargaining agreements (current or future) supersede this policy.

Adopted:

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

AS- -04/

RESOLUTION ON
PROPOSAL FOR THE ESTABLISHMENT OF THE
UNIVERSITY CENTER FOR EXCELLENCE IN
SCIENCE AND MATHEMATICS EDUCATION

RESOLVED: That the attached *Proposal to Establish the University Center for Excellence in Science and Mathematics Education* be approved by the Academic Senate of Cal Poly and forwarded to the President for his approval.

Proposed by: Philip Bailey, Robert Detweiler, and Susan Opava
Date: November 14, 2003

RECEIVED

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ACADEMIC SENATE

CAL POLY

State of California

Memorandum

To: George Lewis, Chair
Academic Senate

Date: November 14,2003

From: Paul J. ingg ,
Provost and Vice President for Academic Affairs

Copies: Robert Detweiler
SusanOpava
Dan Howard-Greene
Philip Bailey

Subject: Request for Academic Senate Review of the Proposal for the Establishment of the University Center for Excellence in Science and Mathematics Education

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Attached is a copy of a preliminary proposal to establish a University Center for Excellence in Science and Mathematics Education. In accordance with campus Administrative Bulletin 87-3 (Guidelines for the Establishment of Centers and Institutes), this proposal will receive a preliminary review by the Academic Deans' Council at its meeting on November 17,2003. I would now appreciate the Academic Senate to review this proposal prior to the close of Fall Quarter 2003. Please feel free to contact Dr. Susan Opava, Dean of Research and Graduate Programs, and Dr. Robert Detweiler, author of the proposal, should you have any questions or would like them to make a presentation to the Academic Senate. As you will note in the proposal, "The Center is not dependent on outside sources of funding for its modest initial operation. If it uses grants or donations to expand operations, however, and later these sources are no longer available then the Center must be pared back. The purpose of the Center is to aid existing academic programs to expand their work in K-12 science and mathematics education; it will not drain resources from academic units or programs."

Thank you, and if you have any questions, please do not hesitate to contact my office.

Enclosure

November 17,2003

TO: Paul Zingg
Provost

Susan Opava
Dean, Research and Graduate Programs

FROM: Robert Detweiler
Special Assistant to the President

SUBJECT: Proposal to Establish the "University Center for Excellence in Science and Mathematics Education"

President Warren Baker has asked the University to expand its efforts to support K-12 science and mathematics education. He and the members of the President's Cabinet want Cal Poly to do more to strengthen the quality of science and mathematics education in the K-12 schools in order to help ensure that more California students are prepared to. follow pathways to careers in science, technology, mathematics and engineering. Specifically, President Baker has urged that Cal Poly (a) produce more high-quality K-12 science and mathematics teachers, (b) support and strengthen the skills of current K-12 science and mathematics teachers, (c) encourage more K-12 students to become interested in science and mathematics, (d) enlist the aid of industry to support improvement of K-12 science and mathematics education, and (e) raise the level of scientific and technological "literacy" more generally for our students and citizenry.

Provost Paul Zingg is coordinating the effort to achieve these objectives. He is working in concert with appropriate faculty and staff, particularly those in the College of Science and Mathematics, the College of Liberal Arts (Liberal Studies), and the University Center for Teacher Education. He has called for the establishment of a center on campus to coordinate and foster the effort. The proposed University Center for Excellence in Science and Mathematics Education would bring together key Cal Poly faculty and staff, representatives from K-12 schools, and representatives from industry who would focus exclusively on strengthening K-12 science and mathematics education. The proposed Center would not replicate, conflict with, or draw resources from any Cal Poly instructional programs. Its role would be to stimulate greater student interest in science and mathematics teaching careers, expand Cal Poly's production of K-12 science and mathematics teachers, build linkages with industry and the K-12 community, aid

in obtaining external support of University and K-12 faculty, provide a clearinghouse of infonnation regarding K-12 science and mathematics education, and support a key curricular goal to foster scientific and technological "literacy."

This is to request review of the proposal for the establishment of the center under the University's "Guidelines for the Establishment of Centers and Institutes" (Administrative Bulletin 87-3). The attached infonnation (answers to the questions identified in the "Guidelines") is presented to support this request. Of course, I will provide any additional infonnation or explanation that you may require; please call at your convenience (6-6585).

Thank you for your consideration.

Proposal to establish the University Center for Excellence in Science and Mathematics Education

Background and purpose:

California and the nation have a critical need for an effective educational system that produces the scientists and engineers that are essential to our economy.

- California's continued economic vitality depends upon its ability to develop and apply scientific and technological innovations.
- Among the state's new, increasingly diverse generation of students, however, rates of high school and college program completion, particularly in science, technology, engineering, and mathematics (STEM) disciplines, lag behind many other states. (See, for example, the California Council for Science and Technology's 2002 "Critical Path Analysis of California's Science and Technology Education System.")
- Early exposure to and success in science and mathematics is key to successful participation in STEM disciplines and careers.
- Competent, inspiredK-12 science and mathematics teaching is perhaps the single most important variable influencing student participation and success in STEM disciplines, but a significant percentage of California K-12 science and mathematics teachers are not well qualified.

Cal Poly, through the strength of its academic programs, makes an important contribution as one of the nation's leading educators of high-quality polytechnic graduates. Cal Poly also recognizes the need to strengthen the quality of science and mathematics education in California's K-12 schools in order to help ensure that California students are prepared to pursue further study leading to careers in science and technology fields. Through its support for the CCST Critical Path Analysis and initiatives at the national level, including an emerging Business Higher Education Forum K-12 science and mathematics initiative, Cal Poly has advocated greater attention to the early preparation in science and mathematics of the nation's diverse student population. Cal Poly's Centennial Celebration, the Inaugural Baker Forum and the ongoing deliberations of the Cal Poly President's Cabinet all have given a place of prominence to this Issue.

At the April 2003 Plenary Session of the Cal Poly President's Cabinet, the Cabinet urged Cal Poly to strengthen and expand its direct efforts to support K-12 science and mathematics education and in particular its efforts to prepare and support K-12 science and mathematics teachers. On behalf of the University, President Warren Baker accepted that challenge. The University Center for Excellence in Science and Mathematics Education is to be dedicated to that purpose.

Mission:

The Center's mission is to build upon and strengthen cooperative relationships with K-12 schools and private industry in order to pursue three important purposes:

1. promote and support high quality teaching of science and mathematics, in K-12 schools;
2. produce more well-qualified K-12 teachers with special strengths in science and mathematics education; and
3. encourage K-12 school students to study science and math so they can enter "pathways" leading to careers in science, technology, engineering, and mathematics.

Goals:

The specific goals of the Center include the following:

- Promote and support Cal Poly's K-12 science and mathematics teacher education programs.
- Support K-12 science and mathematics teachers so they are able to remain professionally current, to be more effective with their students, and to be retained in the teaching profession.
- Encourage private industry to support K-12 science and mathematics teachers, students, and programs.
- Encourage K-12 students to study science, technology, engineering and mathematics (STEM) disciplines and pursue careers in STEM fields.
- Serve as a repository of information on "best practices" in K-12 science and mathematics education.
- Assess the quality of science and mathematics educational programs.
- Influence public policy regarding excellence in science and mathematics education.

Proposed short-term-objectives:

(1) Expand Cal Poly's K-12 science and mathematics teacher education program in order to increase the number of graduates per year to 50.

(2) Support the outreach efforts of the admissions staff and expand "targeted" recruitment in order to ensure the quality and diversity of students in Cal Poly's K-12 science and mathematics teacher education programs (elementary and secondary levels).
   - Expand on <u>targeted</u> recruitment in the Liberal Studies program.
   - Identify specific ways to recruit good students for the single subject (secondary school) credential program in science and mathematics.

(3) Collect information on "best practices" in science and mathematics education from existing programs throughout the nation, and provide assessment and evaluation of Cal Poly programs in these areas.

(4) Solicit financial support from corporations and individuals to provide scholarships, for science and mathematics education students at Cal Poly with an initial goal of scholarship support for 10 students.

(5) Seek grants and corporate support to help fund the following needs of the Center:
   - Support for the operation of the Center.
   - Support for building stronger relationships with "partner" schools.

- Scholarships for "partner" school graduates who go into science and mathematics education programs at Cal Poly.
- Support for science and mathematics teachers in selected, schools who would like to help recruit K-I2 students into the science and mathematics "pathway."
- A part-time grant writer to assist with specific grant applications

,(6) Establish a Cal Poly website to aid and support K-I2 science and mathematics teachers through dissemination of information on curricular innovations, pedagogy, learning assessment, etc.

(7) Form an advisory group of K-I2 science and mathematics teachers to help guide the work of Cal Poly and the Center.

(8) Host K-I2 science and mathematics teachers annually at Cal Poly to review their needs, to consider ways to strengthen STEM pathways, and to identify ways to improve teacher retention.

(9) Form a corporate advisory group to provide advice and to assist with targeted fund raising that will help accomplish the goals of the University and Center.

Proposed longer-term objectives:

(1) Provide a summer institute to enhance the competency and teaching skills of K-12 science and mathematics teachers.

(2) Provide on-line instruction to support K-I2 science and mathematics teachers.

(3) Provide professional development and support for science and mathematics teachers at "partner" schools

(4) Provide corporate internships or summer employment for K-I2 science and mathematics teachers to encourage and support their interest in remaining in the teaching profession.

(5) Establish a school-within-a school in a selected K-I2 district or districts to direct elementary and secondary school students into careers as science and mathematics teachers (future teacher academy concept).

(6) Organize Cal Poly administrators, faculty, and students to work with K-I2 representatives and corporate leaders to influence public policy concerning K-I2 science and mathematics teaching and educational "pathways."

(7) Expand the teacher-in-residence program.

(8) Explore ways to recruit targeted retirees into K-I2 science math teaching as a "second career."

(9) Explore ways to expand "blended" programs for K-I2 science and mathematics teacher education students.

(10) Form a "Future Science and Mathematics Teachers Club" at one or more targeted K-12 schools.

(11) Provide a mobile wet lab to aid K-6 teachers introduce students to and excite their interest in discovery.

Need for a new organizational structure:

The Center'is intended to work within the present Cal Poly organizational structure (particularly the College of Science and Mathematics, the University Center for Teacher Education, and the

College of Liberal Arts) to focus on expanding the University's commitment in the area of K-12 science and mathematics education. It will not alter the current academic structure, but will draw upon and support key faculty and staff within that structure as they seek to achieve the goals outlined above. In brief, the Center will attempt to stimulate and coordinate efforts by faculty and staff from diverse Cal Poly units, from K-12 schools, and from industry. It will seek resources and provide encouragement to faculty and staff who are committed to enhancing K-12 science and mathematics teaching. The Center is needed to help Cal Poly achieve a substantial expansion of its involvement with K-12 science and mathematics education and promotion of pathways to careers in science and technology for K-12 students.

Relationship to the instructional program:

The Center is intended to support and assist Cal Poly instructional programs, particularly the science and mathematics teacher preparation programs and master's degree programs in the College of Science and Mathematics, the Liberal Studies Program in the College of Liberal Arts, and the teacher credentialing programs in the University Center for Teacher Education. It will draw upon faculty and staff from these Cal Poly instructional programs to serve on the Center Advisory Council, and it will remain in close communication with these programs and support them. The Center will not provide instructional programs independent of existing academic entities, yet its work will help foster a broader awareness of science and technology issues and "literacy."

Founding members and their expertise:

Provost Paul Zingg has taken the lead in forming the Center. He fonned a steering committee to initiate the Center's structure, goals, and objectives; this group includes Dean Philip Bailey of the College of Science and Mathematics, Dean Bonnie Konopak of the University Center for Teacher Education, Dean Harry Hellenbrand of the College of Liberal Arts, and Dan Howard-Greene and Robert Detweiler from the President's office. The Center will draw upon the expertise of Cal Poly faculty and staff who work with K-12 science and mathematics education, local K-12 teachers and administrators, and representatives from industry.

Effect of the unit on academic departments:

The Center will seek to support faculty and staff who are committed to K-12 science and mathematics education. It will foster growth of their academic programs, seek grants and contributions to assist their enterprises, and provide a means for communication and cooperation. This unit will serve as an advocate for and aid to Cal Poly faculty and staff who are working to graduate more K-12 science and mathematics teachers; it will seek to aid K-12 teachers who are currently in the field; and it will support activities that encourage K-12 students to pursue careers in science and technology.

Organizational structure of the unit:

The Center will report to the Provost. It will be guided by a Center director and a Board of Directors. Board members and the Board Chair shall be appointed by the University President and shall include:

- Provost
- Dean, College of Science and Mathematics
- Dean, College of Liberal Arts
- Dean, University Center for Teacher Education
- One (1) representative from the Center's corporate advisory group.
- Five (5) representatives from K-12 education, at least three of whom will be science or mathematics teachers.
- Three (3) Cal Poly science and mathematics education faculty
- One (1) Cal Poly science and mathematics ,education student
- One (1) representative from University Advancement
- Executive Assistant to the President

The Director of the Center will organize Board meetings and support the Board Chair in convening the Board. Board meetings will take place at least once each quarter during the regular academic year, or more often as needed.

Bylaws and more formal operating procedures will be developed by the Center Director and Board.

Fiscal and administrative support and facilities:

The Center will draw on existing Cal Poly staff and volunteer Advisory Board members so as to require minimal resources. Dr. Philip Bailey, Dean of the College of Science and Mathematics, and Dr. Bonnie Konopak, Dean of the University Center for Teacher Education, are serving as the Center's founding co-directors and will meet the Center's initial day-to-day administrative support requirements through the existing resources of their respective offices.

The Center will seek grants and donations to help faculty and staff achieve Cal Poly's goals of enhancing K-12 science and mathematics education, particularly those efforts that involve K-12 teachers and students directly. The Center itself will require minimal funds to operate, inasmuch as it draws upon existing staff and resources. On the other hand, it will cost a substantial amount to expand Cal Poly's teacher education programs, to support K-12 teachers, and to encourage K-12 students to study science and technology. The rate of achieving these objectives will depend on expansion of State support, winning grants and donations, and engaging corporate and other partners.

The Center is not dependent on outside sources of funding for its modest initial operation. If it uses grants or donations to expand operations, however, and later those sources are no longer available then the Center must be pared back. The purpose of the Center is to aid existing academic programs to expand their work in K-12 science and mathematics education; it will not drain resources from academic units or programs.