



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, September 21, 2004
VU220, 3:10 to 5:00pm

- I. Minutes:
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost's Office:
 - D. Statewide Senators:
 - E. CFA Campus President:
 - F. ASI Representatives:
 - G. Other:
- IV. Consent Agenda:
 - A. Appointment of Jim Harris (Electrical Engr) to Graphic Communication Program Review [replacement for Larry Gay].
 - B. Appointment of Andrea Brown (Kinesiology) to Nutrition Program Review.
- V. Business Item(s):
 - A. Academic Senate/universitywide committee vacancies 2004-2006: (pp. 2-3).
 - B. Appointment of Faculty Athletic Representative to the Faculty Governing Board (Confidential materials sent electronically on 9.13.04).
 - C. Resolution on Proposed Change to Registration and Add/Drop Procedures, Harvey Greenwald (p. 4).
 - D. Resolution on the Creation of a Standing Sustainability Committee, Harvey Greenwald (pp. 5-22).
 - E. Resolution in Support of Affordable Textbooks, Executive Committee (pp. 23-26).
 - F. Resolution on Equitable Scholarly Publishing Practices, Executive Committee (pp. 27-28).
 - G. Resolution on Revision to the *Bylaws of the Academic Senate* to Update the Responsibilities for the Research and Professional Development Committee, Ed Sullivan, former chair of the Research and Professional Development Committee (p. 29).
 - H. Resolution on Revision to the *Bylaws of the Academic Senate* to Update the Procedures for the Faculty Dispute Committee, Paul Rinzler for the Faculty Dispute Committee (pp. 30-31).
- VI. Discussion Item(s):
 - A. Disbanding the Ad Hoc Foundation Oversight Committee.
 - B. Forming an Ad Hoc Committee to review Constitution and Bylaws Article **m.1** *Membership* (formula for college representative).
- VII. Adjournment:

ACADEMIC SENATE COMMITTEE VACANCIES FOR 2004-2006

COLLEGE OF AGRICULTURE

Department

Fairness Board

Grants Review Committee

Student Grievance Board

COLLEGE OF BUSINESS

Department

Budget and Long Range Planning Committee

Curriculum Committee

Faculty Dispute Review Committee

Instruction Committee

Student Grievance Board

COLLEGE OF ENGINEERING

Department

Instruction Committee

COLLEGE OF LIBERAL ARTS

Department

Curriculum Committee

Student Grievance Board

9/8/2004

COLLEGE OF SCIENCE AND MATH

Department

Faculty Dispute Review Committee

Academic Senate Committee Chairs

Budget and Long Range Budget Committee
Steve Kaminaka

Faculty Dispute Review Committee
Paul Rinzler

Fairness Board

<u>Current Membership:</u>	<u>Name</u>	<u>Department</u>	<u>CollegelUnit</u>
	Aleshire, Shelley	DRC	PCS
	Baltimore, Craig	Arch	CAED
	Brown, Ron	Physics	CSMIUCTE
	Millan, Jose	StudServ	StudAffs
	Robison, Jack	Acctg	OCOB
	Taufik, Dr.	ElecEngr	CENG
	Trice, Thomas	History	CLA
	Augusto, Melisa	Student	ASI
	Samarin, Jared	Student	ASI
	VACANCY		CAGR

UNIVERSITY-WIDE COMMITTEES
Vacancies for 2004-2006

Academic Advising Council

(2 Representatives/2 Vacancies - must be from different colleges)

Kathryn Rummell, College of Liberal Arts 2004-2005 Term
2004-2006 Term

Deans Admissions Advisory Committee

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

Student Health Advisory Committee

(1 Representative/1 Vacancy)

ACADEMIC SENATE
Vacancy for 2004-2006

College of Science and Mathematics

one vacancy (2004-06)

Adopted:

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

AS--04/

RESOLUTION ON PROPOSED CHANGES TO
REGISTRATION AND ADD/DROP PROCEDURES

- 1 WHEREAS, Substantial changes to the registration and add/drop procedures have been proposed; and
2
3 WHEREAS, Although elements of these proposed changes have been considered for some time, these
4 changes have been proposed without formal Senate involvement or endorsement; and
5
6 WHEREAS, These changes will affect faculty and departments by impacting how and which students
7 enter their classes, in particular how they enter after the first class meeting; and
8.
9 WHEREAS, Many of the current provisions of the registration and add/drop procedures were
10 established by Academic Senate resolution; and
11
12 WHEREAS, There are a number of operational questions regarding the proposed changes that have not
13 been adequately addressed that will affect how students enroll after the first day of class;
14 and
15
16 WHEREAS, An informed discussion in the Academic Senate would provide a much clearer picture of
17 the faculty/department perspective on this issue than "comments received" by the
18 committee; therefore be it
19
20 RESOLVED: That proposed changes to the registration and add/drop procedures be delayed until the
21 Academic Senate Instruction Committee has had an opportunity to make its
22 recommendations and the Academic Senate can endorse the proposed changes; and, be it
23 further
24
25 RESOLVED: That the Academic Senate Instruction Committee shall report its recommendations
26 concerning the proposed changes to the registration and add/drop procedures no later than
27 the sixth week of the fall quarter.

Proposed by: Ron Brown, Harvey Greenwald, and Andrew
Schaffner

Date: September 2, 2004

Adopted:

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

AS- -04/

RESOLUTION ON
THE CREATION OF A STANDING SUSTAINABILITY COMMITTEE

- 1 WHEREAS, The Academic Senate adopted the Resolution in Support of Signing the
2 Talloires Declaration on May 27,2003; and
3
4 WHEREAS, On August 21,2003, the President accepted the Senate recommendation of
5 signing the Talloires Declaration, and on April 23, 2004 the University
6 signed the Talloires Declaration; and
7
8 WHEREAS, The tenth provision ofthe Talloires Declaration states the following:
9 Maintain the Movement
10
11 Establish a Secretariat and a steering committee to continue this momentum, and
12 to inform and support each other's efforts in carrying out this
13 declaration;
14
15 and
16
17 WHEREAS, The second clause of the Resolution in Support of Signing the Talloires
18 Declaration urged the President to create a universitywide steering
19 committee to be charged with implementing the provisions of the Talloires
20 Declaration; and
21
22 WHEREAS, The President rejected this request for a universitywide steering committee
23 in stating: "Cal Poly already has a number of committees whose scope
24 encompasses environmental responsibility"; and
25
26 WHEREAS, Effective communication and coordination among the various committees
27 whose scope encompasses environmental responsibility has been a
28 problem not only for Cal Poly but for many universities across the country;
29 therefore, be it
30
31 RESOLVED: That the Cal Poly Academic Senate create a standing sustainability
32 committee; and, be it further
33

33 RESOLVED: That this standing committee be charged with implementing, as
34 appropriate, the provisions of the Tallories Declaration; and be it further
35

36 RESOLVED: That this standing committee be charged with informing and supporting
37 the activities of other committees whose scope encompasses
38 environmental responsibility; and be it further
39

40 RESOLVED: That this standing committee be charged with creating policy and
41 procedures to implement the charges above; and be it further
42

43 RESOLVED: That this standing committee shall initially have the following ex officio
44 members: the Executive Vice Provost for Institutional Planning, the Vice
45 Provost for Academic Affairs, the Director of Facilities Planning, the
46 Energy and Utilities Manager, one academic dean, and two ASI
47 representatives.

Proposed by: Harvey Greenwald, CSM Senator
Date: September 2, 2004

REFERENCE MATERIAL

FOR

*RESOLUTION ON THE CREATION OF A
STANDING SUSTAINABILITY COMMITTEE*

Adopted: May 27, 2003

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

AS-598-03/TC

RESOLUTION IN SUPPORT
OF SIGNING THE TALLOIRES DECLARATION

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

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

16 The text of these provisions is as follows:

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

18 3. Educate for Environmentally Responsible Citizenship

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

23 4. Foster Environmental Literacy For All

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

27 A committee of the faculty was formed to weigh the costs and benefits of such
28 support. After extensive research and discussion, the committee has agreed that a

29 **strong argument can be made for Senate support of these two provisions and that**
30 **therefore a resolution should be introduced backing them and urging President**
31 **Baker to go forward with signing the Talloires Declaration.**

32

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

36

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

40

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

43

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

46

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

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

Date: April 14, 2003

Revised: May 9, 2003

Draft Proposal to Cal Poly Academic Senate

in support of signing the Talloires Declaration

Steven Marx
May 9, 2003

Introduction

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

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

The text of these provisions is as follows:

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

3. Educate for Environmentally Responsible Citizenship

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

4. Foster Environmental Literacy For All

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

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

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

1. Greening the Campus

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

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

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

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

2. Why Sign the Talloires Declaration?

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

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

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

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

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

3. Objections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Follow-up

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

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

Establish contacts with nearby institutions that have moved beyond us in

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

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

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

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

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

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

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

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

Appendix

Talloires Declaration

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

We, therefore, agree to take the following actions:

1. Increase Awareness of Environmentally Sustainable Development

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

2. Create an Institutional Culture of Sustainability

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

3. Educate for Environmentally Responsible Citizenship

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

4. Foster Environmental Literacy For All

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

5. Practice Institutional Ecology

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

6. Involve All Stakeholders

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

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

7. Collaborate for Interdisciplinary Approaches

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

8. Enhance Capacity of Primary and Secondary Schools

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

9. Broaden Service and Outreach Nationally and Internationally

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

10. Maintain the Movement

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

State of California

Memorandum

SAN LUIS OBISPO
CA 93407

To: George Lewis
Chair, Academic Senate

Date: August 21, 2003

From: Warren J. Baker
President

Copies: P. Zingg, L. Kelley,
L. Dalton, D. Conn

Subject: Response to Academic Senate Resolution AS-598-03ITC
Resolution in Support of Signing the Talloires Declaration

The goals and values expressed in the Talloires Declaration are consistent with Cal Poly's Master Plan, adopted in 2001. Thus, it seems quite appropriate for the University to become a signatory to the Declaration. At the same time, I wish to emphasize the place of the Talloires Declaration in the context of the Cal Poly mission, Strategic Plan, Cal Poly Plan, Master Plan and recent WASC re-accreditation review.

The University's academic mission is paramount, and this translates into a set of values listed in the Master Plan with which the Talloires Declaration must be consistent. These are:

1. *A student-centered, learner-directed culture, where teaching and learning resources systematically foster active learning.*
2. *A flexible institution that can sustain its unique polytechnic character and 'learn-by-doing' tradition as well as anticipate and adapt to changes in the 21st century environment.*
3. *A confident community where all campus constituents work together to create the future.*
4. *A supportive environment that is physically comfortable and attractive, personally safe, culturally diverse, and intellectually stimulating.*
5. *A socially responsible university that meets public needs (e.g., access, affordability, diversity, community and State needs).*
6. *An environmentally responsible campus that demonstrates high regard for biodiversity as well as energy and resource conservation and long-term sustainability.*
7. *An effectively managed organization that values quality and responsiveness in instruction, service, and support activities. CAL Poly Master Plan, 2001, p. 4*

Cal Poly has undertaken a number of initiatives involving students, faculty and staff in support of the values in the Master Plan, as well as other planning documents. For example, the Student Success Council is addressing the "timely progress to degree" goal of the Cal Poly Plan, an issue also identified by WASC. The University Diversity Enhancement Council focuses on social responsibility. The Council of University Citizenship is concerned with human rights and "providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community" (excerpt from the Cal Poly Strategic Plan, as amended through 1995).

While each of these initiatives is charged with a particular focus, we expect them to work together in order to balance our educational efforts. Thus, our concerns with fostering student progress and diversity go hand in hand with academic quality. **Similarly**, our concern with the physical environment stresses instructional needs, safety and cost, as well as aesthetics and environmental responsibility.

As we review the ten statements in the Talloires Declaration, we find that Cal Poly is currently involved in activities that support each statement (see attachment). At the same time, these activities must remain in balance with the academic and other supporting values and goals of the University. Thus, when we consider statement 3 of the Talloires Declaration, for example, we need to place this in the context of all the attributes we seek for a Cal Poly graduate as stated in Visionary Pragmatism. Or, when we consider statement 5, we can take well-deserved credit for our accomplishments in recycling and energy savings. Yet, particularly when we look at building construction, we need to place this statement in the context of programmatic needs and CSU standards and cost guidelines.

In sum, as we endorse the Talloires Declaration, we clarify the importance of environmental responsibility as a key component to be pursued along with other values in the context of Cal Poly's academic mission. Signing the Talloires Declaration does not signal a hierarchy of values in the issues it promotes. It underscores a set of values in context and concert with others.

The second clause in the Academic Senate's resolution urging Cal Poly to endorse the Talloires Declaration calls for the appointment of a universitywide steering committee to be involved in implementation. With respect to this request, I reiterate my statement to the Campus Sustainability Initiative in Spring 2002: Cal Poly already has a number of committees whose scope encompasses environmental responsibility. Thus, I see the endorsement of the Talloires Declaration as a time to invigorate these groups with new energy (charged to follow through on statement 10 of the Declaration), rather than to create a new committee with this responsibility. In particular, I see ASI pursuing student involvement, the Academic Senate focusing on curriculum issues and the division of Administration and Finance implementing operational measures.

The Talloires Declaration

1) *Increase Awareness of Environmentally Sustainable Development*

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

Our new campus Master Plan sets the stage for increasing awareness by explicitly including values associated with environmental responsibility in its vision statement and guiding principles.

2) *Create an Institutional Culture of Sustainability*

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

The Cal Poly Campus Sustainability Initiative, Renewable Energy Institute, Coastal Resources Institute, Environmental Biotechnology Institute, Irrigation Training and Research Center, Sustainable Agriculture program and perhaps others have applied research agendas that are consistent with this item.

3) *Educate for Environmentally Responsible Citizenship*

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

Three colleges already offer degree programs, minors or areas of emphasis in related areas. These include:

- *College of Agriculture - Natural Resources Management,*
- *College of Architecture and Environmental Design - Members of the Sustainable Environment Education group offer interdisciplinary courses and*
- *College of Engineering - Civil and Environmental Engineering.*

There is also potential for these and the other colleges to offer or adapt degree programs to include environmental analysis and project design sensitive to life-cycle costs.

4) *Foster Environmental Literacy For All*

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

With respect to environmental literacy; the faculty would have to deliberate regarding the appropriate means - e.g., whether this should be an awareness program, become a component of general education, be included in the list of characteristics of a Cal Poly graduate, etc.

5) *Practice Institutional Ecology*

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

Cal Poly has already instituted a number of significant operational practices, of which solid waste reduction and recycling are perhaps the most visible. We have also gained significant energy savings through utility improvements and lighting changes. As we achieve such accomplishments, we hope that the broader campus community will become increasingly aware of our success.

6) *Involve All Stakeholders*

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

The San Luis Obispo area already has a rich resource in environmental groups with which we can coordinate.

7) *Collaborate for Interdisciplinary Approaches*

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

Cal Poly's history of applied learning lends itself to collaborative approaches to environmental education and research;

8) *Enhance Capacity of Primary and Secondary Schools*

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

Environmental awareness and stewardship would fit well with the science and math focus of UCTE's programs.

9) *Broaden Service and Outreach Nationally and Internationally*

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

Our signature on the Talloires Declaration makes a public statement of our interest. We could assume additional leadership through future University forums and other venues.

10) Maintain the Movement

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

Given" the breadth of environmental issues, several campus groups, including the Cal Poly Campus Sustainability Initiative, already serve as advocates for sustainable practices. Further, campus offices, particularly in Academic Affairs and Student Affairs for the educational dimensions, and in Administration and Finance for the operational will be expected to provide follow through.

Adopted:

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

AS- -04

RESOLUTION IN
SUPPORT OF AFFORDABLE TEXTBOOKS

- 1 WHEREAS, According to a survey by the California Student Public Interest Research Group
2 (CALPIRG}, students spent an average of \$898 per year on textbooks in the 2003-
3 2004 school year, or almost 20% of the cost of in-state fees; and
4
- 5 WHEREAS, In contrast, a 1997 University of California survey found that students spent an
6 average of \$642 on textbooks in 1996-97; and
7
- 8 WHEREAS, Textbook publishers use gimmicks to increase the price of textbooks; and
9
- 10 WHEREAS, Textbook publishers add bells and whistles to textbooks-such as CD ROMs and
11 workbooks that over 65% of faculty surveyed say they "rarely" or "never" use;
12 and
13
- 14 WHEREAS, Textbook publishers put new editions on the market frequently-often with few
15 content changes-making the less expensive used editions obsolete and
16 unavailable; and
17
- 18 WHEREAS, Over 59% of students surveyed who searched for a used book for the fall 2003
19 quarter/semester were unable to find even one used book for their classes; and
20
- 21 WHEREAS, Textbook publishers are unfairly charging students at a time when tuition and
22 other college costs are rising; therefore be it
23
- 24 RESOLVED: That Cal Poly support the CSU Academic Senate to call upon college textbook
25 publishers to adopt the following practices:
26
- 27 • To keep the cost of producing textbooks as low as possible without sacrificing
28 educational content;
 - 29 • To give faculty and students the option of buying textbooks separately, without
30 additional bells and whistles;
 - 31 • To keep textbook editions on the market as long as possible without sacrificing
32 the educational content;

- 33 • To give preference to paper or online supplements to current editions over
34 producing entirely new editions;
- 35 • To pass on cost savings to students once online textbooks are on the market;
- 36 • To disclose to faculty members all of the different products they sell including
37 both bundled and unbundled options, list how much each of those products cost,
38 the length of time they intend to produce the current edition, and how the newest
39 edition is different from the previous edition; and be it further
40

41 RESOLVED: That Cal Poly support the CSU Academic Senate to call upon faculty to both give
42 preference to the least cost textbook option when the educational content is equal
43 and to press publishers to adopt the above practices; and be it further
44

45 RESOLVED: The Cal Poly support the CSU Academic Senate to call upon the University to
46 encourage as many forums for students to purchase as many used books as
47 possible, including rental programs and book swaps; and be it further
48

49 RESOLVED: That a copy of this resolution be forwarded to The Association of American
50 Publishers, Chancellor Reed, and the California Student Public Interest Research
51 Group (CALPIRG).

Proposed by: Academic Senate Executive Committee
Date: September 21, 2004



California Student Public Interest Research Group

May 4, 2004'

Dear Robert Cherny,

Please consider adopting the attached resoJution in support of affordable textbooks.

As you probably know; a recent survey of students across the University of California system f()und that students are now paying an average of \$900'a year for textbooks. In contrast, a 1997 UC study found that students paid on average \$642 a year during the 1996-1997 academic year. With other college costs rising as well, we are concerned about students' ability to either pay for college or to fully take advantage of all of the educational opportunities available to them while at college.

We recently interviewed faculty members who teach the top five most purchased textbooks at 13 colleges and universities in California and Oregon. Our survey found that many textbook publishers engage in practices that unfairly drive up the cost of textbooks for students, such as adding bells and whistles that have questionable usefulness and producing new textbook editions with relatively few significant changes, forcing students to forgo the older, less expensive edition. The full report can be downloaded at www.CALPIRGStudents.org.

Over 500 mathematics professors from over 100 universities from around the country - including California State University campuses - have already signed a letter to Thomson Learning which makes four simple requests; we are hoping that the Senate's involvement will help make the case to all publishers to cease many of their unfair practices.

Feel free to contact us at (213) 251-3680 x303 if you have questions or are interested in getting more involved in our effort. You may also review the report and download this resolution at www.CALPIRGStudents.org. Thank you for your time.

Sincerely,

Merriah Fairchild
CALPIRG Higher Education Advocate

Adopted:

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

AS- -04

RESOLUTION ON
EQUITABLE SCHOLARLY PUBLISHING PRACTICES

1 Background: In an environment of escalating subscription costs and serious budget constraints,
2 the University Library strives to provide access to scholarly Journals - either online or in print-
3 required for student and faculty research. The Systemwide Electronic Information Resources
4 group at the Chancellor's Office has been on the cutting edge of subscription negotiations with
5 large publishers such as Elsevier, Wiley, etc. This process has increasingly resulted in the
6 purchase of large, bundled packages of journal titles from a single publisher. Because these
7 bundled subscriptions include both necessary and unnecessary titles, academic libraries often pay
8 for journal titles that are not needed. A number of academic institutions, including some in the
9 CSU and UC systems, are engaged in a struggle to obtain reasonably priced packages of desired
10 online journals. Some campuses have passed resolutions asking for intensified negotiations with
11 journal publishers. These events have also inspired some faculty and administrators to rethink
12 extant definitions and ranking of tenure quality journals.

13

14 The CSU system faces a challenge to scholarly communication in relation to the costs of online
15 journal subscriptions; for example, access to many of the 1800 journal titles represented in
16 "Elsevier's Science Direct Online (SDOL) database. Difficult negotiations with Elsevier and other
17 large publishers concerning pricing issues are symptomatic of an underlying issue in scholarly
18 communications: many faculty" feel the need to publish their papers in high profile, highly
19 respected journals whose publishers are selling access to these papers at prices that are increasing
20 at a much higher rate than current inflation.

21

22 Alternative forms of scholarly communication need to be considered. Consider the California
23 Digital Library (CDL) which has been pioneering new forms of publication including the
24 eScholarship Repository. Through the CDL the UC also provides tangible support for new
25 scholarly publishing initiatives that promise high quality peer reviewed content at affordable
26 prices, including the Public Library of Science and BioMed Central.

27

28 Faculty action to retain intellectual property rights would also contribute to meeting the
29 challenge. Authors can negotiate to retain rights, including the right to post their work in an
30 institutional repository or distribute copies to their classes.

31
32 WHEREAS, Online access to scholarly papers is increasingly important to scholarly research.
33 Such access would be jeopardized by a breakdown in negotiations between the
34 CSU and any large scale publisher's collective product (such as Elsevier's Science
35 Direct Online, negotiations for which will occur next fiscal year). Successful
36 resolution of negotiations is threatened by these publishers' insistence on
37 increasing subscription charges at a rate far exceeding inflation and to a level not
38 justified by their relative utility compared with other online journal services;
39 therefore be it

40
41 RESOLVED: That the Cal Poly Academic Senate resolves to call upon its faculty members to
42 give serious and careful consideration to:

- 43 • Cutting its ties with Elsevier and other large scale publishers identified as
44 problematic;
- 45 • No longer submitting papers to Elsevier journals or to the journals of other
46 large scale publishers identified as problematic;
- 47 • Declining to referee the work of colleagues submitted to these publishers'
48 journals;
- 49 • Relinquishing editorial posts, should the CSU/Elsevier negotiations-or
50 negotiations with other publishers-prove unsuccessful; and, be it further

51
52 RESOLVED: That the Senate also calls upon all faculty and administrators involved in the
53 promotion, tenure & retention procedures to recognize that some faculty may
54 choose not to submit papers to these types of journals even when the journals are
55 highly ranked. Faculty choosing to follow the advice of this resolution should not
56 be penalized.

Proposed by: Academic Senate Executive Committee
Date: September 21, 2004

Adopted:

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

AS-XXX-04

RESOLUTION ON
REVISION TO THE *BYLAWS OF THE ACADEMIC SENATE*
TO UPDATE THE RESPONSIBILITIES FOR THE RESEARCH
AND PROFESSIONAL DEVELOPMENT COMMITTEE

1 WHEREAS, Some of the original responsibilities to the Research and Professional Development
2 Committee have become obsolete; and
3

4 WHEREAS, Some of the appropriate responsibilities are not clearly identified; therefore, be it
5

6 RESOLVED: That the *Bylaws of the Academic Senate* be revised as follows:
7
8

9 I. COMMITTEE DESCRIPTIONS

10 10. Research and Professional Development Committee

11 b. Responsibilities

12 The Research and Professional Development Committee shall:

- 13 (1) Provide oversight advice and guidance for research and
14 professional development activities on campus.
15 (2) Make recommendations concerning all policies and procedures for
16 research and professional development activities on campus.
17 (3) ~~Conduct a regular review of research centers and institutes on~~
18 ~~campus.~~
19 (3) Provide advice and guidance to the ITS with regard to research and
20 professional development
21 (4) Provide advice and guidance to the library oversight as it relates
22 with regard to research and professional development.
23 (5) ~~Review and make recommendations on dispeted University~~
24 ~~professionallea'les.~~
25 (5) Provide advice and guidance to the Cal Poly Research Park with
26 regard to research and professional development.
27 (6) Provide oversight to the Grants Review Committee.
28
29

Proposed by: Research and Professional Development Committee
Date: June 17, 2004

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

AS-XXX-04

RESOLUTION ON
REVISION TO THE *BYLAWS OF THE ACADEMIC SENATE*
TO UPDATE THE PROCEDURES FOR THE FACULTY DISPUTE COMMITTEE

1 WHEREAS, The Faculty Dispute Committee was charged with creating
2 procedures to implement a faculty dispute process consistent with
3 the attached document; and
4

5 WHEREAS, In addition, the Faculty Dispute Committee has determined that the
6 following change in membership would benefit the committee;
7 therefore, be it
8

9 RESOLVED: That the *Bylaws of the Academic Senate* be revised as follows:
10

11 I. COMMITTEE DESCRIPTIONS
12

13 5. Faculty Dispute Committee
14

15 b. Responsibilities
16

17 The committee shall develop procedures appropriate to its
18 functions and shall make periodic reports of its activities to
19 the Academic Senate and to the Provost/Vice President for
20 Academic Affairs. For all disputes that fall within its
21 jurisdiction, the Faculty Dispute Review Committee shall
22 have the authority to conduct an investigation of the dispute
23 and to make recommendations to the Provost/Vice
24 President for Academic Affairs. The procedures to be
25 followed shall be approved by the Academic Senate and
26 published as a document entitled *Faculty Dispute Review*
27 *Committee Procedures.* Changes in the document shall be
28 made by the Senate upon recommendation of the Faculty
29 Dispute Review Committee.
30

31 and be it further
32

32 RESOLVED: That the *Faculty Dispute Review Committee Procedures* be
33 approved as follows:

34

35

36

Preamble/Charge

37

38 The Committee represents a resource where faculty can have disputes reviewed by
39 peers for a resolution recommendation. Faculty includes full-time and part-time
40 "teaching" faculty and department heads. The Committee was formed to address
41 disputes between faculty members which can not be resolved by other means,
42 deals with disputes between/among faculty members only, and attempts to reach
43 equitable resolution. Faculty should make every attempt at informal resolution
44 prior to appealing to this Committee. Appearance before the Committee is
45 voluntary, and proceedings are kept confidential by Committee members. The
46 Committee recognizes the obligation to report any illegal activity. The authority
47 of this Academic Senate Committee is limited as a recommending body to the
48 Provost. The Committee does not deal with decisions or questions of professional
49 review such as RPT and FM!. (See sections which follow that detail jurisdiction
50 and procedures.)

51

52

Membership/Terms/Chair/Quorum

53

54 The Faculty Dispute Review Committee shall consist of six (6) tenured faculty
55 members representing each of the Colleges and one representative from
56 Professional Consultative Services, appointed by the Executive Committee of the
57 Academic Senate for staggered two-year terms. The University Ombudsman will
58 be a non voting ex officio member of the Committee. The Faculty Dispute
59 Review Committee chair shall be a member of the General Faculty and shall be
60 appointed in accordance with Article VIII.C of the Bylaws of the Academic
61 Senate. A quorum shall consist of 5 voting Committee members. The Committee
62 may invite various consultants to attend to provide advice on university policies
63 and procedures.

Proposed by: Academic Senate Faculty
Dispute Committee

Date: June 21, 2004