CAL POLY
Academic Senate

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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
TueSday, May 11, 2004
UU220, 3:10 to 5:00pm

I.   Minutes:
        Approval of minutes for the April 20, 2004 Executive Conimittee meeting: (pp. 2-3).

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

m.   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.   Approval of Academic Senate Calendar of Meetings for 2004-2005: (p. 4).
        B.   Approval of Assigned Time Distribution for 2004-2005: (p. 5).
        C.   Academic Senate/universitywide conimittee vacancies 2004-2006: (pp. 6-7).
        D.   Appointment of Academic Senate conimittee chairs 2004-2005: (pp. 8-9).
        E.   Appointment of Academic Senate caucus chairs/senators 2004-2005: (p. 10).
        F.   Approval of General Education nominees: (pp. 11-19).
        G.   Resolution on the Proposal to Rename the University Center for Teacher Education to the College of Education: Detweiler/Konopak (pp. 20-32).
        H.   Resolution on the Proposal to Establish a Master of Arts in History: Hannings/Stefanco (pp. 33-38).
        I.   Resolution on Intercollegiate Athletics: Graduation Rates and Post-Season Competition: Lewis, Academic Senate Chair (p. 39).
        J.   Resolution on *Preface: The Cal Poly Shared Reading Program:* Ponce, *Preface* Program Coordinator (pp. 40-41; additional materials to be distributed at meeting).
        K.   Resolution on Utilization of President's On-campus Residence for a Temporary Faculty Club: Foroohar, Chair of the Faculty Affairs Committee (pp. 42).
        L.   Resolution on Academic Freedom: Foroohar, statewide Academic Senator (pp. 43-46).
        M.   Resolution on Implementation of Student Administrative Module of PeopleSoft: Foroohar, statewide Academic Senator (p. 47; additional materials to be distributed at meeting).

VI.   Discussion Item(s):

VII.   Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CaUfornia93407
ACADEMIC SENATE'

MINUTES OF
The Academic Senate Executive Committee
Tuesday, April 20, 2004
00220, 3:00-5:00 p.m.

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

I. Minutes: The minutes for the Executive Committee meetings of March 30 and April 6, 2004 were approved.

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

m. Reports:
A. Academic Senate Chair: (Lewis) On Thursday, April 29, Bob Cherny, chair of the CSU Academic Senate, and Kathy Kaiser, Faculty Trustee will be visiting Cal Poly. An open forum has been scheduled for 11 am in 52-E27 followed by a no-host lunch for the Executive Committee members. Everyone is encouraged to attend the open forum. A resolution will be presented at the next Executive Meeting addressing athletic programs. The resolution will state that a 50% graduation rate should be required for athletic teams to participate in post-season competition.
B. President's Office: (Howard-Greene) the budget's May revise will still hold some uncertainties and a lingering $2 billion gap for the 2004-2005.academic year. Options continue to be explored even thought state tax revenues being reported are better than expected.
C. Provost Office: (Detweiler) (1) Update on administrative searches: COB Dean - search is on track to be completed by the end of Spring quarter. The pool of candidates is encouraging. Athletics Department - preliminary interviews are being scheduled from a good pool of 49 applicants. CLA Dean - an interim Dean will be appointed after considering suggestions from faculty and staff. A search for a new Dean for CLA will begin during Fall quarter. (2) Industrial Technology (IT) Department - and extensive review was performed by a study group after the request from IT to move from the College of Business to the College of Agriculture. The President and Provost considered this request and after review decided that it was not in the best interest of the.University to move the IT program. The full report of the Provost's study group on the IT program is available at the Academic· Senate Office. (3) Student Housing North - the US Department of Interior, Fish and Wildlife Services, has notified Cal Poly that the species of snail currently found at the building site is no longer on the endangered list.
D. Statewide Senators: (Foroohar) Statewide Senators will be meeting in 2 weeks. (Hood) An article in the San Jose Mercury-News mentions that San Jose State University voted to recommend the withdrawal from Division I-A and the Western Athletic Conference as a result of the 'severe cuts of state funding.
E. CPA Campus President: (Foroohar) The CPA Statewide Board of Directors and the CPA Assembly will meet this coming weekend. Campus wid'e elections for CPA officers will be held the first two weeks in May with all positions being open for election. The deadline to submit nominations is April 30.
F. ASI Representative: None.
G. Other: None

IV.   Consent Agenda: None.

V.   Business Items:

A.   Resolution on the Bachelor of Arts in Interdisciplinary Studies: (Hannings, Chair of the Academic Senate Curriculum Committee and Steve Parks, Dean of Continuing Education) the CLA Curriculum Committee, the Academic Senate Curriculum Committee, as well as the Faculty Advisory Committee have reviewed this proposal. This is a self-supporting program aimed to allow working people who have been out of college for some time and have completed all their General Education requirements. A copy of the fuH proposal is available by clicking on http://www.calpoly.edu/~acadsen/news/BA%20InterStudies.pdf *MlSIP* to agendize resolution.

B.Resolution on Cal Poly Modem Pool: Greenwald, Academic Senator. The intent of the resolution is to convey the notion that many faculty and staff feel that having modem access is an important part of their job. The resplution proposes that the Academic Senate request the administration to seek a financial solution to the problem while ITS seeks to solve the technical part of the problem with the modem pool. Hanley , mentioned that ITS has created a website specificalIy to address this issue and to ease the migration and litigation process. The site is available at http://uss.calpoly.edu/ *MlSIP* to agendize resolution.

C.   Academic Senateluniversitywide committee vacancies 2004·2006: Linda Vanasupa from Materials Engineering was appointment to the Distinguished Teaching Award Committee for the 2004-2006 term.

D.   Appointment of Academic Senate committee chairs 2004·2005: The following appointments were made:

Curriculum Committee	Sue Elrod, Bio Sci
Distinguished Teaching Award Comm.	Mike Geringer, Strat.& Int. Mgmt
Faculty Affairs Committee	Manzar Foroohar, History
Grants Review Committee	David Braun, Elec. Engr.
Library Committee	Barbara Mori, Soc. Sci
Student Grievance Board	Faysal Kolkailah, Aero Engr.
US Cultural Pluralism	Michael Lucas, Arch

E.   Appointment of Academic Senate caucus chairs 2004·2005: The foHowing appointments were made:

College of Agriculture	John Harris
College of Architecture & Environmental Design	Jonathan Reich
College of Business	John Dobson
College of Engineering	Jim Harris
Professional Consultative Services	Lynne Gamble

VI.   Discussion Item (s):

VII.   Adjournment: meeting was adjourned at 5:00 p.rn.

Submitted by,

Gladys Gregory
Academic Senate

05.04.04

Academic Senate Calendar of Meetings
For 2004-2005

All Academic Senate and Executive Committee meetings are held in UU220 from 3:00 to 5:00pm unless otherwise rioted.

DATE	MEETING
September 21, 2004	Executive Committee
October 5	Academic Senate
October 12	Executive Committee
October 26	Academic Senate
November 2	Executive Committee
November 16	Academic Senate
November 30	Academic Senate (if needed)
December 6 - January 2, 2005	Finals Week and Quarter Break
January 4	Executive Committee
January 18	Academic Senate
January 25	Executive Committee
February 8	Academic Senate
February 15	Executive Committee
March 1	Academic Senate
March 8	Academic Senate (if needed)
March 14 - March 27, 2005	Finals Week and Quarter Break
March 29	Executive Committee
April 12	Academic Senate
Apri119	Executive Committee
May 3	Academic Senate
May 10	Executive Committee
May 24	Academic Senate
May31	Academic Senate (if needed)
June 7 - June 10, 2005	Finals Week

05.04.04

Academic Senate Assigned Time

<u>1994-95</u>	**63**	**WTUs**
<u>1995-96</u>	**67.5**	
<u>1996-97</u>	**73.5**	
<u>1997-98</u>	**66**	
<u>1998-99</u>	**61.5**	
<u>1999-00</u>	**64.5**	
<u>2000-OJ</u>	**70.5**	
<u>2001-02</u>	**64**	

<u>2002-03</u>

Chair	24 (includes Sum '02)
Vice Chair	04
Budget & Long Rg Pig Chair	04
Cuniculurn Chair·	12
Faculty Affairs Chair	04
Faculty Awards Chair	04
Faculty Dispute Review Chair	00
Fairness Board Chair	04
Grants Review Chair	00
Instruction Chair	04
Library Chair	00
Research & Prof Dev Chair	04
Student Grievance Board Chair	00
US Cultural Pluralism Chair	00
Academic Council on International Programs	<u>04</u>
	68

<u>2003-04</u>

Chair	22.5 (includes Sum '03)
Vice Chair	04
Budget & Long Rg Pig Chair	04
Cuniculurn Chair	12
Faculty Affairs Chair	04
Faculty Awards Chair.	04
Faculty Dispute Review Chair	00
Fairness Board Chair	04
Grants Review Chair	00
Instruction Chair	00
Library Chair	00
Research & Prof Dev Chair	04
Student Grievance Board Chair	00
US Cultural Pluralism Chair	00
Academic Council on·International Programs	04.
	62.5

2004-05 (proposed)

Chair	**20**
Vice Chair	**04**
Budget & Long Rg Pig Chair	**04**
Curriculum Chair	**12**
Faculty Mfairs Chair	**04**
Faculty Awards Chair	**04**
Faculty Dispute Review Chair	**00**
Fairness Board Chair	**04**
Grants Review Chair	**00**
Instruction Chair	**00**
Library Chair	**00**
Research & Prof Dev Chair	**04**
Student Grievance Board Chair	**00**
US Cultural Pluralism Chair	**00**
Academic Council on International Programs	04
	60

5/3/04

ACADEMIC SENATE COMMITTEE VACANCIES FOR 2004-2006

COLLEGE OF AGRICULTURE

Department

Curriculum Committee

Fairness Board

Grants Review Committee

Student Grievance Board

COLLEGE OF BUSINESS

Department

Budget and Long Range Planning Committee

Curriculum Committee

Instruction Committee

Student Grievance Board

COLLEGE OF ENGINEERING

Department

Instruction Committee

COLLEGE OF LIBERAL ARTS

Department

Curriculum Committee

Student Grievance Board

PROFESSIONAL CONSULTATIVE SERVICES

<u>**Department**</u>

Faculty Dispute Review Committee

UNIVERSITY-WIDE COMMITTEES
Vacancies for 2004-2005

<u>Department</u>

<u>Cal Poly Housing Corporation</u>
(1 Representative/l Vacancy)
      Jonathan Reich   Arch

<u>Deans Admissions Advisory Committee</u>
(2 Representatives/l Vacancy - must be from Budget and Long Range Planning Committee)

<u>Student Health Advisory Committee</u>
(1 Representative/1 Vacancy)

04.27.04

The following committees have not identified a committee chair for 2004·2005

2004-2005 Membership

BUDGET AND LONG RANGE PLANNING COMMITTEE

Name	Department	CollegelUnit	Office	email(@calpoly.edu)	Exp Term
Cavaletto, Richard	BRAE	CAGR	62383	rcavalet	2005
Conn, David	AcadProg	Admin	62246	dconn	ExOff
Dalton, Linda	AcadAffrs	Admin	62186	ldalton	ExOff
Dimmit, Laura	Finan Aid	PCS	65878	ldimmit	2005
Duerk, Donna	Arch	CAED	65083	dduerk	2006
Dugan, Timothy	Theatre&dnc	CLA	66561	tjdugan	2006
Ikeda, Kimi	AcadAffrs	Admin	62186	kikeda	of counsel
Niebuhr, David	MatEngr	CENG	67163	dniebuhr	2005
Ramirez, Rick	Budget Off. & Adm&Fin	Admin	62091	rramirez	ExOff
Walker, John	Stats	COSAMlUCTE	67128	jwalker	2006
VACANCY		COB			2006
ASI					

2003-2004 Chair: Steve Kaminaka

FACULTY DISPUTE REVIEW COMMITTEE

Name	Department	CollegelUnit	Office	emai1(@calpoly.edu)	Exp Term
Armstrong, Mary Beth	Acctg	COB	62084	marmstro	2005
Baldwin, Marylud	UCTE	COSAMlUCTE	62329	mbaldwin	2006
Headrick, Dave	Hort&CS	CAGR	65382	dheadric	2005
Hill, Patrick	Arch	CAED	65989	phill	2005
Niku, Saeed	MechEngr	CENG	61376	sniku	2006
Rinzler, Paul	Music	CLA	65792	prinzler	2006
VACANCY		PCS			2006

2003-2004 Chair: Lezlie Labhard

FAIRNESS BOARD

Name	Department	CollegelUnit	Office	emai1(@calpoly.edu)	Exp Term
Aleshire, Shelley	DRC	PCS	61395	saleshir	2006
Baltimore, Craig·	Arch	CAED	66384	ebaltimo	2006
Brown, Ron	Physics	COSAMlUCTE	62439	rbrown	2005
Millan, Jose	StudServ	StudAffs	62301	jmillan	ExOff
Robison, Jack	Acctg	COB	62931	jrobison	2005
Taufik, Dr.	ElecEngr	CENG	62318	taufik	2005
Trice, Thomas	History	CLA	62724	ttrice	2005
VACANCY		CAGR			2006
ASI					
ASI					

2003-2004 Chair: Del Dingus

INSTRUCTION COMMITTEE

Name	Department	CollegelUnit	Office	email(@calpoly.edu)	Exp Term
Arseneau, Debra	Inst.Pln&Analy		62461	darsenea	of counsel
Breitenbach, Stacey*	Adv. Ctr.	PCS	61461	sbreiten	2005
Cartter, Marlene	AcadRecords		62542	mcartter	of counsel
Friedman, Marcia	AcadRecords		61269	mfriedma	of counsel
Harrington, Mary Kay	WrtngSkills	CLA	62066	mharring	2006
Harris, John	NRM	CAGR	62426	jhharris	2006
Mueller, Alice	Arch	CAED	65608	amueller	2005
Sandy, Linda	ITS	Admin	66568	Isandy	ExOff
Schaffner, Andrew	Stats	COSAMlUCTE	61545	aschaffn	2005
Somerville, Mary	Library	Admin	61398	msomervi	ExOff
VACANCY	AcadProgs	Admin			ExOff
VACANCY		CENG			2006
VACANCY		COB			2006
ASI					

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE (ex officio members are nonvoting)

Name	Department	CollegelUnit	Office	email(@calpoly.edu)	Exp Term
Arceneaux, Craig	PoliSci	CLA	62842	carcenea	2006
Choi,Don	Arch	CAED	61479	----------	2006
Floyd, Barry	Mgmt	COB	66551	bfloyd	2005
Harlan, Sallie	Library	PCS	62403	sharlan	2006
Keezer, Jill	Spons. Prog.	Foundation	62959	jkeezer	ExOff
MacDougall, Neal	Agribus	CAGR	65034	nmacdoug	2005
Opava, Susan	R&GProgs	R&GP	61508	sopava	ExOff
Stover, Vicki	Adm&Fin	Admin	62171	vstover	of counsel
Suess, Michael	AcadAff	Admin	62844	msuess	ExOff
Sullivan, Ed*	C&EEngr	CENG	61166	esulliva	2005
Sharpe, John	Physics	COSAMlUCTE	62069	jsharpe	2006
ASI					

* 2003-2004 Committee Chair

05.04.04

ACADEMIC SENATE CAUCUS CHAIRS
FOR 2004-2005

College of Agriculture	John Harris (NRM)
College of Architecture and Environmental Design ·	Jonathan Reich (Architecture)
College of Business	John Dobson (Finance)
College of Engineering	Jim Harris (Electrical Engr)
College of Liberal Arts	Joe Lynch (philosophy)
College of Science & Mathematics	Andrew Schaffner (Statistics)
Professional Consultative Services	Lynne Gamble (Library)

ACADEMIC SENATE
COLLEGE VACANCIES

College of Liberal Arts	**vacancy 2004-2005**
College of Science & Mathematics	John Sharpe (physics) **vacancy 2004-2006**

GET INVOLVED with the General Education Program!

Apply today to be a member on a GE Committee.
DEADLINE is Monday, April 26, 2004.
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 *A/C:* Communication/Arts and Humanities
- Area B/F: Science and Mathematics/Technology
- Area D/E: Society and the Individual

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS Monday, April 26, 2004			
Name: James R. Conway		Email: jconway@calpoly.edu	
Department: Speech Communication	College:CLA	Phone 65997	
X Check which committees yOU would be interested in serving on:			
X GE Gov Committee	X Area A|C Area Communication/Arts Humanities	B/F Science and Mathematics|Technology	Area D|E Society and the Individual
If you have interest in serving on more than one committee, what is your first choice? GE Governance			
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?			
As a department chair of a department that offers a significant amount of GE related courses, I have distinct insight in the general education program. I have served on GE committees in the past and want the opportunity to provide additional service to this important area of the university educational process that affects all students at Cal Poly. I have worked on department and college level curriculum committees over the years as well. I also believe that there needs to be more diversity in the department representatives from the college of liberal arts on the various GE committees.			
Signature: If sending e-mail, just type initials here: JC			

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APPLICATION TO SERVE ON A GE COMMITTEE — DEADLINE IS Monday, April 26, 2004

Name: John Hampsev		Email: ihampsev@calpolv.edu	
Department: Enalish	Colleae:CLA	Phone 62239	
X Check which committees you would be interested in servina on:			
X GE Gov Committee	Area *AIC* Communication/Arts Humanities	Area B/F Science and MathematicsITechnoloav	Area *DIE* Society and the Individual

If you have interest in servina on more than one committee, what is vour first choice? GE Governance

Do you have anv plans to be on leave durina the three-year term? No

If so, when are you most likelv to be on leave?

Please use this space to comment briefly on your interest in serving on a GE committee, and your experience with GE or other curriculum.

I was chair of the senate adhoc GE comm in 1995-97 that created the new GE template and GE governance structure, that moved the univ to a 4 unit curriculum and eliminated crediUno credit (which was at 45 units)... I have served on the GE comm the last 3 years and before that the area *AIC* comm. I really believe and care about the integrity and importance of GE as the core of the university. thanks. -jch

Signature:

If sendina e-mail, just type initials here: JCH

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

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Name: John Harris	Email: jhharris@calpoly.edu

Deoartment: NRM	Colleae: CAGR	Phone 756-2426

X Check which committees you would be interested in serving on:

__X___ GE Gov Committee	Area *A/C* Communication/Arts Humanities	Area B/F Science and Mathematics|Technology	Area D/E 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?
If so, when are you 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 feel that GE courses are essential building blocks for a student's education. I believe that breadth and depth are equally important for different reasons. I feel that I am open-minded to discuss all GE issues. I feel that I am an advocate for GE, rather than only representing a College in the university.

I have served GE in several different ways: On the first and second versions of GE at Cal Poly, I was a member of the group that put each together. I was a member of the GE Blue Ribbon Committee. I was either a member or a Chairperson for the Area 0 Committee for several years. I have been a member of the GE Governance Committee for several years. I designed or co-designed three different existing GE courses (Area D, Area F), and continue to regularly teach two of theses courses. I continue to be very interested in the welfare of GE.

Sianature: If sendina e-mail, just type initials here: JHH

—

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS TUESDAY, April 26, 2004

Name: Wayne Howard   Email: whhoward@calpoly.edu
Department: Agribusiness   College: Agriculture   Phone 6-5022
X Check which committees you would be interested in serving on:

_X_ GE Gov Committee	Area AIC Communication/Arts Humanities	Area B/F Science and Mathematics/Technology	_X_ Area *DIE* Society and the Individual

If you have interest in serving on more than one committee, what is your first choice? Gov
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 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 believe that both students and society benefit from a broad-based education. Farmers have richer lives with a better understanding of art and artists make better decisions as voters with a better understanding of farming. Currently I am on the Agribusiness Curriculum Committee and chair our farm management concentration committee. Before come to Cal Poly in 1999, I was on the University of Guelph curriculum committee and at different times coordinated the undergraduate and graduate programs for the Department of Agricultural Economics and Business at Guelph. During my time at Guelph I consulted on program development at universities in Australia, Kenya, Uganda and the Philippines. I have published five curriculum related articles and have made several presentations on curriculum at various meetings. Lastly, I am a product of California's GE requirements. My work as an economist in agriculture has been better because of the broad education I had as an undergraduate.

Signature:
If sending e-mail, just type initials here: WHH

GET INVOLVED with the General Education Program!

Apply today to be a member on a GE Committee.
DEADLINE is Monday, April 26, 2004.
Fill out the underlined application below or download from the GE web site: www.calpoly.edu/-acadprog/gened

Who are we?

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What are the responsibilities of the GE Governance Committee?

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS Monday, April 26, 2004			
Name: Richard Saenz		Email: rsaenz@caloolv.edu	
Department Physics	Colleoe:CSM	Phone 2364	
X Check which committees you would be interested in serving on:			
posssible			
GE Gov Committee	Area AlC Communication/Arts Humanities	Area B/F Science and MathematicslTechnology	Area DIE Society and the Individual
If YOU have interest in servino on more than one committee. what is your first choice? B/F			
Do you have any plans to be on leave durino the three-year term? No			
If S9, when are you 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. Having served 6 years on the Governace Committee, my preference is serve on the B/F committee. However, if there is a need on the Governance Committee, I can server.there instead.			
Signature: If sendino e-mail, iust type initials here: RS			

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

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS TUESDAY, MARCH 18, 2003

Name: Barbara Mori		Email: bmori@calpoly.edu	
Department: Social Sciences	ColleQe: CLA	Phone 66261	
X Check which committees you would be interested in serving on:			
GE Gov Committee	__.2__ Area AIC Communication/Arts Humanities	Area B/F Science and Mathematics|Technology	1 Area DIE Society and the Individual
If you have interest in serving on more than one committee, what is your first choice? Area 0			
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 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 teach courses in both areas and have worked to write curriculum for inclusion in both areas when the current G.E. framework was being constructed. I have served on the U.S, Cultural Pluralism committee in the past but as I have been off campus for two years I have not served on any committee recently. As vacancies in these areas have been announced and as my department and colleagues are teaching in these areas, I would like to be able to represent their concems.			
'Signature: If sending e-mail, just type initials here: BM			

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

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS Monday April 26, 2003			
Name: Kathryn Rummell		Email: krummell@calpoly.edu	
Department: English	College: CLA	Phone 756-2142	
X Check which committees you would be interested in serving on:			
GE Gov Committee	☒ Area AIC Communication/Arts Humanities	Area B/F Science and MathematicslTechnology	Area DIE 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? I will be on sabbatical fall, 2004			
If so, when are you 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 have served on the GE Area AIC committee for four years, and have been the chair of the committee for two years. In my capacity as chair, I have worked with faculty to develop their new course proposals, led committee meetings regarding curriculum and assessment, and met regularly with the other GE Area chairs and the GE Director. Additionally, I have attended two GE assessment conferences in my capacity as area chair. I would very much like to continue on this committee because I am committed to the GE program and its values.			
Signature: KAR			
If sending e-mail, just type initials here:			

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

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Name: Andrew Morris		Email: admorris@calpoly.edu	
Department: History	College: CLA	Phone 756-2815	
X Check which committees you would be interested in servino on:			
GE Gov Committee	Area'AIC Communication/Arts Humanities	Area B/F Science and MathematicsfTechnoloov	__X__ Area *DIE* Society and the IndiVidual
If you have interest in serving on more than one committee, what is your first choice?			
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If so, when are YOU 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 have served on the Area D/E committee for one three-year term, and enjoyed the experience very much. I would very much like to continue on the committee and continue shaping the liberal education that Poly students receive.			
Signature: If sending e-mail, just type initials here: AM			

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

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APPLICATION TO SERVE ON A GE COMMITTEE – DEADLINE IS Monday April 26, 2003

Name: Jean Williams		Email: iemwilli@calpoly.edu	
Department: POLS	College: CLA	Phone 756-2960	
X Check which committees you would be interested in servina on:			
			__X__
GE Gov Committee	Area A1C Communication/Arts Humanities	Area B/F Science and Mathematics/Technology	Area DIE Society and the Individual
If you have interest in serving on more than one committee, whatis your first choice?			
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Signature: If sending e-mail, iust type initials here: AM			

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

Adopted:

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

AS-   -04/

RESOLUTION ON
PROPOSAL TO RENAME THE
UNIVERSITY CENTER FOR TEACHER EDUCATION TO
THE COLLEGE OF EDUCATION

1 2 3 4	WHEREAS,	The University Center for Teacher Education (UCTE) functions as a fully empowered academic unit of Cal Poly in granting degrees and credentials and partners with other colleges in delivering comprehensive and multidisciplinary academic programs; and
5 6 7 8	WHEREAS,	The UCTE has expanded to offer a full range of academic programs from blended undergraduate credentials, to advanced specialist/services credentials, to a master's degree with five specializations, and to a new joint doctoral initiative; and
9 10 11 12	WHEREAS,	The UCTE has been reorganized into two autonomous departments-the Division of Teacher Education and the Department of Graduate Studies in Education-to better recognize and deliver teacher education and advanced programs; and
13 14 15 16 17 18	WHEREAS,	The UCTE is a primary partner with the College of Science and Mathematics in the campus's new initiative, the University Center for Excellence in Science and Mathematics Education; to prepare more science and mathematics teachers, provide professional development for current teachers, study best practices, and motivate K-14 students to study in the polytechnic disciplines; and
19 20 21 22	WHEREAS,	The term "center" now is equated with independent, academic-affiliated units (e.g., Brock Center for Agricultural Communications) and administrative-based units (e.g., Center for Teaching and Learning) and consequently does not represent a degree granting unit; and
23 24 25 26 27	WHEREAS,	A "college" name change would enhance the visibility of professional education on campus and in the community and would highlight the comprehensive work of our programs for potential students, new professional partners, and advancement efforts; therefore, be it
28 29	RESOLVED:	That the Academic Senate of Cal Poly endorse the *California Polytechnic State University UCTE Proposal: Name Change to College of Education.*

Proposed by: Robert Detweiler and Bonnie Konopak
Date: April 12, 2004

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
UNIVERSITY CENTER FOR TEACHER EDUCATION

PROPOSAL: NAME CHANGE TO

COLLEGE OF EDUCATION

Enclosed:

1. Resolution

2. Proposal :

3. Supporting Documents

    Questions & Answers

    UCTE 2003-04 Roster

    UCTE 2003-04 Programs

    UCTE Description
            Background
            History   .
            Reorganization
            Faculty
            Students
            Budget

University Center for Teacher Education
" Proposal: Name Change to

COLLEGE OF EDUCATION

The University Center for Teacher Education (UCTE) is the academic unit at Cal Poly offering" professional education programs, including state-accredited K-12 teaching and advanced preparation credentials and graduate degrees in education. We propose that the UCTE be "renamed the College of Education to (1) recognize its alignment in role and function to other academic units on campus, (2) reflect the nature and breadth of its programs, and (3) enhance the status and visibility of professional education on campus and in the community.

Role and Function

The UCTE operates as a cross-university program in partnership with the Colleges of .Agriculture, Liberal Arts, and Science and Mathematics to deliver programs in professional education. Although modest in terms of numbers of faculty and students, the UCTE offers a range of professional and degree programs involving faculty and students from across campus. It serves a diversity of needs as it prepares teachers and other professional educators for the local area and state, and includes a cross-section of students in terms of age, gender, ethnicity, and academic interests. The unit draws on its own core faculty 'and associated advisors and content educators to create a comprehensive and multi-disCiplinary set of programs and activities.

Program Breadth

Since Fall 2000, with the hiring of its first dean, the UCTE has strengthened and expanded its academic programs and collaborative relationships on and off campus and adopted a more complex organizational structure in concert with multilevel programs. The UCTE began as a single organization, with programs informally clustered into three areas: multiple subject teaching credential (elementary education); single subject teaching credential (secondary education), and advanced services/specialist credentials and related master's degrees. Today, the UCTE offers a full range of options, from undergraduate blended programs through master's degrees and the university's first doctoral offering. These programs have been expanded and reorganized into two autonomous departments: the Division of Teacher Education (TED) and the Department of Graduate Studies in Education (DGSE). Each assumes responsibility for curricular, personnel, administrative and eventually, budgetary matters.

The Division of Teacher Education (TED) houses two teaching credential programs: single subject and multiple subject. Each has multiple tracks, with bilingual options, and the multiple subject program now includes a blended undergraduate track withLiberal Studies, as well as the traditional post-bac track. The single subject program options include eight disciplines: agriculture, biological sciences, chemistry, English, mathematics, physical education, physics, and social sciences. Both programs meet the required teacher preparation standards established by the California Commission on Teacher Credentialing (CCTC) and are working towards standards set by the National Council on the Accreditation of Teacher Education for national accreditation. Coordinators and advisors for both programs provide leadership and direction,

while the UCTE Associate Dean serves as the TED Director, providing division coordination and oversight and serving as the liaison with national and state accrediting agencies.

The Department of Graduate Btudies in Education (DGSE) houses advanced credential programs and master's degree specializations in five areas: counseling and guidance, curriculum and instruction, educational leadership and administration, literacy and reading, and special education. A joint doctoral program in educational leadership with UC Santa Barbara received final approval in Spring 2003 and began in Fall 2003. Similar to the teaching programs, the advanced credential programs also meet required CCTC standards and are working towards national accreditation. The master's programs have a common core of educational foundation and research courses as well as coursework and fieldwork specific to each specialization.

Five program coordinators provide Jeadership on all program matters. The elected Chair provides coordination and oversight for the department, including administrative matters and the academic core components, and workS with the Associate Dean on accreditation issues impacting the advanced credential programs.

Status and Visibility

The University Center for Teacher Education has embarked on several major initiatives which have increased its visibility and levels of responsibility. Dean Bonnie Konopak is co-chairing a university-wide presidential effort to expand math and science teacher preparation at Cal Poly through the new University Center for Excellence in Science and Mathematics Education. The $7 million gift from Joseph and Victoria Cotchett to support science and math teacher education ($4.5 million to UCTE, $2.5 million to CSM) has increased visibility statewide for this effort and provided UCTE with funding and status. In recognition of the gift, the UCTE has renamed the clock tower building the Cotchett Education Building.

The current name, University Center for Teacher Education, reflects only a portion of the unit's programs. The graduate programs, including masters, advanced credentials and new doctoral program, need to be acknowledged for their involvement in preparing educators for new and/or expanded roles in schools, district and county education offices, and community colleges.

Furthermore, the term "Center" has" come to be equated with independent, academic-affiliated units, for example, the Brock Center for Agricultural Communications (see Administrative Bulletin 87-3, "Guidelines for the Establishment of Centers and Institutes"). In addition, there are also administrative-based centers, such as the new University Center for Excellence·in Science and Mathematics Education and the Center for Teaching and Learning.

While the breadth of our programs is generally recognized on campus and by K-12 partners of long standing, the name UCTE is not well understood by other individuals and agencies off campus. A name change would highlight the comprehensive work of our divisions and programs for potential students, new professional partners, and advancement efforts. Based on extensive meetings with faculty, staff and Advisory Board members, including current students, alumni and friends, our constituencies strongly recommend a name change to College of Education in keeping with the reality of a college-level professional education unit at Cal Poly.

University Center for Teacher Education
Questions & Answers

Q: *Does the unit meet the definition of a "college"?*

A: As UCTE discussed reorganization, it investigated whether the CSU had established definitions and/or criteria for academic units and learned that no such policies or guidelines existed. It also found that other universities consIdering a name change relied on campus definitions or understandings in the absence of systemwide policies (e.g., CSU Hayward).

Although modest in terms of numbers of faculty and students, it offers a breadth of professional and degree programs involving faculty and students from across campus; serves a diversity of needs as it prepares teachers and other professional educators for the local area and state; and includes a range of students in terms of age, gender, ethnicity, and academic interests.

Q: *How does "college" describe the nature and function of the unit?*

A: As professional education at Cal Poly has expanded in terms of program offerings (e.g., new teaching options, master's specializations, and doctoral program) and curriculum levels (e.g., undergraduate blended, doctoral), it has moved beyond its current name/organization as the University Center for Teacher Education.

Based on faculty and staff planning and decision-making, the unit has formally approved a new division and department to better recognize and support the distinctive nature and function of each group. The multiple subject and single subject programs in teacher education share a common conceptual grounding, adhere to similar state-mandated standards, and have formal ties with other campus units (e.g., multiple subject blended with Liberal Studies, single subject with departments in CAGR, CLA, and CSM) and K-12 districts and schools.

Similarly, the graduate studies programs have common goals for advanced professional preparation and share core coursework and a comprehensive exam for the master's specializations. In addition, the new joint doctoral program in educational leadership is providing the next tier in advanced study for practicing educators in K-14. Consequently, the term "college" better describes the growth in scope of programs and reorganization of the UCTE.

Q: *How would "college" assist the unit in supporting and delivering its programs?*

A: A name change would assist the unit in several ways. First, the current name--University Center for Teacher Education--reflects only a portion of the unit's programs. The graduate programs, including master's specializations, advanced credentials in service/specialist areas, and the new doctoral program, need to be acknowledged for their work in preparing educators for new and/or expanded roles in schools, district and county education offices, and community colleges.

5

Second, the tenn "center" gradually has been used to recognize independent, academe-affiliated units, as well as administrative-based units. This multiple use of the tenn "center" has proven confusing; for example, UCTE and CTL (Center for Teaching and Learning) are often mistaken for one another.

Third, while the breadth of our programs is generally recognized on campus and by K-12 partners of long standing, the name UCTE is not well understood by other individuals and agencies off campus. A name change would highlight the comprehensive work of our divisions and programs for potential students, new professional partners, and advancement efforts.

Fourth, moving to a college would provide greater recognition for education on campus, similar to other professional disciplines. This move was begun with the Provost's appointment of the unit's first dean and the charge to consider a more complex organization to reflect and accommodate the growth of programs.

Q: *How are education units at other CSU campuses structured? Are they similar to the proposed organization?*

A: Nearly all CSU education units reflect the structure of other units on their campuses, including 13 campuses with colleges, 3 campuses with schools, and I campus with programs (Channel Islands). One campus (Fresno) has all colleges with the exception of a School of Education; 3 campuses include education in professional studies-type colleges. Cal Poly is among the smaller education units in the CSU in tenns of number of faculty ana students.

Q: *Will additional funding be required for a name change to College of Education?*

A: No additional funding will be required for moving to a College of Education. As faculty and staff planned for reorganization, the UCTE Leadership Team considered the issue of resources, particularly support for new and enhanced leadership roles (e.g., graduate studies chair) and new division staff positions (reclassification). These critical areas already have received support through reallocated budget funding. However, due to recent budget scenarios that anticipate cuts in funding, additional support will be sought for program coordinators, particularly in the single subject program.

University Center for Teacher Education
Roster: 2003-2004.

Dean's Office

.Konopak, Bonnie, Dean
Brown, Carl, Associate Dean
Pendergast, Carol, Advancement Director
Ceaser, Lisbeth, Special Projects Director/Lecturer
Repasi, Patricia, Budget/Personnel Analyst
Pietsch, John, Information Services Coordinator
Clow, Brian, Computer Laboratory Technician
Vacant, Administrative Assistant

Student Information Center
Smith Andersen, Peggy, Credential Analyst
Perez, Hope, Credential Analyst
Scarpiello, Marilyn, Receptionist

Division of Teacher Education

Brown, Carl, Director
Anderson, Loretta, Administrative Coordinator

Multiple Subject Program
Davidman, Leonard, CoordinatorlProfessor
Davidman, Patricia, Professor
Hernandez, Anita, Assistant Professor
Maas, Don, Professor
Mulligan, Patricia, Bilingual AdvisorlProfessor
Blanke, Barbara, Resident Teacher
Rheinisch, Diana, School Placement Coordinator/Lecturer
Magnusson, Shirley, Cotchett Endowed Professor/Associate Professor (beginning 2004-05)

University Multiple Subject Content Educators
Duffy, Susan, ChairlProfessor (Liberal Studies, CLA)
Fisher, Gwen, Assistant Professor (Mathematics, CSM)

Single ·Subject Program
Casey, Glen, CoordinatorlProfessor (CAGR)
Chin, Elaine, Professor
Herter, Roberta, Associate Professor
Stephens, Sarah, Professor (CAGR)
Tomasini, Alice, Assistant Professor

University Single Subject Advisors
Andoli, Fred, Professor (Biology Education, CSM)
Ashbaugh, John, Lecturer (Social Science Education, CLA)
Casey, Glen, Professor (Agricultural Education, CAGR)
Hoellwarth, Chance, Assistant Professor (ChemistrylPhysics Education, CSM)
Medina, Elsa, Assistant Professor (Mathematics Education, CSM)
Richison, Jeannine, Assistant Professor (English Education, CLA)
Sutliff, Mike, Associate Professor (physical Education, CSM)

University Single Subject Content Educators
Battenburg, John, Professor (English; CLA)
Black, Michael, Assistant Professor (Biology, CSM, advisor beginning 2004-05)
Brown, Andrea, ChairlProfessor (Kinesiology, CSM)
Flores, Bob, ChairlProfessor (Agricultural Communication, CAGR)
Grundmeier, Todd (Mathematics, CSM, to be appointed)
Inchausti, Robert, Professor (English, CLA)
Riley, Kate, Assistant Professor (Mathematics, CSM, to be appointed)
Kellogg, Bill, Professor (Agricultural Communication, CAGR)
Rubba, Johanna, Professor (English, CLA)
Taylor, Kevin, Assistant Professor (Kinesiology, CSM)
Vernon, J. Scott Professor (Agricultural Communication, CAGR)
Zeuschner, Raymond, Professor (Speech Communication, CLA)

Department of Graduate Studies in Education

Herter, Roberta, Chair/Associate Professor
Skelton, Tom, Administrative Coordinator

Counseling and Guidance Program
Duran, David, Coordinator/Assistant Professor
Jaques, Jodi, Assistant Professor

Curriculum and Instruction Program
Herter, Roberta, Interim Coordinator/Associate Professor
McBride, Susan FERP
Magnusson, Shirley, Cotchett Endowed Professor/Associate Professor (beginning 2004-2005)

Educational Leadership and Administration Program
Gentilucci, Jim, Coordinator/Assistant Professor
Peterson, George, Associate Professor (beginning 2004-05)
Crocker, Julian, Visiting Professor (SLOCOE Superintendent)
King, Rita, FERP
Palmer, Ken, FERP

Literacy, Language, and Culture Program
Herter, Roberta, Coordinator/Associate Professor

Special Education Program
Ruef, Mike, Coordinator/Assistant Professor
Baldwin, Matylud, Professor
Harris, Kathy, Assistant Professor
Nulman, Dennis, FERP

University Center for Teacher Education
PrograDls:2003-2004

Division of Teacher Education

Multiple Subject

Preliminary Teaching Credential: Post-Baccalaureate
Preliminary Teaching Credential: Post-Baccalaureate/BCLAD
Preliminary Teaching Credential: Undergraduate Blendedw/ Liberal Studies
Preliminary Teaching Credential: Undergraduate Blended w/Liberal Studies/BCLAD
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate/BCLAD

Single Subject

Preliminary Teaching Credential: Post-Baccalaureate
    Specializations in Agriculture, Biological Sciences, Chemistry, English, Mathematics,
    Physical Education, Physics, Social Sciences
Professional Clear Teaching Credential (pre SB 2042) Post-Baccalaureate
Agricultural Specialist

DepartDlentof Graduate Studies in Education

Counseling and Guidance

Professional Pupil Personnel Services Credential, School Counseling
MA in Education with a specialization in Counseling

CurriculuDl and Instruction

MA in Education with a specialization in Curriculum and Instruction (being phased out)
MA in Education with a specialization in Science and Mathematics Education (under
development with the College of Science and Mathematics)

Educational Leadership and Administration

Preliminary Administrative Services Credential
Professional Administrative Services Credential
MA in Education with a specialization in Leadership and Administration
EdD in Educational Leadership, joint program with UCSB

Literacy, Language, and Culture

MA in Education with a specialization in Literacy and Reading

Special Education

Preliminary Educational Specialist Teaching Credential: Mild/Moderate
Professional Educational Specialist Teaching Credential: Mild/Moderate
Preliminary Educational Specialist Teaching Credential: Moderate/Severe
Professional Educational Specialist Teaching Credential: Moderate/Severe
MA in Education with a specialization in Special Education

University Center for Teacher Education
, Description

Background'

" Since its inception in 1933, professional education at Cal Poly has expanded from a single undergraduate program in agricultural education to multiple undergraduate blended and post-
- baccalaureate credential programs and graduate degree programs in a wide variety of areas. Until the early 1990's, these programs were housed,in a department within another college. Then, due to expansion of programs and a subsequent need for autonomy, education was reorganized into the independent University Center for Teacher Education under the leadership of a director. Use of the term "University Center" was deliberate; the unit brought together full-time education faculty and faculty from other colleges to collaborate on developing and'offering the teaching credential programs and to provide leadership and service to the unit.

For a decade, UCTE functioned as a single.organization, with programs infOJ;:mally clustered into three areas: multiple subject teaching credential, single subject teaching credential, and advanced services/specialist credentials and related master's degree specializations. Program coordinators provided leadership to each program area and advanced specialization, with administrative, personnel" and budgetary support centralized in the director's office.

Reorganization

In Fall 2000, the first dean was hired in UCTE as an initial step in developing a new organization. A primary goal was the development of a more complex structure, focusing on enhancing support for current programs and future initiatives while retaining the strong collaborative relationships among colleges. From 2001-03, faculty, staff, and administrators in UCTE met to brainstorm, discuss, and plan a new organization. Taken into consideration were the (1) the changing nature and breadth of programs, including undergraduate, post-baccalaureate, master's, and doctoral initiatives, and the need for flexibility; (2) relationships among programs based on common goals, interests, and support; and (3) partnerships with K-12, community colleges, higher education, and state/national agencies.

After much deliberation and reflection, together with feedback from external advisory groups, the UCTE reached several decisions:

      eInformal program clusters should formally organize, due to an expansion of program offerings', curriculum levels, and formal relationships with on- and off-campus partners (e.g., multiple subject credential blended with the liberal studies major, educational leadership doctorate offered jointly with UCSB).

      eEach formal unit should retain the autonomy of the individual program areas but also include a unit leader responsible for general coordination and oversight.

      eGovernance in terms of leadership roles, policies, and procedures should reflect the UCTE, unit structure, and relations with other colleges.

      eUCTE should be renamed to better reflect the changes taking place in terms of programs, internal relationships, and external partnerships.

By Fall 2002, faculty and staff had unanimously approved two new academic units, new leadership roles, and a name change for UCTE. In Winter 2003, these new units were implemented, with faculty developing draft policies for their respective unit. Interim RPT policies were approved by the Provost in Fall 2003, with final policies due by Fall 2004.

New **Organization**

The new organization includes the Division of Teacher Education (TED) and the Department of Graduate Studies in Education (DGSE), each an autonomous unit with responsibility for curriculum, personnel, and other administrative matters. Currently housed in the Dean's Office, the budget is gradually being decentralized to the two units.

Division of Teacher Education
The Division of Teacher Education (TED) houses two teaching credential programs: multiple subject (elementary education) and single subject (secondary education). Multiple subject has two tracks: the traditional post-bac program and new blended program integrating the undergraduate liberal studies major and professional education; each also has a bilingual option. Single subject includes post-bac program options in seven disciplines: agriculture, biological 'sciences, English, mathematics, physical education, physical science, and social sciences. Both programs meet the required teacher preparation standards established by the California ' Commission on Teacher Credentialing (CCTC) and are working toward standards set by the National Council on the Accreditation of Teacher Education for national accreditation.

Multiple subject and single subject coordinators provide leadership on all program matters. In addition, multiple subject has an advisor for blended students from Liberal Studies and an advisor for the bilingual options from UCTE, while single subject has advisors and content faculty for each credential discipline (e.g., agriculture, English, mathematics) from the Colleges of Agriculture, Liberal Arts, and Science and Mathematics. The UCTE Associate Dean serves as the TED Director, providing division coordination and oversight to the programs and serving as the liaison with national and state accrediting agencies.

Department of Graduate Studies in Education
The Department of Graduate Studies in Education (DGSE) houses advanced credential programs and/or master's degree specializations in five areas: counseling and guidance, curriculum and instruction, educational leadership and administration, literacy and reading, and special education. A joint doctoral program in educational leadership with UC Santa Barbara received final approval in Spring 2003 and began in Fall 2003. Similar to the teaching programs, the advanced credential programs also meet required CCTC standards and are working toward , national accreditation. The master's programs have a common core of educational foundation and research courses as well as coursework and fieldwork specific to each specialization.

Five program coordinators provide leadership on all program matters. The newly elected DGSE Chair provides coordination and oversight for the department, including administrative matters and the academic core components, and works with the Associate Dean on accreditation issues impacting the advanced credential programs.

Faculty

In 2003-04, there are 14 tenure-line faculty, 2 full-time lecturers, 1 resident teacher, 4 ferpers, and 3 MPPs, (In addition, two new tenure-line faculty have been hired beginning Fall 2004, one in TED and one in DGSE.) Each quarter, the TED hires about 5-7 part-time lecturers and 10-15 student teaching supervisors, while the DGSE hires 7-10 part-time faculty. Quarterly, UCTE produces about 24 FTEF.

In the TED, there are three categories of faculty: *unit faculty* (home association in UCTE) and *single subject advisors* and *content educators* (home association in department of discipline). For 2003.04, TED includes 10 unit faculty (tenure-line, lecturers, and resident teacher), as well as 22 single subject advisors and content educators from CAGR, CLA, and CSM who are formally recognized as faculty in the Division and who participate in teaching, advising, personnel, and other roles.

In the DGSE, there are 7 tenure line professors and 4 ferpers. Faculty are proposing a model that would formally recognize non-DGSE faculty as part of the Department, similar to the recognition given to single subject advisors and content educators in the TED.

Students

For 2003-04, there are about 650 students enrolled in the UCTE, including majors as well as students enrolled concurrently in other programs (e.g., liberal studies majors and the multiple subject credential, English master's students and the single subject credential). Of the 500 enrolled in the TED (300 multiple subject, 200 single subject), about 300 will complete their programs this year. Of the 150 enrolled in the DGSE, about 120 will complete their programs this year. Quarterly, UCTE produces about 280 FTES, plus another 25 FTES in other credential courses (e.g., ENGL 424, Teaching English in Secondary Schools).

Budget

For 2003-04, the UCTE budget is about $2.5 million, with a projected $250,000 in one-time miscellaneous income. Grant funding was over $500,000 last year, while advancement yielded over $1 million for scholarships and other program support.

Adopted:

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

AS-_.-04/

RESOLUTION ON
PROPOSAL TO ESTABLISH A
MASTER OF ARTS IN HISTORY

1	WHEREAS,	There is' a demonstrated need in the Central Coast area for advanced training for
2		teachers in the S9cial sciences; and
3		
4	WHEREAS,	The development of a Master of Arts in History advances Cal Poly's mission of
5		service and outreach to the larger community; and
6		
7	WHEREAS,	The Master of Arts in History as proposed by the History Department meets these
8		needs through its goals, curriculum, and intended audience; and
9		
10	WHEREAS,	The program will be offered during hours and days when local teachers can
11		participate; and
12		
13	WHEREAS,	The proposed program meets all Cal Poly requirements. for a Master of Arts
14		degree; and
15		
16	WHEREAS,	The program has been approved by the History Department, the College of Liberal
17		Arts Curriculum Committee, and the Dean for the College of Liberal Arts; and
18		
19	WHEREAS,	The program has been evaluated and recommended by the Dean of Research and
20		Graduate Programs; and
21		
22	WHEREAS,	The Academic Senate Curriculum Committee has evaluated and recommended
23		the program; therefore, be it
24		
25	RESOLVED:	That the proposal for the Master of Arts in History be approved by the Academic
26		Senate of Cal Poly.

Proposed by: Academic Senate Curriculum Committee
Date: May 4, 2004

Summary Proposal to the Academic Senate of
California Polytechnic State University for the Establishment of a
Master of Arts in History

Introduction

The Master of Arts in History is designed for I) current and prospective Social Studies teachers, 2) those who seek graduate training at the M.A. level to prepare for teaching positions at community colleges or before seeking admission to Ph.D. programs in History, and for 3) local residents who want to pursue their love of the discipline and career advancement.

In addition to meeting pressing needs of the State of California and local area residents with respect to teacher education (see Program Need below), the M.A. program in History also fits within the strategic plans of Cal Poly and the College of Liberal Arts. The preface to the report Graduate Education at Cal Poly, which employs Cornerstones, the Cal Poly Strategic Plan, as well as other documents, makes clear that Cal Poly is committed to building up its graduate' education programs. The College of Liberal Arts Strategic Plan states that we should "Design, achieve, and sustain excellent productive 'academic programs which recognize and capitalize upon intellectual and physical resources available to us in a nationally known polytechnic uniyersity with a competitive student body." Strategies to achieve such goals include "master's degree programs appropriate to Cal Poly and market demand." The demand for additional training for teachers in the public schools and the community colleges corresponds closely with our program goals.

The program will not require additional resources from the state, Cal Poly, or the College of Liberal Arts.

Program Goals and Objectives

The Master of Arts in History is designed to meet the goals of three constituencies. The first group is the population of teachers at all levels of K-12 education throughout San Luis Obispo and northern Santa Barbara Counties who would like to increase their knowledge of History and advance themselves professionally by obtaining an M. A. in History. The second target group is the population of current Cal Poly students who, following the completion of their Bachelor degree, plan to become teachers. The · majority of these students want to teach History and Social Studies at the secondary level and would like to continue at Cal Poly enrolled simultaneously in a History M.A. program and a Teaching Credential program. A smaller number of these students, who plan to teach History at a community college where an M.A. is required, or who hope to continue their graduate studies in a Ph.D. program, want to prepare for their futures by enrolling in a History 'Masters program at Cal Poly. The third constituency are those many members of the local community who share the current, popular enthusiasm for history and who want to enrich their lives through a disciplined and challenging program of historical study. For some of these local residents who are employed, an advanced degree will also enable them to seek promotions and higher pay.

The following five objectives will equip students with all these different purposes with important historical and intellectual skills: I) Develop specialized historical competencies and an enhanced awareness of human diversity. 2) Develop critical thinking/problem solving skills. 3)'Develop facility in oral and written communication. 4) Develop independent thought and research methods. 5) Foster lifelong learning.

Program Need

National demographic predictions indicate that there will be an increased need for better trained teachers in the public schools and community colleges. Our program, in part, responds to this local and national demand. The CSU produces approximately 60% of our state's teachers, and as the Chancellor has stated, its campuses bear a major responsibility for meeting that demand. The History Department already takes responsibility for administering the Social Science Waiver and Credential Programs at Cal Poly. After a long-term faculty member who had assumed these duties retired, the department committed one of its faculty lines to the recruitment of his rephicement. The History M.A. program, then, will allow us to both train Social Studies teachers in the Credential Program and, simultaneously, produce our share of teachers at all levels who possess real graduate-level experience in and knowledge of historical research and study.

M.A. programs in: History are the rule rather than the exception in the California State University system. Of the CSU system's 23 campuses, 15 have History M.A. programs and 8 (including Cal Poly and some of the newest campuses, such as CSU Channel Islands, the California Maritime Academy, and CSU Monterey Bay) do not. The History M.A. adheres closely to the structure and assumptions of other M. A. programs in History already in existence in the CSU. Our program is modeled on the M.A. in History at California Polytechnic State University at Pomona.

The needs of the State of California and geographic necessity provide a firm rationale for the M.A. program at Cal Poly. No institution in San Luis Obispo County, northern Santa Barbara County, 'or southern Monterey County have an M.A. program in History. There is a terminal History M.A. program at U.C. Santa Barbara, approximately 100 miles south of Cal Poly. One has to travel 185 miles to the north, to San Jose State University, or 140 miles to the east, to Bakersfield, to reach an institution offering a History M.A. program. There is no'school, public or private, closer than 100 miles from San Luis Obispo, which has, or anticipates having, such a program.   .

Many of our History graduates, as well as graduates from the Social Sciences and Political Science departments, enter the teaching profession, and many of them prefer to enroll simultaneously in Teaching Credential and M. A. programs. This cannot be done presently at Cal Poly, so it is quite common for students who would prefer to stay in San Luis Obispo to move back to northern or southern California to enroll in Teaching Credential and M.A. programs at other universities. Establishing an M.A. program here at Cal Poly would ensure that a significant number of graduates would stay here in San Luis Obispo to finish their post-baccalaureate work.

This need has been documented through exit surveys with Cal Poly students. In Winter quarter of 2002, the first survey was conducted in a both sections of a required undergraduate seminar for History majors and minors and among all students emolled in senior project in History. Of the students who were surveyed, 66% expressed a desire to enroll in" an M.A. program in History at Cal Poly. A larger survey was conducted in Winter quarter of 2004. This time exit surveys were completed in several sections of two required undergraduate seminars for History majors and minors, among all students emolled in senior project in History, and by those emolled in a course which is required for post-baccalaureate students admitted into the Social Science Teaching Credential Program. Of the students who were surveyed, 54% expressed a desire to emoll jn an M.A. program in History at Cal Poly.

There is also substantial interest in the proposed History M.A. among those who are already employed as teachers in the local area. There are 260 History and Social Studies teachers in the high schools, junior highs and elementary schools in our target area: San Luis Obispo County and northern Satita Barbara County. Duririg the Winter 2004 quarter, these 260 teachers were surveyed by mail to determine their interest in an M.A. program in History at Cal Poly. Within one month of distributing the survey, 83 teachers had" responded. Of those "who responded, 48% expressed interest in emolling in our M.A. program. Some of those who responded were undecided (21%) and some were not interested (31%). It should be noted, however, that many who stated that they were uninterested already have a M.A. degree in History.

Julian C. Crocker, County Superintendent of Schools, enthusiastically supports this proposal for an M.A. in History at Cal Poly. He wrote that this program would "enhance the history and social science education program for our existing teaching staff in the middle and high schools in our county." He also eagerly awaits the program since it will increase further the subject competency of prospective and current teachers in the county's school system.

Benefit to Cal Poly

The new population of History graduate students will offer important benefits to the History Department and to Cal Poly as a whole.

Graduate students emolled in the M.A. program in History will serve as assistants for faculty who teach large-size sections of lower-diyision classes. At present, we offer some large-size classes (with maximum emollnient set at 120 students) without the benefit of graduate assistants. Instead of hiring undergraduate assistants, then, faculty will employ graduate assistants, thereby improving the quality of this work. (please note that History M.A. students will not teach Cal Poly undergraduates. The History Department's Personnel Policy Statement requires the Ph.D. for tenure-track faculty members. We require the M.A. degree and all Ph.D. requirements except the dissertation for appointment as a full-time or part-time

Since most History graduate students will take at least some 400 level History courses as Graduate Electives, their presence in these courses will help to raise the level of discussion and intellectual rigor and maturity of the class. This will be a direct benefit to our undergraduate majors.

History graduate students will also serve in a new tutoring program for students of all colleges and majors taking History General Education courses. This will be a direct benefit to the entire Cal Poly UIidergraduate population, as well as to the faculty members teaching these classes.

The presence of a graduate program in History will help us to continue to recruit top-level (acuIty to our department. In several recent searches, it has been very common for   . candidates to inquire about the possibility of teaching graduate courses in addition to the regular load of General Education courses and History major courses. (Two years ago, for example, our top candidate chose to accept a position at CSU Northridge, which has an M.A. program.)

Curriculum

There are two options for the M. A. Degree in History.

Students may complete the M.A. Comprehensive Exam Option (48 Units), which consists of Graduate Study in History (4 units); 5 Graduate History Seminars (4 units each) chosen from a list of five courses which are each repeatable up to 12 units (20 units total); five Graduate History Electives chosen from an approved list of courses at the 400 and 500 level (Note that courses at the 400 level will include extra work for graduate students, must be taken after the student has been awarded an undergraduate degree, and may not repeat undergraduate courses or their equivalent.) (20 units total); and Supervised Reading for Comprehensive Exams, which is to be taken twice, once in each Field of Study (2 units each for a total of 4 units).

Comprehensive Examinations will consist of two topics chosen from two different Fields of Study. This will assure the student a wide expanse of knowledge. Comprehensive exams may be taken from topics within the five general (geographically defined) Fields of Study: American History, European History, East Asian History, Central and Latin American History, and African History.

Students may also complete the M. A. Thesis Option (49 units), which consists of Graduate Study in History (4 units); 5 Graduate History Seminars (4 units each) chosen from a list of five courses which are each repeatable up to 12 units (20 units total); five Graduate History Electives chosen from an approved list of courses at the 400 and 500 level (Note that courses at the 400 level will include extra work for graduate students, must be taken after the student has been awarded an undergraduate degree, and may not repeat undergraduate courses or their equivalent.) (20 units total); and M.A. Thesis Supervision, which is to be taken over three separate quarters (3 units each for a total of 9 units).

Approval of the thesis will be by a committee, comprised of the thesis advisor, an outside faculty member (chosen by the student in consultation with the thesis advisor), and the Graduate Coordinator.   .

It will be possible for students pursuing either M.A. option to take up to 8 units of their Graduate History Electives outside of the History Department, with the approval of the

Graduate Coordinator. (A student specializing in Latin American History may want to take a 400-level upper-division·course in Latin American Literature, for example.)

Admission

Students admitted to the M.A. Program in History will meet the following specific . requirements: I) Possession of an undergraduate degree from an accredited college or university. (Students without an undergraduate degree in History will be required to demonstrate adequate preparation for graduate study in History; as determined by the Graduate Coordinator.) 2) An overall grade point average of 3.0 for the last 90 units of their undergraduate work. 3) Submission of a writing sample, in the form of a Senior Project or upper-division paper. .

Applications for admission and requests for further information will be directed to the Admissions Office *or* the Graduate Coordinator of the M. A. Program in History. All. applications must include a writing sample, undergraduate transcripts, and two letters of recommendation.

Resources

All faculty members of the History Department possess the Ph.D. degree and the requisite professional experience in their field of expertise. No new faculty are required for the M.A. program in History. (We will appoint a Graduate Coordinator from among our tenured faculty.)

No additional space and facilities will be required. Existing space and facilities in the late afternoon and evening at Cal Poly are currently under-utilized. This is precisely when the History graduate classes and many of the History graduate electives will be offered to . accommodate the schedules of secondary Social Studies teachers, those Cal Poly students also enrolled in the Social Studies Teaching Credential Program who are observing in the classroom and doing their ·part-time and full-time student teaching during the day, and those residents of the community who are employed during normal business hours. (It should be noted that the History Department already has a good record of offering 400-level courses during the late afternoon and evening. In addition to scheduling our. graduate courses at these times, we will also offer at least one-quarter of our 400-level courses after 3:00 p.m. when the M.A. Program begins.

The Kennedy Library already contains extensive holdings in books, databases, journals and magazines, microform collections, microfiche collections, resources in archives and special collections, and government documents that will support the M.A. program in History.

Adopted:

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

AS-_-04/

RESOLUTION ON
INTERCOLLEGIATE ATHLETICS:
GRADUATION RATES AND POST-SEASON COMPETITION

1	WHEREAS,	Intercollegiate athletics is one of the most visible and prominent activities at Cal Poly; and
2		
3	WHEREAS,	"Intercollegiate athletics is an integral part of the educational program of the University"*;
4		and .
5		
6	WHEREAS,	More than two million dollars of state general fund monies per year is allocated to support
7		intercollegiate athletics at Cal Poly; and .
8		
9	WHEREAS,	Every student athlete who participates in intercollegiate athletics at Cal Poly should have a
10		reasonable and realistic prospect of graduating; therefore, be it
11		
12	RESOLVED:	That only athletic teams and/or student athletes representing teams that have achieved a
13		50% graduation rate** shall participate in post-season competition; and, be it further
14		
15	RESOLVED:	That the Cal Poly Athletic Governing Board be charged with establishing policies and
16		procedures for implementing the 50% graduation rate policy; and be it further
17		
18	RESOLVED:	That the Cal Poly Athletic Governing Board be charged with providing oversight for the
19		50% graduation rate policy; and be it further
20		
21	RESOLVED:	That every head coach shall be expected as part of her/his job requirements to attain and
22		maintain such a 50% graduation rate; and be it further
23		
24	RESOLVED:	That a copy of this resolution shall be sent to every campus Academic Senate Chair, to
25		every member of the CSU Academic Senate, to every member of the Board of Trustees,
26		and to the Chancellor of the CSU in the hope that these recommendations will become
27		CSU policy for each campus.

Proposed by: George Lewis, Cal Poly Academic Senate Chair
Date: April 26, 2004

* *Discovering Student Community: Images of Success* (2004). A Cal Poly Division of Student Affairs publication.

** A four year rolling average that includes all athletes in a sport, both freshman cohort and transfers.

Adopted:

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

AS-_-04/

RESOLUTION ON
PREFACE: THE CAL POLY SHARED READING PROGRAM

1	WHEREAS,	Many faculty and staff across the university have wished for a stronger academic
2		focus in the WOW program; and
3		
4	WHEREAS,	Many faculty and staff would like to make clear high institutional expectations
5		(for students); and
6		
7	WHEREAS,	Many faculty and staff would like to build (an) institutional community; and
8		
9	WHEREAS,	Many faculty and staff see a benefit to having a campuswide common intellectual
10		experience; and
1.1		
12	WHEREAS,	*Preface* is intended to impart high intellectual expectation for new students and
13		the University community; therefore, be it
14		
15	RESOLVED:	That the Academic Senate of Cal Poly endorse *Preface: The Cal Poly Shared*
16		*Reading Program;* and, be it further
17		
18	RESOLVED:	That the Academic Senate Qf Cal Poly encourage faculty and staff to become
19		involved in *Preface: The Cal Poly Shared Reading Program.*

Proposed by: Patricia Ponce, *Preface* Program Coordinator
Date: May 4,.2004·

PREFACE 2004

Program Goals
1. Provide an introduction to· the expectations of higher education
2. Project high institutional expectations
3. Provide a common intellectual experience
4. Build institutional community

Book
Granny D: You're Never Too Old to Raise a Little Hell by Doris Haddock and Dennis Burke

Book Description
In February 2000, ninety-year-old Doris "Granny D" Haddock became a national heroine when she completed her 3,200-mile, fourteen-month walk from Los Angeles to Washington, D.C., to bring attention to the issue of campaign fmance reform.

Her purpose was to encourage individuals to practice democracy by illustrating that a single person can have an effect on the political process. Told in Doris's vivid and unforgettable voice, she recalls and celebrates an exuberant life, of love, activism, and adventure. You will find Granny D's narrative enjoyable and engaging and her story especially compelling in an election year.

Target Population
All new students entering fall 04 and their parents/supporters

Program Design.
1. New students *and their parents/supporters* will be asked to read the book during the summer.
2. During SAP (Summer Advising Program, July) students will receive PREFACE packets
3. As part of fall orientation, WOW's Academjc Day (9/15), students will participate in a 1 hr. small group discussion lead by volunteer faculty/staff/community discussion facilitators.
4. During Parent's Weekend *(lOllS)* the author will visit Cal Poly for a free campus wide and community public presentation.

Small Group Discussion
The small group discussions will take place on Wednesday, September 15,2004, Academic Day of WOW. The discussions will be 1 hour and take place first thing in the morning in the established WOW groups. Following the discussions, students will proceed to their respective colleges and academic department meetings.

Author Presentation
Co-sponsored with the Parent Program and "Provocative Perspectives;" Doris Haddock and Dennis Burke together will make two free public presentations.
1. Volunteer discussion facilitators and "Provocative Perspectives" faculty/staff (10/14 am).
2. General campus and the SLO county community. This event will coincide with Parents Weekend (l0/15 pm) so that parents may also hear the author speak.

The Cal Poly Shared Reading Program
California Polytechnic State University, San Luis Obispo, CA 93407
www.preface.ca1poly.edu   Office: (805) 756-1380   Fax: (805) 756-7142

Adopted:

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

AS-_-04/

RESOLUTION ON
UTILIZATION OF PRESIDENT'S ON-CAMPUS
RESIDENCE FOR A TEMPORARY FACULTY CLUB

1 2 3	WHEREAS,	Regular contact and exchange of ideas among University employees helps to create a sense of cortununity; and
4 5 6	WHEREAS,	The faculty and staff of Cal Poly do not have a designated facility for their professional and social use; and
7 8 9	WHEREAS,	The Cal Poly Master Plan does not designate a facility specifically for a Faculty Club and Conference Center; and
10 11 12	WHEREAS,	President Baker has chosen an off-campus residence and will evacuate his campus house soon; and
13 14	WHEREAS,	The University intends to maintain the residence in the President's absence; and
15 16 17	WHEREAS,	Cal Poly is an Associate Member of the Association of Faculty Clubs International which can assist in the planning for a Faculty Club and Conference Center; and
18 19 20	WHEREAS,	President Baker has voiced his support for a Faculty Club and Conference Center on campus; therefore be it
21 22 23	RESOLVED:	That the President's on-campus residence be immediately converted to a temporary Faculty Club; and be it further
24 25 26	RESOLVED:	That the University allocate resources to maintain the President's on-campus residence as a temporary Faculty Club; and be it further
27 28 29 30	RESOLVED:	That the President's Office, the Academic Senate Ad Hoc Faculty Club and Conference Center Committee, and the Cal Poly Foundation coordinate efforts to create a permanent Faculty Club and Conference Center on campus; and be it further
31 32	RESOLVED:	That a permanent on-campus Faculty Club and Conference Center be integrated into the Cal Poly Master Plan.

Proposed by: Academic Senate Faculty Mfairs Committee
Date: April 29, 2004

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Adopted:

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

AS-   -04/

RESOLUTION ON
ACADEMIC FREEDOM

1	WHEREAS,	Academic freedom is the pillar of our University's fundamental mission of
2		discover and advancement of knowledge and its dissemination to students and the
3		public; and
4		
5	WHEREAS,	Restrictions on the freedom of teaching, research, expression, and publication
6		pose obstacles for all faculty in fulfilling the academic mission of the University;
7		and
8		
9	WHEREAS,	In recent years, in the name of security, sollie campuses have developed policies
10		which pose restrictions on academic freedom; and
11		
12	WHEREAS,	Trustees' audit staff, acting on behalf of the Trustees, have informed campus
13		administrators to implement risk management guidelines to determine whether
14		insurance needs to be purchased for activities such as speakers, instructors, and
15		special lecturers; and .
16		
17	WHEREAS,	A user or department that declines to purchase insurance when recommended by
18		campus Risk Management would then be obligated to absorb the first $250,000 of
19		damages in the event of an "accident"; and .
20		
21	WHEREAS,	Such policy inhibits protections of academic freedom by placing financial burden
22		on the sponsor; and
23		
24	WHEREAS,	We have also witnessed attempts to quell discussion of controversial issues under
25		the guise of a need for a "balanced" approach; and
26		
27	WHEREAS,	Cal Poly, San Luis Obispo, has officially recognized and supported the AAUP
28		Principles of Academic Freedom; therefore, be it
29		
30	RESOLVED:	That the Cal Poly Academic Senate reaffirm its commitment to upholding and
31 .		protecting the principles of academic freedom; and, be it further
32		

33	RESOLVED:	That the Cal Poly Academic Senate callon the University conimunity to maintain
34		the campus as an open forum for free expression of ideas and diverse views in the
35		framework of scholarly inquiry and professional ethics; and be it further
36		
37	RESOLVED:	That the Cal Poly Academic Senate encourage Cal Poly administration to review
38		campus policies and procedures to ensure protection of freedom of inquiry,
39		research, expression, and teaching both inside the classroom and beyond; and be it
40		further
41		
42	RESOLVED:	That the Cal Poly Academic Senate encourage the President to bring to the
43		attention of the Trustees the adverse impact on academic freedom of policies
44		recommended by the auditor and request the Trustees to reconsider any policy that
45		impedes full academic freedom.

Proposed by: Manzar Foroohar, statewide Academic Senator
Date: May 4, 2004

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

Item 11

AS-2649-04/FA
March 11-12, 2004

Academic Freedom

1 RESOLVED: That the Academic Seriate of the California State University (CSU)

2 reaffirm its commitment to upholdmg and preserving the principles of

3 academic freedom: the right of faculty to teach, conduct research or

4 other scholarship, and publish free of external constraints other than

5 those normally denoted by the scholarly standards of a discipline; and

6 . be it further

7 RESOLVED: That the Academic Senate CSU call upon the campuses to foster the free

8 speech rights embedded in the First Amendment of the U.S.

9 Constitution and to ensure that guests on any campus have full

10 opportunity to the appropriate exercise of these rights; and be it further

11 RESOLVED: That the Academic Senate CSU calIon the university community to

12 maintain the campuses as open forums for free expression of ideas and

13 diverse views in the framework of scholarly inquiry and professional

14 ethics; and be it further

15 RESOLVED: That the Academic Senate CSU   the local campus senates to

16 develop or review campus policies for the protection of freedom of

1   research, expression and teaching both inside the classroom and

2   beyond; and be it further

3   RESOLVED: That the Academic Senate CSU call for review and, if necessary, repeal,

4   of any system or campus policy that would restrict academic freedom in

·5   the name of "security" or "a balanced approach" to controversial issues.

6

7   RATIONALE: In recent   in the name of security, some universities

8   have developed policies that place restrictions on academic freedom.

9   There have been attempts to quell discussion of contentious

10   issues under the guise of a need for a "balanced" approach to

11   controversial issues. Academic freedom is the pillar of a university's

12   fundamental mission of discovery and advancement of knowledge and

13   its dissemination to students and the public. Restrictions on freedom to

14   teach, conduct research, express points of view, and publish create

15   obstacles in fulfilling the academic mission of the university. Only when

16   universities protect academic freedom and foster the free exchange of

17   ideas can they effectively fulfill their mission of providing high quality

18   education to the students and to the public.

19   SECOND READING - May 6-7, 2004

Adopted:

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

AS-   -04/

RESOLUTION ON .
IMPLEMENTATION OF STUDENT ADMINISTRATIVE
MODULE OF PEOPLESOFT

1	WHEREAS,	The CSU is going through the worst budget crisis in its history; and
2		
3	WHEREAS,	Implementation of the student module of PeopleSoft is an expensive component
4		of the new CMS project; and
5		
6	WHEREAS,	Vice Chancellor Richard West in his letter dated February 6, 2004 has given CSU
7		campuses the option of postponing the implementation of new CMS project.s; and
8		
9	WHEREAS,	Cal Poly, San Luis Obispo, is the only CSU campus not postponing the
10		. implementation of a new CMS project; and
11		
. 12	WHEREAS,	Cal Poly has not done a thorough and transparent cost analysis of other available
13		products to upgrade its student administrative software; and
14		
15·	WHEREAS,	Borrowing millions of dollars to implement PeopleSoft is a major impediment in
16		our future recovery from the present budget crisis; therefore, be it
17		
18	RESOLVED:	That the Ac·ademic Senate of Cal Poly state its opposition to implementation of
19		the student administrative module of PeopleSoft in the midst of a major budget
20		crisis; and be it further
21		
22	RESOLVED:	That the Academic Senate of Cal Poly encourage President Baker to halt any plans
23		to borrow money to implement PeopleSoft; and, be it further
24		
25	RESOLVED:	That the Academic Senate of Cal Poly encourage President Baker to postpone the
26		implementation of the student administrative module of PeopleSoft until a
27		thorough and transparent fit-gap analysis of other available products in the market
28		is done.

Proposed by: Manzar Foroohar, statewide Academic Senator
Date: May 4, 2004