

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

MEETING OF THE ACADEMIC SENATE

Tuesday, October 5, 2004 00220,3:10 to 5:00pm

- I. Minutes: none.
- IT. Comnll.inication(s) and Announcement(s):
 - A. ASI resolutions passed May 26, 2004: Resolution on ASJAdvocates Gender Equity and Student Safety, Resolution to Review Fee Referenda Policy and Guidelines, Resolution on ASJStudent Government Collaborative Representation (pp. 2-6).
 - B. Presidential responses to Academic Senate resolutions for 2003-2004 (pp. 7-16).
- m. Reports:
 - A. Academic Senate Chair:
 - B.' President's Office: ...
 - C.' Provost's Office:
 - D. Statewide Senators:
 - E.. CFA Ca:mpus President:
 - F. ASI Representatives:
 - G. Other: Blake Bolton, ASI President
- IV. Consent Agenda:
- V. Business Item(s): .
 - A. Resolution on Revision to the *Bylaws of the Academic Senate* to Update the Responsibilities for the Research and Professional Development Committee: Sullivan,. fonner chair of the Research and Professional Development Committee, first reading (p. 17).
 - B. Resolution on the Creation of a Standing Sustainability Committee: . Greenwald, CSM senator, first reading (pp. 18-35).
- VI. Discussion Item(s):
- VIT. Adjournment:

FURTHERMORE

BEIT

RESOLVED: ASI encourages Cal Poly to identify a Sexual Assault and Harassment Official as a

point of contact for establishing incident reporting options and referral to campus

resources; and

FURTHERMORE

BEIT

RESOLVED: ASI encourages Cal Poly to make a link on the Cal Poly website to the University's

Sexual Assault Policy and available resources; and

FURTHERMORE

BE IT

RESOLVED: AS1 is committed to advocating gender equity and student safety issues.

CERTIFIED as true and correct copy, in witness thereof, I have set my hand and seal of the Associated Students, Inc., this 26th day of *May*, 2004.

ADOPTED at the regular meeting of Board of Directors by a *majority* vote on May 26, 2004.

Secretary, ASI Board of Directors

Chair, ASI Board of Directors

ASI President

Sponsored by: Molly Frisbie, ASI Board of Directors, College of Engineering

Mike Motroni, ASI Board of Directors, College of Engineering Mike Jurewicz, ASI Board of Directors, College of Business

Associated Students, Inc. California Polytechnic University San Luis Obispo

Resolution #04-14 ASI STUDENT GOVERNMENT COLLABORATIVE REPRESENTATION

WHEREAS: Associated Students Incorporated is the official voice of the Cal Poly Student

Body; and

WHEREAS: AS!'s vision statement is to be every student's connection to the ultimate college

experience; and

WHEREAS: It is important for the ASI Board of Directors and the ASI President to collaborate

on student and corporate issues; and

WHEREAS: The ASI Board of Directors serves dual roles as the keepers of the corporation and

student advocates; and

WHEREAS: The ASI Board of Directors, in collaboration with the College Councils, has an

established structure that effectively provides a forum for communication in which constituents of AS1 have opportunities to voice their concerns to the administration,

and the campus community; and

WHEREAS: The President and Executive Vice President of the corporation are representatives

elected by Cal Poly students at large to represent students to ASI, Cal Poly, the

City of San Luis Obispo, and the State of California; and

WHEREAS: The United States practices an effective system of checks and balances that fosters

collaboration between the executive and legislative branch; and

WHEREAS: Students view themselves as citizens of the Cal Poly community, just as citizens of

the United States, rather than shareholders of a corporation; and

THEREFORE

BEIT

RESOLVED: To further research the development of a system for ASI Student Government, to

effectively represent the students of Cal Poly through collaboration between the

ASI Board of Directors and ASI President; and

FURTHERMORE

BEIT

RESOLVED: ASIdevelop a way for the, students and the University community to understand

the board's business role and more clearly understand it's representative role; and

FURTHERMORE

BEIT

RESOLVED: The implementation of these changes will be a big step toward developing AS1

Student Government's implementation of our Strategic Goal, "Everyone will understand and expect ASI to represent Cal Poly students to improve the student

experience."



SAN LUIS OBISPO CA 93407

To: George Lewis

Chair, Academic Senate

Date:

Copies:

June 28, 2004

R. Detweiler

From: Warren J. Baker

Subject:

President'

Response to Academic Senate Resolution AS-612-04

Resolution of Commendation for George Lewis

George, I am pleased to acknowledge receipt of the above-entitled Academic Senate Resolution and to also express my appreciation to you for your good counsel, contributions and hard work while Chair of the Academic Senate for the past year and as a faculty member over the past many years. Provost Bob Detweiler and I wish you all the best in your retirement years, and we look forward to your continued association with Cal Poly in the Faculty Early Retirement Program.

David Hannings Pagel June 30, 2004

- Cal Poly took a lead role in the CSU in implementing the. Finance and Human Resources systems. We have been using those systems since 2001 and both systems are working well. The cost to implement those systems was funded out of the general operating budget on a pay-as-you-go basis in a better budget climate.
- Implementing the Student Administration system completes the campus installation of an integrated campus. administration package. Cal Poly believes in the importance of an integrated administrative. system that provides human resources, financial and student administrative. support on a common platfonn. There, is value and efficiency in having easy, seamless, integration and compatibility among the Finance, Human Resources and Student Administration systems. The cost to implement the Student Administration system, just as was the cost to implement the Finance and Human Resources, systems, is part of operating a full service, university.
- Cal Poly did not implement the. PeopleSoft Student Administration system previously because we did not think: the system was. ready. The PeopleSoft student administration system was. relatively new and had not been modified to meet the specific needs of the CSU. PeopleSoft has. upgraded the system, the CSU has made valuable. modifications to the system to facilitate. its functionality and the Student Administration system has been successfully implemented on seven CSU campuses, as well as other universities across the nation. It has been tested, is working well and is ready for implementation at Cal Poly.
- The current Student Administration system in use at Cal Poly was designed by Westinghouse Corporation in the 1970s. It has served us well, but the mainframe architecture and CICSNSAM technology on which it is based is old and not easily adaptable to the 24/7, Web-based access/functionality expected by users today. While the company that currently owns the software (SCT/SunGard) continues to maintain it, we remain concerned about the company's long-tenn ability and commitment to maintain and upgrade this aging system in a timely manner and to offer the functionality available from competing systems. Due to its underlying, outdated architecture, we also don't feel it is cost effective or prudent to build too much new functionality on such an old technology base.
- Cal Poly's current Student Administration system runs on a mainframe computer for which support for both the hardware and the operating system will end by February 2007. To continue to use them beyond the next couple of years will require additional expenditures that will have no continuing value. By beginning the necessary migration now, the new system can be fully operational for the 2006-07 academic year.
- In order to provide quality, reliable service to the students, faculty and staff at Cal Poly, a Web-based system using current user-friendly technology that is actively supported by the CSU and the vendor is needed. The additional alignment and integration of the Cal Poly system to the CSU on a common platfonn and with common applications and similar Web-based interfaces for users is now both achievable and beneficial to students, faculty and staff.



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JUN, 0,,9 2004

ACADEMIC SENATE



SAN LUIS OBISPO CA 93407

To: George I

George Lewis

Chair, Academic Senate

Date:

June 8, 2004

From:

Warren J. Baker

President

Copies:

Robert C. Detweiler

Jerry Hanley

Subject:

Response to Academic Senate Resolution 614-04/HG-

Resolution on Cal Poly Modem Pool

, The Administration and Infonnation Technology Services (ITS), in particular, intends to fully include, as part of both our near-tenn actions and longer-tenn strategy, the intent of the recent Academic Senate resolution as passed.

Much of the recent efforts of ITS have been specifically focused to address such concerns and their actions have achieved significant progress to date. But the decision to end the current modem pool service now will be implemented for the reasons cited and shared with the Senate throughout the deliberation process. The last day of service will be July 12, 2004.

The combination oftechnological obsolescence, limited bandwidth, difficulty and cost to support and maintain the current service, and the risks to campus security are all factors that were considered.

The commercial service alternatives obtained by ITS and made available to both campus constituents and emeritus staff and faculty are considered highly attractive. They will also free campus IT resources to focus on more pressing and essential teaching and learning priorities and to help strengthen the security of the campus network in coming months.

We believe that the correct course of action now is to mutually focus on a realistic and affordable set of actions to migrate the limited number of current users from the campus modem pool and to mitigate, wherever practical, the direct impact on these users. In parallel, we can also track the need for and assess practical choices to address other administrative issues which some are anticipating.

We recognize, as the Senate's own debate on this resolution clearly indicated, there may exist other broader policy issues, which, as discussed, clearly extend beyond the pressing and immediate need for the University to move ahead with cancellation of the existing service. Some may be systemwide in nature and, in fact, may be more appropriately the concern of mutual collective bargaining efforts.

As this modem pool exit process and the transition of access services to cost effective commercial alternatives proceeds, ITS will continue to explore additional options with commercial providers and share the best of these with interested Academic Senate representatives. We appreciate the positive results such dialog often can produce.

RECEIVED

JUL 2 1 2004



SAN LUIS OBISPO CA 93407

ACADEMIC SENATE

To:

David Hannings

Chair, Academic Senate

Date:

June 28, 2004

From:

Warren I Baker

President

Copies:

R. Detweiler, B. Konopak,

D. Conn, M. Whiteford

Subject:

Response to Senate Resolution AS-616-041RD&BK

<u>-Proposal</u> to Rename the University Center for Teacher Education to the College of Education

This will formally acknowledge receipt and approval of the above subject Resolution. In addition to the Academic Senate's endorsement of the University Center for Teacher Education name change to the College of Education, the Academic Deans' Council endorsed the proposal at its April 26, 2004 meeting. This change in name is in recognition of the significantly increased change in the College's role and emphases. Notification has been provided to Dean Konopak

Please extend my thanks to the Academic Senate for its prompt attention to this important-matter.

RECEIVED

JUL 김 1 2004

ACADEMIC SENATE



SAN LUIS OBISPO CA 93407

To: David Hannings

Chair, Academic Senate

Date: .June 28, 2004

From: Warren J. Baker

President

Copies: R Detweiler, D. Conn,

P.Ponce

SUbject: Response to Academic Senate Resolution AS-619-04/PP

Resolution on <u>Preface:</u> The Cal Poly Shared Reading <u>Program</u>

I am pleased to approve the above-entitled Academic Senate Resolution. I appreciate the Senate's endorsement and willingness to encourage Cal Poly faculty and staffto become involved in this new intellectual experience forour new students as they enter Cal Poly.

Please express my appreciation to the Academic Senate members for their support on this issue.

Adopted:

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

AS- -04/

RESOLUTION ON THE CREATION OF A STANDING SUSTAINABILITY COMMITTEE

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

REFERENCE MATERIAL

FOR

RESOLUTION ON THE CREATION OF A STANDING SUSTAINABILITY COMMITTEE

) :

k 9	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 Declar'adoB.		
32			
33	WHEREAS, As a polytechnic institution with notable programs in Agriculture, Engineering,		
34	and Architecture & Environmental Design, among others, sustairiability 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 atCal Poly; and		
40			
41	WHEREAS, The Talloires Declaration reinforces both the underlying principles of the		
42 43	University Master Plan and its specific provisions; therefore, be it		
44	RESOLVED: That the Academic Senate of Cal Poly urge President Warren Baker to sign the		
45	Talloires Declaration; and be it further		
46			
47	RESOLVED: 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 ate 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, UnnyMenon, James Mueller, Pablo Paster, Robert Wolf)

Date: April 14, 2003 Revised: May 9, 2003 A committee of the faculty was fonned 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 Tailoires Declaration.

This proposal willi) 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 $t \ a \ k \ e \ n$.

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 playa crucial role in issues of Sustainability-they are either part "of the problem or of the solution. As agents of production and dissemination of lmowledge, 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 ihternationallevel. 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

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 alikely 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 Oeclaration, 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 TDas you see fit.

Sustainability programis, 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 confonns to LEED standards.

Encourage student projects to focus on environmental problems, activities and refonns 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.edulprovost/ceres/greeningl

Join University Leaders for a Sustainable Future (ULSF)[http://www.ulsf.orgiabout.html] This is the Secretariat for the Talloires Declaration, with a full time staffofsix, 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.orglcampusecology/index.cfin], which offers

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

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 traiversity 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.

George Lewis Page 2 August 21, 2003

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 creditfor our acc()mplishments'inrecyclingand energy savings. Yet"particularly when we look at building construction, we heed 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 cpntext 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 ASJ pursuing student . involvement, the Academic Senate focusing on curriculum issues and the division of Administration and Finance implementing operational **measures**.

George Lewis Page 4 August21, 2003

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Cal Poly has already instituted a number 0/significant operational practices, o/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 be come increasingly aware 0/our success.

Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation and information exchange in environinentally 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 itselfto.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 wouldfit well with the science and math/oeus 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/orums and other venues.