

PLEASE SAVE THIS AGENDA FOR THE MEETINGS OF MAY 25
AND JUNE 1. A NEW AGENDA WILL NOT BE MAILED FOR
THE JUNE 1 MEETING



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

MEETING OF THE ACADEMIC SENATE
Tuesdays, May 25 and June 1, 2004
UU220, 3:10 to 5:00pm

- I. Minutes: Approval of Academic Senate meeting minutes for May 4, 2004 (pp. 3-4).

- II. Communication(s) and Announcement(s):
 - A. [June 1] Introduction of 2004-2005 Academic Senators: (pp. 5-6).
 - B. FY 2004/05 PERM Budget Reductions Allocations-REVISED: (p. 7).
 - C. Responses to *Summary of Campus Concerns, Issues and Questions (as of 4.28.04)* (pp. 8-17). This document can also be viewed at:
<http://www.calpoly.edu/~acadsen/documents/CampusConcerns.pdf>.
 - D. 2003-04 Year End Report of the Academic Council on International Programs (ACIP): (pp. 18-19).
 - E. 2003-04 Year End Report of the Instructional Advisory Committee on Computing (IACC): (pp. 20-21. Updated report may be distributed).
 - F. 2003-04 Year End Report of the Deans Admissions Advisory Committee (DAAC): (to be distributed)
 - G. 2003-04 Year End Faculty Report on Foundation activities: (to be distributed).

- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other: [May 25] Athletics Governing Board: annual report: (pp. 22-23).

IV. Consent Agenda:

V. Business Item(s):

- A. **Resolution on the Bachelor of Arts in Interdisciplinary Studies:**
Hannings/Parks, second reading (pp. 24-30).
- B. ***[to be deliberated after 4pm]* Resolution on Cal Poly Modern Pool:**
Greenwald, second reading (pp. 31-34).
- C. **Resolution on the Proposal to Rename the University Center for Teacher Education to the College of Education:** Detweiler/Konopak, first reading (pp. 35-47).
- D. **Resolution on the Proposal to Establish a Master of Arts in History:**
Hannings/Stefanco, first reading (pp. 48-53).
- E. **Resolution on Implementation of Student Administrative Module of PeopleSoft:**
Feroohar, first reading (p. 54).
- F. **Resolution on Intercollegiate Athletics: Graduation Rates and Post-Season Competition:** Lewis, first reading (p. 55).
- G. **Resolution on Preface: The Cal Poly Shared Reading Program:** Ponce, first reading (pp. 56-58).
- H. **Resolution on Utilization of President's On-campus Residence for a Temporary Faculty Club:** Feroohar, first reading (p 59).
- I. **Resolution on Academic Freedom:** Feroohar, first reading (pp. 60-63).

VI. Discussion Item(s):

VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
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MINUTES OF
The Academic Senate
Tuesday, May 4, 2004
VU220, 3:10 to 5:00 pm

- I. Minutes: The minutes of March 2 and April 13, 2004 were approved without change.
- II. Communications and Announcements: (Lewis) Addition of Business Item C - Election of Academic Senate Vice Chair [Time certain 4:50 pm].
- III. Reports:
 - A. Academic Senate Chair: None.
 - B. President's Office: (Baker) BUDGET - The Department of Finance has asked state agencies, including the CSU, to prepare contingency plans for an additional 3% reduction for 2004-05. However, discussions between the Governor's Office and the Chancellor's Office seem to indicate that Department of Finance is not anxious to push the CSU into a bad position. Options for absorbing a further 3% reduction are problematic. For example, reducing enrollments is an impractical solution for many campuses. More will be known about the future budget after the May revision, which is out the middle of next week. Baker emphasized that Cal Poly has sought to avoid budget reduction decisions that are not reversible, reasoning that the economy is likely to come back and funding to higher education gradually restored in coming years. GOLDEN HANDSHAKE - Will probably be approved within the next 10 days. PEOPLESOFF - the \$15 million needed to implement the Student Administration module of PeopleSoft is a preliminary estimate only. A fit-gap analysis is under way to determine the relationship between our functionality needs and the PeopleSoft Student Administrative System's capabilities. The imperative and requirement for campuses to participate in the CSU's "Common Management System" has been determined to outweigh other considerations; so therefore Cal Poly has made the decision to not consider another vendor unless the CSU system chooses to do so. MASTER PLAN - Due to enrollment reductions, reductions in state funding and changes in capital outlay plans for academic facilities and Student Housing North (SHN), this latter project will be delayed. Three phases are envisioned for SHN with [J] occupancy in 2008. As part of the implementation plan for SHN, all freshmen will be required to live on campus (with certain exceptions) and second year students will be guaranteed housing on campus. The faculty housing program was slowed down by litigation but again, we are moving forward and the first phase will be completed by Fall of 2007 as currently scheduled. The construction of an entirely new Science facility will begin in the next few years and it will replace all current science facilities except the Biological Sciences. Because of the cost and the amount of money available thru State bonds, it will be split in two construction phases of \$47-48 million per phase. This summer the construction of two engineering buildings, one privately funded and one funded by General Obligation bonds, will get under way. ATHLETICS - Early in Pres. Baker's career at Cal Poly, he encouraged discussions about the future of Athletics. In determining what kind of Athletics program to have it was decided to have a program that reflects a partnership with the students. This partnership and the underlying support enhances institutional control, keeps the focus on academic success and avoids the downside of over-reliance on private support. The several sources of funding for Athletics include state general fund budget revenues, student fees dedicated to Athletics, private fund raising, sponsorships and

gate receipts. The recently approved ASI fee increase for Athletics comes about primarily because of a 68% unplanned increase in the cost of scholarships for athletes over the last several years, in large part as a result of rising fees, rising meal plan costs and increases in the cost of housing. The fee increase will permit Athletics to pay for the increase in these mandatory costs. It will also release other funds for the band and spirit groups, and maintain equity between men's and women's programs.

- C. Provost's Office: None.
- D. Statewide Senators: None.
- E. CPA Campus President: (Foroohar) CFA is circulating a petition asking the administration to postpone the implementation of the Student Administration module of CMS until the budget improves and requesting a fit-gap analysis before moving forward.
- F. ASI Representatives: (Mednick) ASI elections for President and Vice-President are Wednesday and Thursday.
- G. Other:

IV. Consent Agenda: None.

V. Business Item(s):

- 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 intended to allow working people who have been out of college for some time and have fulfilled all their General Education requirements to complete their bachelor's degree. A copy of the full proposal is available by clicking on <http://www.calpoly.edu/-acadsen/newsIBA%20InterStudies.pdf> This resolution will return as a second reading item at the next Academic Senate meeting.
- 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 resolution 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 specifically to address this issue and to ease the migration and mitigation process. The site is available at <http://uss.calpoly.edu/> This resolution will return as a second reading item at the next Academic Senate meeting.
- C. Election of Academic Senate Vice Chair: Elrod, Academic Senate Vice Chair. Stacey Breitenbach was elected, by acclamation, Academic Senate Vice Chair for the 2004-2005 academic year.

VI. Discussion Item(s): None.

VII. Meeting adjourned at 5:00 pm.

Submitted by

Gladys Gregory,
Academic Senate

ACADEMIC SENATE SENATORS For the 2004-2005 term

(Highlighted names have been elected to the 2004-2006 term)

COLLEGE OF AGRICULTURE (7 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Ahem, Jim	Agribus	65030	jahem	2005
Beckett, John	AniSci	67011	jbeckett	2005
Cavaletto, Richard	BioR&AE	62383	rcavalet	2006
Hannings, Dave	Horti&CS	62870	dhanning	2006
Harris, John (CH)	NRM	62426	jhharris	2006
Howard, Wayne	Agribus	65022	whhoward	2005
Thompson, Richard	NRM	62898	rpthomps	2006

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Dong, Kevin	ArchEngr	66465	kdong	2005
Doyle, Gregg	C&RP1g	62285	gdoyle	2005
Giberti, Bruno	Arch	62036	bgiberti	2006
Reich, Jonathan (CH)	Arch	61351	jreich	2005
Weber, Paul	ConstMgt	66164	pweber	2006

COLLEGE OF BUSINESS (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Dobson, John (CH)	Finance	61606	jdobson	2006
Geringer, Mike	Mgtmt	61755	mgeringe	2006
Griggs, Ken	Mgtmt	62731	kgriggs	2006
Iqbal, Zaf	Acctg	62977	ziqbal	2005
Wild, Rosemary	Mgmt	62695	rwild	2005

COLLEGE OF ENGINEERING (7 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Harris, Jim (CH)	ElecEngr	65708	jharris	2006
Liu, Mei-Ling	CompSci	66460	mHu	2006
LoCascio, Jim	MechEngr	62375	jlocasci	2006
Myers, Len	CompSci	61252	lmyers	2006
Pal, Nirupam	C&EEngr	61355	npal	2005
Tso, Jin	AeroEngr	61391	jtso	2005
Waldorf, Dan	IndEngr	62908	dwaldorf	2005
Menon, Dnny (stwd sen)	IndEngr	61180	umenon	2006

COLLEGE OF LIBERAL ARTS (9 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Flores, Francisco	Philos	62044	fflores	2006
Jones, Terry	SocSci	62523	tljones	2006
Keif, Malcolm	GraphCom	62500	mkeif	2005
Laver, Gary	Psyc&CD	62865	glaver	2006
Lovaglio, Enrica	Art&Des	62446	elovagli	2006
Lynch, Joe (CH)	Philosophy	62952	jlynch	2005
Rinzler, Paul	Music	65792	prinzler	2006
Sweatt, Lisa	Psyc&CD	66123	lsweatt	2005
VACANCY				2005
Foroohar, Manzar (stwd sen)	History	61707	rnforooha	2005

COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Elrod, Susan	BioSci	62875	selrod	2005
Greenwald, Harvey	Math	61657	hgreenwa	2006
Kitts, Chris	BioSci	62949	ckitts	2005
Puhl, Susan	Kinesiology	62087	spuhl	2005
Schaffner, Andrew (CH)	Stats	61545	aschaffn	2006
Sharpe, John	Physics	62069	jsharp	2006
Van Draanen, Nanine	Chem&BC	61274	nvandraa	2005
VACANCY				2006
Hood, Myron (stwd sen)	Math	62352	mhood	2007

PROFESSIONAL CONSULTATIVE SERVICES (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Brar, Navjit	Library	62631	nbrar	2006
Gamble, Lynne (CH)	Library	62492	l9amble	2006
Breitenbach, Stacey	CENG AdvCtr	61461	sbreiten	2005
Jelinek, Cindy	CSM AdvCtr	62615	cjelinek	2005
Vuotto, Frank	Library	66247	fvuotto	2006

UNIVERSITY CENTER FOR TEACHER EDUCATION (1 representative)

<u>NAME</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Chin, Elaine	62032	echin	2005

EX OFFICIO MEMBERS (nonvoting members except faculty part time representative)

Baker, Warren	President	Pres Ofc	wbaker	Cont'g
Detweiler, Robert	Int Provost	Provost Ofc	rdetweil	Cont'g
Morton, Cornel	VPSA	Stud Affs	cmorton	Cont'g
VACANCY	Faculty mbr	Pt time rep		2006
VACANCY	Student	ASI		2006
VACANCY	Student	ASI		2006
VACANCY	Dean	Deans Cnd		2006

FY 2004/05 PERM Budget Reductions Allocations - REVISED

As of 1/9/04

Estimated

FY 2004/05

Initial

Allocation of

FY2004/05

PERM Budget Reduction

Area Unit Base Budget PERM Budget Reduction

CAGR-College of Agriculture		\$ 14,519,730	\$ (980,082)	6.75%
CAED-College Arch & Env Design		\$ 8,984,086	\$ (471,665)	5.25%
CBUS-College of Business		\$ 8,675,416	\$ (715,722)	8.25%
CENG-College of Engineering		\$ 16,896,947	\$ (1,013,817)	6.00%
CLA-College of Liberal Arts		\$ 8,448,384	\$ (612,508)	7.25%
CLA-General Ed & Support		\$ 13,274,805	\$ (365,057)	2.75%
CSM-College of Science & Math		\$ 4,655,106	\$ (314,220)	6.75%
CSM-College of Science & Math		\$ 13,727,011	\$ (377,493)	2.75%
Univ Center for Teacher Ed		\$ 2,564,837	\$ (134,654)	5.25%
	Subtotal, Colleges/UCTE	\$ 91,746,321	\$ (4,985,216)	-5.43%
Academic Affairs		\$ 2,003,750	\$	0.00%
Academic Personnel		\$ 602,352	\$ (43,670)	7.25%
Academic Progs & Undergrad Ed		\$ 1,404,939	\$ (126,445)	9.00%
Academic Senate		\$ 74,516	\$	0.00%
Athletics-Intercollegiate		\$ 2,333,579	\$ (169,184)	7.25%
Continuing Education		\$ 82,670	\$ (41,335)	50.00%
ESS Acad Records & Univ Sched		\$ 347,721	\$ (25,210)	7.25%
ESS Acad Records & Univ Sched		\$ 1,799,870	\$ (71,995)	4.00%
ESS Acad Records & Univ Sched		\$ 218,718	\$ (15,857)	7.25%
ESS Admissions & Financial Aid		\$ 1,858,506	\$ (74,340)	4.00%
ESS Admissions & Financial Aid		\$ 1,462,013	\$ (105,996)	7.25%
Institutional Planning		\$ 310,022	\$ (22,477)	7.25%
ITS-Information Technology Svc		\$ 12,476,312	\$ (1,372,394)	11.00%
Library		\$ 5,500,765	\$ (385,054)	7.00%
Research & Graduate Programs		\$ 416,964	\$ (20,848)	5.00%
	Subtotal, Non-Colleges/UCTE	\$ 30,892,697	\$ (2,474,805)	-8.01%
	Total, Non-Excluded	\$ 122,639,018	\$ (7,460,021)	-6.08%
		\$	\$ 458,407	AA Reserve
Acad Affairs-Cal Poly Plan Adm		\$ 2,134,098		
ESS Admissions & Financial Aid		\$ 6,276,298		
Performing Arts Center		\$ 908,449		
	Total, Excluded	\$ 9,318,845		
	TOTAL, AA General Fund Base Budget	\$ 131,957,863		

Summary of Campus Concerns, Issues and Questions (as of 4/28/04)

Some of the issues involved in the proposed changes have involved Senate approval in the past. Faculty feel very strongly about the process by which students add or drop classes. Other issues involved in the proposed changes (the length of registration, for example) could be done administratively. I would suggest splitting the issues into two parts: those that would normally require Senate approval and those that would not normally require Senate approval.

1. I would suggest not implementing all the recommendations at one time.

Given that all constituencies were trying to agree on the recommendations, the Registration and Scheduling Committee felt strongly that they be implemented as a package. For example, for the students to agree to an (even) shorter add/drop period, they want wait-listing, for faculty to agree to a consistent add practice (i.e., wait-listing and ePermits), they want a shorter add/drop period, etc.

- a. The proposal to reduce the number of units (from 16 to 14) that a student can register for during the initial rotation cycle may have unintended consequences. It may increase the time to graduation for many students by making it difficult for students to carry a full load of useful courses.

The intent in reducing the number of units that a student can register for during the initial rotation is to "spread" high demand courses throughout the initial rotation. The hope is that students who have lower priority will still be able to get one or two "high demand" courses that will help them progress to degree in a more timely manner. Also, it is hoped that students with high priority will no longer be able "pad" their schedules with classes that they are saving for friends or not intending on taking.

- b. With the creation of a waiting list, it may not be necessary to reduce the number of units (from 16 to 14) that a student can register for during the initial rotation cycle at this time. Those students with low registration priority will be helped by a waiting list.

Waitlisting does not reduce/eliminate the students' ability to "pad" their schedules thereby "holding" seats from students with a lower priority.

- c. With the creation of an ePermit system, it may not be necessary to reduce the add/drop period at this time. Faculty would have the control to decide whether a student should or should not be permitted to add a class.

The majority of faculty that the committee members talked to felt strongly that the add/drop period be reduced - they would like their classes to be as stable as possible as soon as possible.

Faculty already have the control to decide whether a student should or should not be permitted to add a class. What is lacking is a consistent process in which students add a class. The ePermit adds consistency for students to know how they add classes. It is intended to eliminate the need for students to have to "crash" a course. (Note: currently the process to which a student can add a class varies by course section).

2. The proposed changes may be too rigid.

- a. For classes that are not full on the first day of class, the proposed changes would allow adds only through the ePermit system.

The ePermit allows for consistency in how a student adds a class.

- b. While many faculty might prefer to have this control, others might prefer to allow Power and Capture to operate so that students could fill empty seats through Power and Capture.

The ePermit allows for consistency in how a student adds a class.

- c. A flexible system that allowed faculty the choice of methods of dealing with adds on the first day of class seems preferable.

Flexibility causes inconsistency in how a student adds a class.

3. The proposed changes should not be implemented at this time.
 - a. There are too many unresolved issues and problems.
 - b. There is a need for greater involvement by the Senate in many of the issues involved in the proposed Registration Process Changes.

I feel that the proposed Registration Process Changes has serious flaws. I think that the proposed Registration Process Changes would benefit from further discussion. I do not see that making a decision on "these matters soon" benefits the campus if that decision is flawed.

Note: We are currently trying to determine a "drop dead" date for implementation decision.

I thought that the Senate had a good discussion on the proposed registration changes. I think that some difficulties were pointed out and some changes need to be made. In particular, I think that there are some problems with the waiting list as currently proposed. I think that there are many valid reasons for adding students to classes that may not have been on the waiting prior to the first day of classes. Many of these were cited in the discussion Tuesday -- students who signed up for a successor class prior to learning they failed the prerequisite class, seniors who suddenly realize that they need a certain class in order to graduate, classes moving to a larger room may have more vacancies than there are students on the waiting list, etc. I propose that the waiting list always be open. Thus students who need to add a specific class after the start of classes will have an opportunity to get on the waiting list and do so.

1. If only waiting list students can add classes, I believe that Deans and Records will be flooded with petitions for exceptions or deviations at the beginning of each quarter -- exactly what you are trying to avoid.

This issue was discussed by the committee but the committee felt that the cause of the large numbers of petitions, exceptions and deviations is due to the lack of enforcement of policy not because the "process" or "system" is "broken".

2. It should be possible for wait-listed students to add open classes without ePermits up to (or through?) the first class meeting.

The committee is discussing this further but the "up through the first class meeting" may be problematic - we could do "up through the first day of classes".

3. There needs to be a way to coordinate the wait lists for co-requisite classes such as lectures and labs.

This is an issue that we know needs to be resolved. We are currently looking at our options.

As for the procedure of implementing these changes, I think that when the committee goes over all the suggestions and comment from the various constituents, they should make a final list of proposed changes and bring it back for discussion to the Academic Senate one more time. The purpose of this should be to inform the Senate how the Committee responded to all the questions that were raised. If at that time, some segment of the Senate wishes to challenge these regulations, then a resolution might be appropriate. But I didn't hear a lot of objection to what was being proposed -- only suggestions for fine-tuning. As there will never be total consensus on the whole package, so I think that a Senate resolution would not necessarily be the best way to proceed.

I think that there is an urgency to implement these changes as soon as possible. Some of the changes, such as the 14-unit limit, are needed now and are in the best interest of students -- in my opinion.

1. Concern over not being able to "manage" department enrollment limits during registration.

The committee believes that departments will still be able to "manage" their enrollments. In many cases, departments are not using the correct method to "manage" their enrollments.

2. Concern over issue of students being required to be on a wait list to use an ePermit to add a class that is full. Many students find themselves needing a class that they previously didn't think of.

Given that students can be on multiple waitlists (exact number is yet to be determined), the committee felt that students should have sufficient options. Also, students on the committee felt strongly that since the waitlists will (to some degree) reflect their registration priority, it was important that the waitlist be used with the ePermit.

3. Does the add/drop period need to be shortened if the instructors will have total control over who gets in?

The faculty currently have control over who gets in.

4. Concern over the time of day and length of the proposed rotation periods. Will there be enough time/flexibility for students to get to a computer to register? Suggestion was made to investigate students being able to send their request to the system to be queued in when their time came.

The committee believes that there is sufficient time/flexibility for students to get to a computer. Students are not limited to a specific time slot. If their cycle begins at 11:00am on Tuesday, they can log on anytime after that.

5. Instructors not wanting to decide on who adds/gets ePermits when a class is not full (but zeroed automatically on day 1. Why not let POWER/CAPTURE still function or function for some classes?

The committee felt strongly that the add process be consistent for students. If we let POWER/CAPTURE still function for some classes, then the process isn't consistent.

If we allow POWER/CAPTURE to function for all classes, then a student sitting by a computer can add a class whereas a student who has been attending the class may not be able to.

If a class is not full but zeroed out, the instructor currently needs to determine who gets a Permit

I'm generally in favor of this as a package. I have three concerns:

1. If a student is electronically added to a class from a wait list, how does the student find out and what if the student no longer wants the class? How do we make sure that if the student doesn't want the class he or she drops it so s/he doesn't get a WU and drops it quickly enough so that another student can get in?

The current plan is to send a student an email when they are added to a class. If a student no longer wants the class, they will need to drop the class. Timely adding and dropping of courses is currently an issue but the committee felt that this was a "training" issue and an example where current policy may need to be enforced more strongly. We are also looking into "pushing" reminders to students via the portal of key dates (e.g., last day to add, last day to drop, reminders to check their schedule) and delivering their schedules via the portal.

2. I still think the add period is too long. In a four-unit class meeting for an hour four times per week, you will have some adding at the second class meeting, some adding at the third, some at the fourth, some at the fifth, some at the sixth, and some at the seventh. You can't go over the syllabi and teach each group the missed material.

Faculty will have more control over who and when a student is added to their course. The faculty member simply does not give out any ePermits once they determine the last day in which they will allow students to add who have missed classes - students can no longer add a class via POWER/CAPTURE without first seeing the instructor. Departments will no longer need to "zero out" enrollments.

3. What's to prevent those with priorities and earlier registrations from putting themselves on the wait lists for 30 or more classes (especially those with multiple sections) to maximize their chances of getting one or more of them. If that happens, does the new system solve the problem it's supposed to?

We have not yet determined the maximum number of wait lists a student can add themselves to. However, the committee believes that students will need to be strategic in which wait lists they add themselves to. The "problem" that wait listing helps with is providing students with a consistent way in which a class can be added. If a student really needs a class and is willing to take it at any time it is offered, why shouldn't they be able to add themselves to the wait lists of multiple sections? They will at most be added to one of them (i.e., the first one that becomes available).

I've reviewed the proposed changes to course registration and, overall, I think it's workable. I am slightly concerned about shortening the add/drop period, only because we have a lot of suppressed call numbers (for lessons, etc.) and so we tend to have a relatively high number of students waiting to add until the last day. Of course, this will again place more responsibility on them, so hopefully, once they get used to the shorter period, maybe it will make them more responsible. I can dream!

There are quite a few areas in which we recognize that more "training" needs to occur (of all constituencies). As part of this proposal, there is an underlying assumption that a comprehensive communication and training plan will need to be developed/implemented.

I do have a question about the wait list mentioned. Will this be something that instructors will maintain or will the students actually add their names to some on-line list?

Students will be adding themselves to the wait lists electronically as they are registering for courses. (Note: at this time, this functionality can only be delivered via POWER).

After looking over the proposed changes to course registration, as an EOP advisor for the College of Science and Math here is my feedback:

- I really like the idea of reducing the number of units students can enroll in initially... I deal with this problem frequently when helping students register and create schedules through POWER.
- I also really like the idea of allowing students to enroll in up to 22 units. In the math and science majors, this is particularly helpful for students who want to take supplemental workshops, along with classes that have labs etc.
- The wait list proposal sounds like a good idea, but the implementation part sounds confusing... I think there is a danger of students forgetting they have been on a wait list, which will cause many more problems for students and student services personnel in the long run. Also, students may take advantage of the wait list option and sign themselves up for multiple classes. Finally, there is the chance that some prerequisite or hold would prevent students from being added automatically, as you mentioned.

As part of this proposal, there is an underlying assumption that a comprehensive communication and training plan will need to be developed/implemented (for all constituencies). We also plan on being more pro-active in reminding students of critical dates via the Portal.

We don't see the issue of students signing themselves up for multiple wait lists to be a negative.

- Regarding the add/drop deadlines being reduced, I can definitely see the benefit of reducing the "add" timeframe; however, the proposed "drop" timeframe is not enough to give students a sense of whether or not they can be successful in their class, with their schedule, or with a particular instructor. I agree that many more W and U's will be handed out, which does not promote the idea of student success that is our goal.

The downside to extending the drop period after the add period is that course enrollments will not be maximized and seats will go empty. In other words, if a student drops a class but the drop date is after the add date, no student will be able to add the class after the other student drops it - there will be an "empty" seat that could have been filled.

- Finally, I like the idea of reducing the length of the registration cycle.

I think that we should go ahead with the proposed changes in the registration system if it is possible to program everything in time. Although I am not sure quite how everything would work,

it doesn't seem like it could be worse than our present system. Just lowering the enrollment limits to 14 units will be a big improvement.

In general, I applaud the attempt to create a smoother - and electronic method to process registration into classes with the hope that it would be more fair with more students in the registration rotation being able to get classes and the implementation of electronic wait-lists and e-permits. But that does not mean I don't have concerns as well.

First, I do not think this is just an administrative decision that needs to be made. Since it impacts how and which students enter our classes, changes the way departments manage enrollment into the classes they offer, changes the add/drop period (which was established by an academic senate resolution), and affects the way faculty try to accommodate students in impacted classes, I feel it needs a full hearing in the academic senate in the form of a resolution.

Note: We are currently trying to determine a "drop dead" date for implementation decision.

Many questions/issues/concerns were raised during the report to the senate today which suggests to me this is an issue that the senate feels is important to get right. And knowing how the proposed changes will affect both students and faculty in the myriad of possible situations that currently exist is important to creating a policy that can be implemented and will actually improve the registration/enrollment process.

There are some specific questions/concerns/recommendations that I have regarding the proposed changes:

1. The current add/drop period was established by the academic senate. It was strongly debated at the time - and represents a compromise. The goal was to allow fully subscribed courses by making the add period be one academic day longer than the drop period - so that spaces that are vacated when students drop could be filled by a students wanting to add. This was a change from the previous one-week add/three-week drop period. The debate centered on three principles: Students need an ample amount of time in a course to determine whether they are able to deal with the level and work load of a course; the add period should be longer than the drop period in order to accommodate participating students who are trying to add; faCUlty need to know that students are not entering the course so late into it that they have little chance of success. That is why even though a spot can technically be filled through POWER after two full weeks of classes, the instructor can deny enrollment if the student has not been in attendance. (But that can create a problem when a student feels entitled to the empty spot even when he/she has not yet attended class. And that is one of the reasons departments currently zero out enrollments - so that POWER does not show empty spaces after the first day of class, allowing the instructor to manage adds using permits.)

Two things: The problem will be improved immensely with adds after the start of classes being handled only with e-permits. As spaces open, faCUlty can permit students to enroll electronically - eliminating the possibility that some enterprising student can grab a spot on POWER when it opens whether or not he/she has been in class (sometimes displacing a student who has been participating from day one). But that also means there is no need to change the add/drop period. Since students could only enroll through e-permits, there is no longer the possibility that students would enter a course too late to be successful - the instructor could simply not give an e-permit to a student if he/she has not been a part of the course. The only way a student can be assured of entry into a course would be to have been wait-listed and then begun participating from the first day (ie, if the instructor feels that is important - as many of us do). The only requirements are that adding be given more time than dropping - and the process is complete by the

census date (ie, three weeks). Since it would all be electronic, the add/drop period could actually be increased, not decreased.

Comments received by the Registration and Scheduling Committee from faculty/academic departments still suggests a desire to shorten the add/drop period. From a student success perspective, the committee felt that the sooner a student gets into a class, the higher the chance for success. It should be noted that the students favored a longer add/drop period.

2. I think instructors will need to receive a printout of the wait-list for each class - with the appropriate e-permit number for each student to be given if spaces are available. That is the only way I see that an instructor can know how many e-permits can be given to students - since being wait-listed is also necessary for enrollment in an otherwise full class when drops occur. But that doesn't assure that a student with an e-permit will actually enroll, since they may be wait-listed in other classes as well. So I don't see how that will all work. It may all be figured out (by someone) - but that isn't clear the way I read the proposal.

Faculty will receive a printout of the waitlists. We are hoping to post it to the portal so that a faculty member can simply print it off at their convenience. The issue of whether or not a student actually uses the Permit is currently a problem. We are hoping to be able to associate an "expiration" time with the ePermits.

3. I think that there must be a cap on the number of courses for which a student can request to be wait-listed. Otherwise, it is in every student's best interest to be wait-listed every quarter in every section of every course they feel that they might consider enrolling in if they cannot get their first choices after the initial registration rotation is over. That will create a process nightmare if the instructor receives a list of those wait-listed for each class which has many more names than are actually trying to add. Some will simply not deal with it - feeling their priority should be to teach the course not manage wait-lists and e-permits.

The committee is currently looking at the issue of how many students can be on a waitlist and how many waitlists a student can be on. Note: the committee does not see the harm in allowing students to be on as many waitlists as they want - if they really need a course and don't care what time the course is being offered or what instructor is teaching the course, shouldn't they be allowed to maximize their chances of getting the course?

4. In courses which have co-requisites - like the many lectures and labs in my department - how would the process work? Must the students be wait-listed in every section of lecture and lab that fit their schedules - since they would not know where spots might appear? They then still have to obtain e-permits from instructors in those many sections - which means they still have to attend (or they would be unlikely to obtain the permits). How is that different from the mess that now occurs?

The committee recognizes that this issue needs to be resolved. We are currently looking at the various options to analyze the feasibility of each.

I hope all of these - and the many more - concerns have been thought out and resolved. But if they have not, I think the proposal needs some time to be sorted out and have all those kinds of questions addressed in the academic senate.

... especially if Power not available weekends/evenings, our faculty are afraid we will not get everyone enrolled in time, since some auditions continue on the Sat. of the first weekend. Could there be some provision made for late enrollment for these classes?

We understand that there are some special needs with courses that have an "audition" component. The current feeling is that these be treated as an exception.

I realize that the response deadline has passed for input on the proposed registration and scheduling changes, but I have been away on vacation for the past two weeks. I hope you and those considering these changes can still accept my input on behalf of the Architecture Department and our nearly 800 students.

In general, this department would strongly reject the proposed changes as an overall package. Some of the individual proposals would be very helpful, but if the package cannot be piecemealed we would prefer not to implement any of it. Following a step-by-step response to the proposals.

14 unit cap on first-round registration: While this idea seems to provide "fairness" to more students by giving them the opportunity to get more units, in reality it would have the effect of making even more students have a less than full load. This would have a negative impact on throughput, which seems to be counter to the goal of the university. In this department students must take an average of 16 units per quarter to complete the 5-year BArch program. Having more students who cannot get a full 16 units means that more students will NOT graduate on time. In addition, this department has very good and long-standing reasons for offering co-requisite courses that are linked on POWER. If our students take a typical design/practice linked course package, that would take up 9 of their 14 units alone. Since the university has forced departments to convert GE courses to 4 units, our students would only be able to add a single GE course to their schedules until after the first round of registration. This low of a cap will be very detrimental to student progress in the BArch program.

The proposal does not impact the number of courses that the University offers so we do not expect average course loads to decrease (i.e., have a negative impact on throughput). The intended outcome of reducing the number of units that a student can register for during initial rotation is to spread high demand courses throughout the initial rotation period. Once the initial rotation is completed, students can continue to add courses up to the 22 unit maximum without getting approval.

22 unit cap: No objections

Reduction of add/drop period: no objections. In fact, our faculty would prefer dropping the add period to only 1 week.

ePermits: This department has 2 tenured faculty who have steadfastly refused to use computers, email, etc. They will not use the ePermit process. There are a number of other faculty who will be totally incensed if the university removes from them the decision-making (and prioritizing) of who gets added to their course.

As is the case today, faculty will continue to have full control over who is permitted to enroll in their courses. Currently, the only additional criteria for a student to be added by a faculty member to their class is that the student must also be on the waitlist in order to receive an ePermit. We are not forcing the faculty to add students in order of the wait list (Note: students would like the adding to be based on their position on the wait list).

Prerequisite checks: The Architecture Department checks pre-requisites for all students, and we have been lobbying for additional controls on students adding by permit. This proposal would make it even more difficult for the department to know about students being added by permit, or to check their pre-requisites before a faculty member issues an ePermit.

Unless things have changed and the University has not advised us, there is no accurate way for our current registration system to check pre-requisites for many courses. Records does not yet have all transfer student credits in our major entered, and SIS cannot check for substitutions, co-requisites, or students currently enrolled in the prereq, as we do by hand. Our thoroughness in checking and enforcing prerequisites is one of the ways we have worked to improve throughput for BArch students. Those who are "on track" have thus far been guaranteed seats in major courses; those who are not must take a "time out" year and get everything caught up. The proposed system would negate the hard work we have done in this area over the past several years. One final thought: Exchange students have no history in SIS, thus never meet prerequisites. How will the proposed system handle their registration needs?

Knowing that one proposal would not meet everyone's needs/desires, the committee agreed that those needs that were not campus wide would be handled as "exceptions" recognizing that staff will need to meet with these departments to assist them in continuing to have their needs/desires met. It is not our intent that anyone's hard work be negated.

Wait lists: A good idea, but one that still needs to be managed by the individual academic departments. There are sometimes very good reasons why students should not be added based solely on their number on a waiting list. SIS may be able to tell whether a student is a "junior" or "senior" based on number of units, but that is not the criteria we use. Students must have completed certain design courses in our major to be able to progress to the next level of design. We don't call them "juniors" or "seniors," but "3rd year" or "4th year" students based on the design level completed. This status gives them priority for adding certain courses. There is no way for SIS to handle this.

The proposal does not recommend that faculty add students based on their priority on the wait list but does require that a student be on the waitlist. Faculty can add students from the wait list as they choose.

In addition, the department has a policy that students are not to take the same design instructor twice in a year. Can SIS enforce this policy?

No.

The possibility of students being on multiple wait lists presents multiple hazards. Can the waiting list determine whether the student is already enrolled in another section of the course? If it can, and if it can then drop them from the waiting list this would be less objectionable. Otherwise it is not an acceptable solution, as students could be trying to jockey for a more popular instructor. We see this frequently in our department.

Students can add themselves to multiple wait lists for the same course but will only be allowed to enroll in one. If a student is "added" from the wait list in XXXX-01 but is on the waitlist of XXXX-02, if that student "comes up" as the next in line to be automatically added to XXXX-02, they will be bypassed because they are already enrolled in XXXX-01.

Finally, this department requires students to come into the department and fill out a course request card if all sections are full. In this way we are able to: 1) assure that they are not already enrolled in a different section; 2) they have the prereqs and class standing needed; 3) they are asking for the correct course (ARCE 221 vs. ARCH 221, for example); 4) determine if there is enough demand for an additional section; 5) assist the faculty in prioritizing who should be added to existing sections.

Again, staff will meet with departments with "special" needs.

Departments cannot zero out enrollments [no access to screen 132]: This is one of our strongest objections. Departments must be able to continue to manage enrollments. We zero out all classes when we begin prerequisite checks so that no one can add the class who has not had their prereqs checked by the department. (See notes above about prereq checks.) We also use screen 132 to temporarily increase enrollments to assist our exchange students when they arrive after the initial registration period. This reduces the number of permits being processed and minimizes the confusion and difficulties for international students new to our system. It helps the faculty member, the students and the Records Office for us to handle registrations at this level when we are adding the exchange students in above the enrollment limits for a course. These students would not have been on any electronic waiting list in order to have ePermits processed, as we are not able to register for them. We must wait until they arrive to assist them with special needs.

Again, staff will meet with departments with "special" needs. In many cases, there are more appropriate means in which to "manage" enrollments.

Drop using Power/Capture: looks like no change. We presume that faculty could still line drop, and that the department could still initiate an administrative drop when necessary.

Yes.

Increase number of registration cycles to 3/day: A great idea!

I hope this input can be considered, and that it is helpful. The Architecture Department would prefer that there be NO CHANGE in the registration system until the changes needed to move to the PeopleSoft system.

I agree with all changes. It's simply time to attempt to make what appear to be improvements.

I work with countless student during add/drop who are looking for ANYTHING that will fill a requirement that they can add. I do not think this proposal will solve problems but will create them. I can agree with limiting the first round to 14 instead of 16 units. And I wish they would require depts. to let students STAY in courses they registered in via CAPTURE OR POWER during add/drop. I can see shortening the add/drop period. But I don't agree with the whole E-add and E-drop and E-wait list scheme.

It is not the committee's intent that students are negatively impacted by these changes. Again, one of the goals of the proposal is to help students progress to degree by allowing students to have access to a better mix of courses.

Date: May 11, 2004

To: Academic Senate

From: John Battenburg
Faculty Representative to the ACIP

Topic: 2003-04 Year End Report of the Academic Council on International Programs

The CSU Faculty Representative to the Academic Council on International Programs (ACIP) is responsible for assisting the Office of International Programs in developing policies for international education, selecting and advising students applying to study abroad, and acting as a liaison between faculty, students, and administrators. As in the previous years, I have been involved in the following activities: conducting interviews (with faculty, staff, and alumni committee members) and writing evaluations for approximately 70 students who have applied to International Programs, nominating students for various international scholarship opportunities, serving as a member of the ACIP Academic and Financial Affairs Committee, establishing policies for suspending existing programs or adding new programs, and meeting with Cal Poly International Programs and Education staff about IP selection and orientation for students and faculty.

Several recent issues dealing with the ACIP are reported on below:

- Within the CSU system, 835 completed applications--a record number--were submitted to International Programs in 2004-05. Of that number, however, due to budget constraints only 638 students were accepted to study through CSU IP. Out of 101 Cal Poly applicants, a total of 61 Cal Poly students with two alternates were accepted by CSU International Programs.
- The budget continues to pose challenges in accepting and placing students to study abroad. In the past two years, the ACIP has had its budget reduced by approximately 29 percent. In particular high cost per student programs such as those in Denmark and in Mexico have made student placement difficult. With Mexico, for example, only CSU 20 students were accepted whereas in previous years approximately 40 students have been accepted. With Denmark, 19 Cal Poly Architecture students were not accepted by CSU IP, yet 15 students subsequently applied and were accepted to study through Denmark's International Study Program.
- A total of 24 CSU students filed appeals for their IP applications to be reconsidered, and 9 of these appeals were successful.
- The ACIP has voted to recruit students for fall 2007 to study at three universities in Africa: the University of Ghana, and the University of Natal and the University of Porte Elizabeth (soon to be Nelson Mandela University) in South Africa. A formal agreement between the CSU and these institutions is to be finalized by the end of 2004. It is expected that each campus will attract only a small number of

CSU students; however, if necessary the program at the University of Ghana in Legon might require a resident director in the future if the student numbers were to increase.

- Due to budget constraints, the Faculty Partnership Program will be suspended after the Summer 2004 Japan Program, thus result in a savings of \$40,000. Due to the political situation in these countries, the programs in Israel and Zimbabwe remain suspended.
- The following deadlines for Resident Director applications have been established for 2004-005: Applications due on December 1, screening of applications on January 27 and 28, and interviews on February 24 and 25. The ACIP Fall 2004 Meetings will be on Oct 21,22 in Long Beach, and Spring Meetings 2005 will be on April 21, 22 in Bakersfield.

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

Instructional Advisory Committee on Computing (IACC)

Report to Academic Senate*

May 15, 2004

D	Significant Activities of 2003 - 2004 Academic Year (The agendas and minutes for all meetings are at the URL below.)	Status
1.	Announced special events, seminars, and other activities related to technology that were available to the campus community. Some of this was handled via email.	Regular action item
2.	Continued the discussions regarding academic mobile computing requirements.	Under Discussion
3.	Continue to provide recommendations for remote Access (Modem Pool, DSL, Cable Modem, etc).The planned elimination of the modem pool triggered a major discussion, and also caused some confusion.	Under Discussion
4.	Continued the discussion on academic assessment, in particular the role technology can and should play.	Under Discussion
5.	Reviewing CMS and providing recommendations for the implementation of CMS.	Ongoing
6.	Provided recommendations regarding the network infrastructure enhancement (Til) and Internet II, and feedback on the initial stages of TII.	Ongoing
7.	Providing feedback concerning the acquisition, and input regarding the implementation phase of the Polycomm Project, especially about the transition from old mail clients	Under Discussion
8.	Continued the discussion of requirements for learning management systems, and the experiences with the current one (Blackboard) for the campus.	Ongoing
9.	Continuing to discuss the Degree Audit Program and implementation process, including the exchange of experiences from colleges that are already using it.	Ongoing
10.	Continued the review and recommendations for the implementation of the Cal Poly Portal, in particular the "Technology" tab.	Ongoing
11.	Continued discussions of a process for refreshing ITS Open Access Labs and College Labs, and the role the increasing ownership of laptop computers by students play.	Under Discussion
12.	The automation of administrative tasks such as grading, class add by students, or timely addition of continuing education students on Blackboard is still considered important. The process for implementation is still under discussion.	Under Discussion
13.	Developed the yearly priorities for ITS, Center for Teaching and Learning, and the library through the IACC Sweep process. Those priorities are under consideration by ITS and the library for implementation. The consolidation of campus-wide issues into a single presentation was well received, and made the sweeps meeting less repetitive.	Under Discussion
14.	Provided recommendations regarding the Center for Teaching and Learning and how it should assist the enhancement of teaching and learning through the use of technology.	Ongoing
15.	Continued to provide recommendations regarding the process to be used in purchasing software and receiving donations of software. The coordinated acquisition so far has been very successful, and is appreciated by the departments and individuals involved.	Ongoing
16.	On an ongoing basis, have provided recommendations regarding the evolving CSU planning and strategies for academic computing.	Ongoing
17.	Provided feedback and recommendations concerning problems with availability and performance of critical technology such as email and Blackboard. Stressed the importance of providing timely, accurate, and concise information when problems occur.	Completed
18.	An evaluation of the "Faculty" section and the Center for Teaching and Learning section of the Cal Poly Web Site was conducted, resulting in some recommendations for restructuring that section.	Completed
19.	Identified a policy for student access to faculty calendars. May have to be re-evaluated as the software evolves, and offers additional features.	Ongoing
20.	Started a discussion to identify commonalities across campus in the use of "studio" classrooms.	Ongoing
21.	Developed recommendations regarding enhancing the communication of campus information technology resources available on the campus and changes to the status of resources on the campus.	Ongoing

*Thanks to all IACC members for dedicated effort during the quarter.

Appendix A

IACC Committee Members

<i>Name</i>	<i>Role</i>	<i>Status</i>
Graham Archer	College of Architecture and Environmental Design Representative	Voting
Rose Bowker	AACC Committee Representative	Non-voting
Joseph Borzellino	College of Science and Mathematics Representative	Voting
Mike Cirovic	College of Engineering Representative	Voting
Hiram Davis	Library Representative	Voting
David Gillette	College of Liberal Arts Representative	Voting
Joe Grimes	Chair	Non-voting
Kimi Ikeda	Academic Affairs Representative	Non-voting
Shaun Kelly	College of Agriculture Representative	Voting
Franz Kurfess	Academic Senate Representative	Non-voting
Patricia McQuaid	College of Business Representative	Voting
John Pietsch	University Center for Teacher Education Representative	Voting
Craig Schultz	Information Technology Services Representative	Non-voting
Christina Vignalats	Associated Students Incorporated Representative	Voting

IACC Committee Guests

Jerry Hanley	ITS	Non-voting
Johanna Madjedi	ITS	Non-voting
Dave Ross	ITS	Non-voting
Mary Shaffer	ITS	Non-voting
Karen Vaughan	ITS	Non-voting

Appendix B

IACC Sweeps Priorities

This document is still being revised by the committee. It will be submitted as soon as it is completed.

Memorandum

To: Athletics Governing Board

Date: 13 January 03

From: Mike Wenzl

Subject: Fall Quarter Grades

Total Number of Athletes: 463
(316 men, 147 women)

MEN

Baseball	2.54	Men: 3.0 and better (31 % of total)	98
Basketball	2.10		
CC	2.78	Women: 3.0 and better (55% of total)	82
Football	2.58		
Golf	2.59	Men: Below 2.0 (18% of total)	56
Soccer	2.38		
Swimming	2.81	Women: Below 2.0 (13% of total)	19
Tennis	2.75		
Track	2.58	Overall, 39% of athletes made a 3.0 or better	
Wrestling	2.46	16% of athletes made a 2.0 or below	

WOMEN

Basketball	2.94	***** Women's Swimming 3.07 Team GPA	
CC	3.04	Sixteen (out of 29) above 3.0	
Golf	2.70		
Soccer	2.98	***** Women's Soccer 2.98 Team GPA	
Softball	2.71	Eleven (out of 27) above 3.0	
Swimming	3.07	Zero below a 2.0	
Tennis	2.71		
Track	2.76		
V-Ball	2.90		

Memorandum

To: Athletics Governing Board

Date: April 21, 2004

From: Mike Wenzl, FAR

Subject: Academic Performance of Athletes: Winter Quarter, 2004

Total Number of Athletes Reported: 526

Men: 332

Women: 194

MEN

Baseball	2.68
Basketball	2.32
CC	2.78
Football	2.56
Golf	2.59
Soccer	2.57
Swimming	2.85
Tennis	2.51
Track	2.77
Wrestling	2.67

WOMEN

Basketball	2.69
CC	2.98
Golf	2.78
Soccer	2.82
Softball	2.53
Swimming	2.96
Tennis	2.81
Track	2.94
Volleyball	2.93

CPSLO GPA's over 3.0

MEN: 70 ... 21% of the total

WOMEN: 66 ... 34% of the total

CPSLO GPA's under 2.0

MEN: 29 ... 8% of the total

WOMEN: 11 ... 5% of the total

Congratulations to Men's Swimming and Women's Cross Country for the highest team GPA's in Winter Quarter!

Adopted:

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

AS- -04/

RESOLUTION ON THE
BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES

- 1 WHEREAS, There is demonstrated need in the San Luis Obispo County and surrounding areas
2 for an undergraduate degree program for working adults structured to be
3 completed on a part time basis; and
4
- 5 WHEREAS, The development of an undergraduate degree program for working adults
6 advances Cal Poly's mission of service and outreach to the larger community; and
7
- 8 WHEREAS, The Bachelor of Arts in Interdisciplinary Studies meets these needs through its
9 educational goals, curriculum, structure, and intended audience; and
10
- 11 WHEREAS, Degree programs in interdisciplinary studies and degree programs designed for
12 working adults are offered by many leading universities; and
13
- 14 WHEREAS, The Bachelor of Arts in Interdisciplinary Studies is designed as a 2+2 cohort
15 model whereby all courses will be offered on evenings and weekends and students
16 will not be emolling in regularly scheduled courses; and
17
- 18 WHEREAS, The Bachelor of Arts in Interdisciplinary Studies was designed by a Faculty
19 Advisory Committee with representatives from the College of Liberal Arts, the
20 College of Science and Mathematics, the College of Agriculture and assisting the
21 Faculty Advisory Committee were representatives from the Office of Academic
22 Records, the Office of Admissions and Recruitment, Kennedy Library, and both
23 Cuesta and Allan Hancock Colleges; and
24
- 25 WHEREAS, The curriculum of Bachelor of Arts in Interdisciplinary Studies meets all Cal Poly
26 academic requirements for a bachelor's degree; and
27
- 28 WHEREAS, A standing Faculty Program Committee representing at least three colleges will
29 ensure continued academic oversight including the selection of classes and
30 instructors; and
31

- 32 WHEREAS, All courses offered and instructors teaching in the Bachelor of Arts in
33 Interdisciplinary Studies program must also be approved by the appropriate
34 department chair; and
35
- 36 WHEREAS, The process of designing the Bachelor of Arts in Interdisciplinary Studies has
37 included consultation and review by appropriate University Offices including the
38 Office of Admissions and Recruitment and the Office of Academic Records; and
39
- 40 WHEREAS, The process of designing the Bachelor of Arts in Interdisciplinary Studies has
41 included consultation with the Curriculum Committee of the College of Liberal
42 Arts and approval by the Curriculum Committee of the Academic Senate and the
43 Academic Deans' Council; and
44
- 45 WHEREAS, The Bachelor of Arts in Interdisciplinary Studies will be a financially self-
46 supporting, special session program as authorized by CSU Executive Order 802
47 and will not use any state general fund monies; therefore, be it
48
- 49 RESOLVED: That the Bachelor of Arts in Interdisciplinary Studies be approved by the
50 Academic Senate of Cal Poly.

Proposed by: Bachelor of Arts in Interdisciplinary Studies
Advisory Committee
Date: April 12, 2004
Revised: April 27, 2004
Revised May 4, 2004

Co... S... S... P...
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 by **Faculty Program Committee.**
 S...
 C... Po...
 ADP students
will not be enrolling in regularly scheduled classes. S...
 o...

Admissions

Admissions

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 C... A... S...
 A... P...
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o... A... o... o...

1. S... A... P...
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Adopted:

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

AS- -04/

RESOLUTION ON
CAL POLY MODEM POOL

- 1 WHEREAS, Many faculty and staff rely on the Cal Poly modem pool in the carrying out of University
2 duties from their homes or other off campus sites; and
3
4 WHEREAS, Many faculty and staff use the Cal Poly modem pool to provide service to students beyond
5 the usual 9-5 time period; and
6
7 WHEREAS, Many faculty and staff complete work projects at home, thus providing important
8 additional service to the University; and
9
10 WHEREAS, DSL and cable modem service are not available for many faculty and staff, and so these
11 faculty and staff would have to choose a lower (than the current) level of available modem
12 services; and
13
14 WHEREAS, The cost of private internet service may not be affordable for many faculty and staff,
15 especially younger faculty and staff struggling with high mortgage payments; and
16
17 WHEREAS, Many of the less expensive private internet services come with undesirable features; and
18
19 WHEREAS, Providing adequate internet connectivity is the responsibility of the University and not just
20 ITS; and
21
22 WHEREAS, There are other financial ways of dealing with the costs associated with the modem pool
23 service including chargebacks and/or subsidies; therefore, be it
24
25 RESOLVED: That the Academic Senate of Cal Poly request that administration seek financial solutions
26 to the problems associated with canceling the modem pool service; and, be it further
27
28 RESOLVED: That the Academic Senate of Cal Poly request that ITS seek technical solutions to the
29 problems associated with canceling the modem pool service.

Proposed by: Harvey Greenwald, Academic Senator
Date: April 19, 2004
Revised: April 27, 2004

**Background Reference for
Resolution on Cal Poly Modem Pool**

DATE: April 6, 2004
TO: ACADEMIC SENATE
FROM: JERRY HANLEY
RE: ANNOUNCEMENT RE: MODEM POOL DECISION

This is intended as a briefing for those most directly impacted by the decision to end Cal Poly's modem pool service, and to communicate the migration and mitigation pathway for the limited number of current campus users who will be directly affected.

Cal Poly's Imagine modem pool service is being decommissioned at the end of the current academic year. To minimize the impact on current users, the service will be phased out in three stages starting mid-June and ending mid-July 2004. Spring Quarter 2004 will be used to prepare the current users for the transition.

This decision was recommended by Information Technology Services (ITS) and endorsed by Cal Poly's Information Resources Management Policy and Planning Committee (IRMPPC). For additional details, timelines, and background on this decision, please see the modem pool analysis and recommendations posted at <http://irmppc.calpoly.edu/documents.html>.

Impending budget cuts required ITS to take another hard look at the range and level of support and services it provides to the campus as a whole. Given the substantial budget reduction facing Cal Poly and ITS in particular in FY 2004/05, the modem pool service was determined to be less critical (relatively and absolutely) than other competing, more essential and/or expanding services that support core institutional activities that require ITS resources. Consequently, it was identified as a suitable candidate for elimination.

The potential decision to eliminate the modem pool has been raised and reviewed with campus computing advisory committees several times in recent years. While the core reasons for raising the question in the past remain the same, making the recommendation and subsequent decision now are driven by hard budgetary choices and the following:

1. Campus demand for dial-up modem service has appreciably diminished in recent years, but the costs (in terms of State resources) have not.
2. The initial justification for the University to provide dial-up service no longer exists, i.e. lack of reliable and cost-effective alternative solutions in the local community.
3. The modem pool technology is quickly becoming obsolete and thus more costly to service and support. Nor is it cost effective or feasible any longer for the University to upgrade the technology for the existing service, which, due to its slow speed, cannot adequately accommodate essential instructional activities.
4. The range of viable, cost-effective, reliable and widely available commercial alternatives has increased significantly. These services offer users more current and competitive support and/or more advanced technologies and bandwidth speeds.
5. With this range of available commercial service offerings, impending budget cuts make it not viable or cost-effective

for ITS to subsidize a service that is ~~is~~ no longer critical to support Cal Poly's operation or educational mission.

6. Dial-up modem services also currently represent a substantial and unnecessary risk to the University due to our experienced difficulties in tracking potential problems (e.g., security breaches, virus infected messages, etc.) initiated by computers that use the modem pool. Resolving this issue for this service would incur additional costs which ITS cannot justify or absorb at this time.
7. This risk is also significantly increased by the general reluctance or inability of modem pool users to keep their home computers current due to the slow speed and lengthy time required to download critical operating system patches and current anti-virus software updates via the modem pool.

Unsecured computers using campus networks represent a genuine threat to the University and related data (e.g., grades, research, course materials, etc.). However, commercially available options offer more efficient access to maintain appropriate patches and anti-virus safeguards and may provide increased protection from unwanted (SPAM) e-mail.

It is clear that the pressures of the current budgetary constraints require immediate action to shed costs in the areas of least impact. Therefore, the decision to eliminate the modem pool has been reached. The question now is how best to implement the decision to ensure an effective transition with minimal disruption to the campus community.

As part of the mitigating strategies and transition plan, emphasis will be placed on:

1. Assisting current modem pool users to find useful alternatives from existing outside commercial service providers;
2. Shifting use/demand to campus-based resources that are better managed and more effective in meeting instructional needs; and
3. Providing specialized consulting and support services to ensure a smooth transition to a more reliable or more robust means of remote access to conduct University business. This includes "The Road Warrior" initiative to support individuals who travel or lack access to a fixed remote service at critical times, as described in one of the documents posted at <http://irmppc.calpoly.edu/documents.html>.

In summary, ITS will phase out current users between mid-June and mid-July 2004. This will be done with careful attention, advice and consultation from campus computing advisory committees. The results of this consultation will be to first identify, document and communicate the best mitigating strategies and alternative options, followed by a clear commitment by ITS to then provide sound support that minimizes the impact this change will have on current campus modem pool users.

We regret any concerns that the suddenness of this decision may have raised. Our goal was to reach a decision as expeditious as possible through appropriate campus channels, and then immediately communicate the decision and detailed plans to affected users.

If you have any further questions or concerns or suggestions for making this a smoother transition, we encourage you to engage your representative on the Administrative or Instructional Advisory Committee on Computing (aacc.calpoly.edu, iacc.calpoly.edu). You may also contact its@calpoly.edu or the ITS Service Desk at 6-7000.

Please check the following websites for regular updates and support

strategies during the transition period: <http://uss.calpoly.edu>.

Sincerely,

Jerry Hanley
Vice Provost/Chief Information Officer
Information Technology Services

-17-

From: Craig Schultz
Sent: Monday, April 12, 2004 8:40 PM
To: aacc; Margaret R. Camuso; Robert C. Detweiler; Jerry J. Hanley; iacc; irmppc; its-mgt; George M. Lewis; Bonnie T. Long; sc3
Subject: Cal Poly Modem Pool Transitions --> Web Site Launch (Mon 4/12)

Greetings,

As a direct result of feedback from both the Cal Poly community, ITS has prepared the following Web site to assist in "getting the word out":

Cal Poly Modem Pool Transitions:
Roadmap to Internet Service Providers
<http://uss.calpoly.edu/>

We welcome your suggestions that will assist the campus community with Cal Poly Modem Pool service transitions.

NOTE: Cal Poly is actively engaging Internet Service Providers on "value bundles" designed specifically for Cal Poly faculty, staff, students and emeritus. The initial round of Internet Service Provider responses will be posted as soon as received (e.g. prior to April 30, 2004).

Cal Poly Modem Pool transitions will be communicated through a variety of channels, including: Academic Senate, the Cal Poly Portal, Cal Poly Web Site, Cal Poly Report, Mustang Daily and standing campus committees. Agendas, minutes, announcements, campus communications, "Suggestion Box" and feedback will be posted to the ITS-User Support Services Web site. Campus computing committees (AACC, IACC, IRMPPC, and SC3) will be active participants throughout the decommission.

As more information is available, ITS will actively engage the Cal Poly community.

Thanks in advance for your review of the Web site and inputs!

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

Second, the term "center" gradually has been used to recognize independent, academic-affiliated units, as well as administrative-based units. This multiple use of the term "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 1 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 terms of number of faculty and 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
Scarpello, Marilyn, Receptionist

Division of Teacher Education

Brown, Carl, Director
Anderson, Loretta, Administrative Coordinator

Multiple Subject Program

Davidman, Leonard, Coordinator/Professor
Davidman, Patricia, Professor
Hernandez, Anita, Assistant Professor
Maas, Don, Professor
Mulligan, Patricia, Bilingual Advisor/Professor
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, Chair/Professor (Liberal Studies, CLA)
Fisher, Gwen, Assistant Professor (Mathematics, CSM)

Single Subject Program

Casey, Glen, Coordinator/Professor (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 (Chemistry/Physics 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, Chair/Professor (Kinesiology, CSM)
Flores, Bob, Chair/Professor (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, Marylud, Professor

Harris, Kathy, Assistant Professor

Nulman, Dennis, FERP

**University Center for Teacher Education
Programs: 2003-2004**

Division of Teacher Education

Multiple Subject

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

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

Department of Graduate Studies in Education

Counseling and Guidance

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

Curriculum 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 informally 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:

- Informal 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).

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

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

- UCTE 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 ferners, 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 ferners. 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 social 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 1) 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 university 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 emolled 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 emolling 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: 1) 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 replacement. 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 both sections of a required undergraduate seminar for History majors and minors and among all students enrolled 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 enrolled in senior project in History, and by those enrolled 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 enroll in 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 Santa Barbara County. During 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 enrolling 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 enrolled in the M.A. program in History will serve as assistants for faculty who teach large-size sections of lower-division classes. At present, we offer some large-size classes (with maximum enrollment 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 lecturer.)

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 undergraduate 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 faculty 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: 1) 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
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, hnplementation 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 projects; 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 Academic 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

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% six-year graduation rate** shall participate in NCAA post-season competition; and,
- 14 be it further
- 15
- 16 RESOLVED: That the Cal Poly Athletic Governing Board be charged with establishing policies and
- 17 procedures for phasing in the 50% graduation rate policy; and be it further
- 18
- 19 RESOLVED: That the Cal Poly Athletic Governing Board be charged with providing oversight for the
- 20 50% graduation rate policy; and be it further
- 21
- 22 RESOLVED: That every head coach shall be expected as part of her/his job requirements to attain and
- 23 maintain such a 50% graduation rate; and be it further
- 24
- 25 RESOLVED: That a copy of this resolution shall be sent to every campus Academic Senate Chair, to
- 26 every member of the CSU Academic Senate, to every member of the Board of Trustees,
- 27 and to the Chancellor of the CSU in the hope that these recommendations will become
- 28 CSU policy for each campus.

Proposed by: George Lewis, Cal Poly Academic Senate Chair
Date: April 26, 2004
Revised: May 11, 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, who have participated in a regularly scheduled athletic event in that sport. A bachelor's degree from any accredited four year institution constitutes graduation.

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
11 □
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 of 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 finance 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 Academic 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 (10/15) 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 (10/15 pm) so that parents may also hear the author speak.

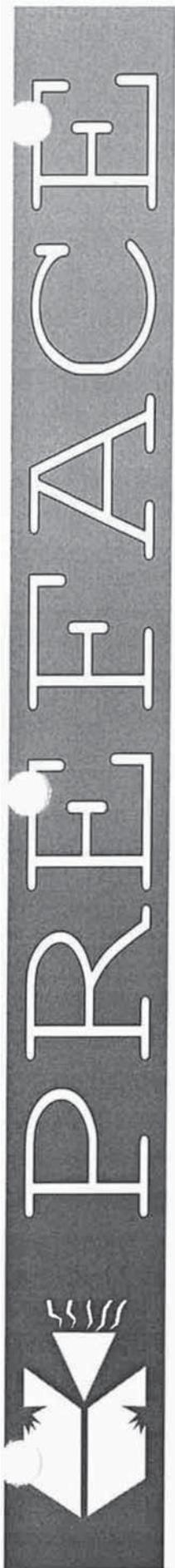
The Cal Poly Shared Reading Program

California Polytechnic State University, San Luis Obispo, CA 93407

www.preface.calpoly.edu

Office: (805) 756-1380

Fax: (805) 756-714Z



PREFACE: The Cal Poly Shared Reading Program 2004

PREFACE: The Cal Poly Shared Reading Program was successfully launched two years ago, with the Cal Poly Honors Students in 2002, and last year (2003) with incoming freshmen from the College of Liberal Arts and the College of Agriculture. The 2004 PREFACE program will include all new students (freshmen and transfer) who enter Cal Poly in fall 2004. New student parents will also be invited to participate. We estimate 3000 targeted campus participants, plus community members.

The goal of PREFACE is to provide incoming students across all disciplines with a common intellectual experience, based on a carefully selected book that can be developed as an ongoing theme through small group discussions, lectures, movie screenings, and other campus-wide activities over the course of an academic year. New students, and anyone interested in participating, will choose the book selection over the summer and then meet in small groups at the beginning of fall quarter to discuss it.

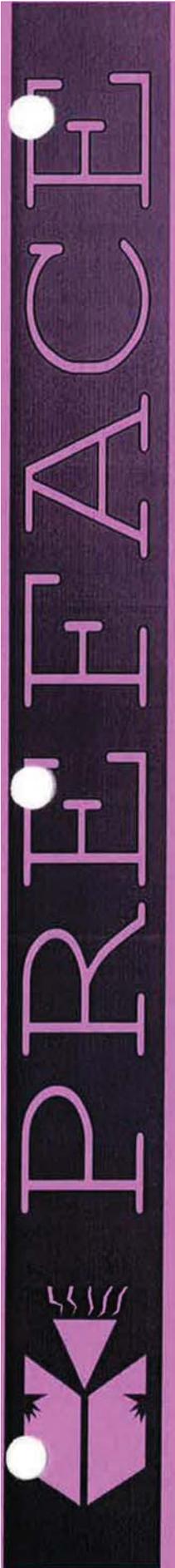
The small group book discussions are an integral component of PREFACE. This year PREFACE will again offer faculty, administrators, emeriti faculty, honor students and community members the opportunity to volunteer their time to facilitate the discussion sessions. The 1 hour-long discussion with groups of 15-20 students will be held during the morning of the Week of Welcome Orientation (WOW) Academic Day, September 15, 2004.

The book selected by the campus-wide PREFACE committee is Granny O: You're Never Too Old to Raise a Little Hell by Doris Haddock and Dennis Burke. The book tells the compelling story of Haddock's walk across the United States at the age of 89 to draw attention to campaign finance reform, a trek that received national press. October 14 and 15, 2004, Doris Haddock and Dennis Burke will come to San Luis Obispo to discuss their book at the end of another cause (registering working women to vote) to dramatize their belief in the power of democracy.

PREFACE works to ensure students start their college career with a common meaningful intellectual event. PREFACE program goals are to:

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

The Cal Poly Shared Reading Program
California Polytechnic State University, San Luis Obispo, CA 93407
www.preface.calpoly.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/STAFF CLUB

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

Proposed by: Academic Senate Faculty Affairs Committee
Date: April 29, 2004
Revised: May 11, 2004

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, some 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 may inhibit protections of academic freedom by placing financial
22 burden 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 call on the University community 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

Revised: May 11, 2004

-62-
ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

Item □

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

Academic Freedom

1 RESOLVED: That the Academic Senate of the California State University (CSU)
2 reaffirm its commitment to upholding 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

□ RESOLVED: That the Academic Senate CSU call on the university community to
12 maintain the campuses as open forums for free expression of ideas and
□ diverse views in the framework of scholarly inquiry and professional
14 ethics; and be it further

15 RESOLVED: That the Academic Senate CSU encourage the local campus senates to
16 develop or review campus policies for the protection of freedom of

1 inquiry, research, expression and teaching both inside the classroom and
□ beyond; and be □ further

3 RESOLVED: That the Academic Senate CSU call for review and, □□ 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 years, 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
□ controversial issues. Academic freedom is the pillar of a university's
12 fundamental mission of discovery and advancement of knowledge and
□ 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