

PLEASE KEEP THIS AGENDA FOR MEETINGS OF
MARCH 1st AND MARCH 8th, 2005



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

MEETING OF THE ACADEMIC SENATE
Tuesdays, March 1st and 8th, 2005
UU220, 3:10 to 5:00pm

- I. Minutes: Approval of minutes for Academic Senate meeting of February 8, 2005 (pp. 2-4).
- II. Communication(s) and Announcement(s):
 - A. Response from Campbell on new parking facilities and safety (pp. 5-6).
 - B. Academic Senate election results for 2005-2006 (pp. 7-8).
- 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:
 - [March 8J Kitamura/Neel: LEEDS certification, new student housing complex
 - [March 8J Bolton: ASI and UU student fee referendums
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Resolution on Accessibility to Information Technology Resources: Bailey/Fryer/Hanley, second reading (pp. 9-10).
 - B. Resolution on Proposed Retirement Plan Modification: Foroohar, chair of Faculty Affairs Committee, first reading (pp. 11-20).
 - C. Resolution on Textbook Pricing: Executive Committee, first reading (pp. 21-23).
 - D. Curriculum Proposal for Biomedical Engineering Program: Elrod, Chair of Curriculum Committee, first reading (pp. 24-30).
 - E. Resolution on Final Assessments: Schaffner, chair of the Instruction Committee, first reading (pp. 31-33).
 - F. Resolution on Amendment to the *Constitution of the Faculty* (Representation for the College of Education): Greenwald, CSM senator, first reading (pp. 34-36).
- VI. Discussion Item(s):
 - [March 8: TIME CERTAIN 4:30PM Monday holidays (pp. 37-38).
- VII. Adjournment:

Due to formatting restrictions, mass mailings must be sent in text-only format eliminating underline and strikethrough features. Academic Senate meeting minutes will no longer be sent as text, instead minutes can be viewed, with full editorial marks, at <http://www.calpoly.edu/~acadsen/calendar.html> (To view, click on URL or cut and paste the URL in your browser's address line.)

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

MINUTES OF
The Academic Senate
Tuesday, February 8, 2005
UU220, 3:10 to 5:00 pm

- I. Minutes: The minutes for the Academic Senate meetings of January 18, 2005 were approved.
- II. Communications and Announcements: Social Hour, co hosted by the President's Office and the College of Engineering, will be held Thursday, February 24, 2005 from 4-6 pm at Vista Grande Restaurant.
- III. Reports:
 - A. Academic Senate Chair: (Hannings) The Academic Senate has a group of nominees interested in serving on the CIO Search Committee but more nominations are welcome. The Executive Committee will choose 6 senate representatives at the next Executive Committee meeting. A replacement for Myron Hood to serve on the Campus Administrative Policies Committee is needed. Hood explained that the Campus Administrative Policies Committee, which is very informative and deals with all aspects of the University, meets about once a month during the academic year, usually on a Wednesday. Dan Howard-Greene recognized and acknowledged Hood's service on the committee and expressed great appreciation for his many years of service. If the Academic Senate receives nominations, a representative will be chosen next week. The search for a new Provost is going well and the search committee plans to hold video interviews of 8 candidates later this month. The President submitted an interim response to Resolution on Intercollegiate Athletics: Graduation Rates and Post-Season Competition. His response indicates some concerns that will be further discussed before implementation. The entire interim response is available at <http://www.calpoly.edu/~acadsen/resolutions/2003-2004/618.pdf>
 - B. President's Office: None.
 - C. Provost's Office: (Detweiler) two handouts were distributed in an effort to summarize what the administration is focusing on. In regards to budget management, it is safe to assume that the worst is over. Cal Poly has a strategy to seek as much support as possible from the state and augment that with support through student fees and donations. Enrollment management includes an ambitious 2.5% annual growth rate. The Centennial Campaign finished at more than \$260 million from an original goal of \$200 million and will celebrate its success with some campus events this spring. Further information can be obtained by contacting the Academic Senate Office for copies of the handouts or direct any questions to bdetweil@calpoly.edu.
 - D. Statewide Senators: (Hood) Chancellor Reed and Richard West, Executive Vice Chancellor for Finance, announced that they are very pleased with the Governor's budget

and the fact that the compact is being honored. Enrollment is a big issue, since the entire CSU system is unable to meet the target for this year, and administrators are worried that they will have to refund some money to the state. There are two main reasons for the enrollment to be down, the first one being that target enrollment was increased too late in the year to increase admission and the other reason being higher fees. There is a lot of systemwide concern for the student administration module of CMS since several campuses are having problems with this implementation. The Provost added that it's anticipated that Cal Poly will be 1.2% under target but won't have to repay any funds this year but will have to meet the enrollment target for next year. (Foroohar) Three resolutions from the Statewide Faculty Affairs Committee were passed, two of them dealing with academic freedom and the other dealing with lecturers' representation on campus' Academic Senates.

- E. CFA Campus President: (Foroohar) CFA had a meeting last week to look at the public proposal for the upcoming negotiations. A Sunshine proposal will be published by the end of the week and the CSU Sunshine proposal is expected to be published by mid March with negotiations beginning in early April.
- F. ASI Representatives: (Mednick) ASI is sending 17 students to the state capital to lobby on higher education issues and attend workshops to improve the lobbying and activism skills. ASI is currently working with Foundation and the administration to develop a survey regarding food on campus and the possibility of bringing national brands on campus. The textbook resolution passed and will be presented to the Senate with one point of emphasis being a request for the faculty to turn in textbook requests in a timely manner. Mardi Gras went well, with very few incidents and most of the arrests being for drunk in public, the police force was professional and polite and received a lot of praise, and the students were also well behaved and deserve some recognition for their cooperation.
- G. Other: Cornel Morton IElie Alexroth: Task Force on Women's Safety and Campus Climate. (Morton) Congratulations and thanks to the students for their participation and behavior during Mardi Gras. The task force on Women's Safety and Campus Climate was formed about one year ago and was created to address issues such as violence and offensive behavior toward women and focuses on campus climate environment, especially at reported instances of gender inequality that sways the academic success of women on campus. There are a number of groups on campus, such as Student Life and Leadership, working on the same issues as the task force. (Alexroth) number of reported sexual assaults has been increasing during the past couple of years but is still under reported. In the past, the emphasis of the task force has been on safety issues such as lighting but we need to increase the number of reported incidents. The task force is continuing to work on these issues and is trying to increase its visibility and it's encouraging faculty to be open to students needs and be aware of resources available to them.

IV. Consent Agenda: Curriculum proposals: approved.

V. Business Item(s):

- A. Curriculum Proposal: approval of proposed new course PHYS 141, 4 units, inclusion in the 2005-2007 catalog: Jim Harris, CENG senator, second reading. Withdrawn, item was resolved prior to the meeting.
- B. Resolution on Accessibility to Information Technology Resources: Bailey\Fryer\Hanley, first reading. This resolution requests the Academic Senate's endorsement of Cal Poly's efforts to develop an implementation plan and policy to ensure campus compliance with CSU policy and existing law governing accessibility to campus

information technology resources. Any specific suggestions for second reading need to be sent to the Senate Office. Further information regarding web authoring resources is available at www.calpoly.edu/warc This resolution will return as a second reading item at the next Academic Senate meeting.

- C. Resolution on Final Assessments: Due to lack of time, this resolution will return as a first reading item at the next Academic Senate meeting.
- D. Resolution on Amendment to the *Constitution of the Faculty* (Representation for the College of Education): Due to lack of time, this resolution will return as a first reading item at the next Academic Senate meeting.

VI. Discussion Item(s):

VII. Meeting adjourned at 4:45 pm.

Submitted by,


Gladys Gregory,
Academic Senate

(Provided to the Academic Senate for its meeting of March 1, 2005)

MEMORANDUM

To: ACADEMIC SENATE

From: Cindy S. Campbell
Associate Director
University Police

Subject: Response to Academic Senate Regarding Parking

Larry Kelley asked me to provide a response to the inquiry from the Academic Senate regarding upcoming changes in campus parking.

Q1: What will be the new parking conditions for staff/faculty:

While the parking locations for faculty/staff are being adjusted, the number of staff parking spaces will not decrease.

Q2: What are the long term safety plans for outer parking areas? Will more lights be placed along Highland for those walking to the Mt Bishop lot after dark?

The larger capacity general parking lots surrounding campus all have the emergency "blue light" telephones at or near an entrance. In addition, lighting levels are regularly maintained by our Facility Services group. University Police staff work in cooperation with Facilities and report any street or parking lot lighting that may unexpectedly malfunction.

The new H-1 general parking lot (to be constructed at the old Poultry unit site) has been planned with sensitivity to safety and lighting. Two emergency "blue light" telephones will be installed along with light standards throughout the parking lot. In addition, there will be approximately 10 light standards added along an improved walking path from the new lot along Mt Bishop road connecting with Highland Drive. This area will be well lit. The pedestrian crossing on Highland at Mt Bishop has been removed and all pedestrian traffic along Mt Bishop will be directed to cross at California & Highland. It should be noted that there are light standards currently in place along Highland at California. As Engineering III opens soon, there will be additional ambient lighting in the area.

Because of the additional activity expected in this section of campus, University Police will respond by increasing their patrols in the area.

Q3: Are trams being discussed?

University Police will add the H-I lot as an additional stop for the evening escort van service. Students that currently use the escort van service are picked up at one of three fixed campus pick-up points and then delivered to a variety of campus destinations after dark, such as the residence halls, Cerro Vista, or any of the campus parking lots. No implementation of a daytime tram is

being discussed. **In** looking at a campus map, you'll note that the new **H-1** parking area is a relatively short distance to the northwest portion of campus. **In** comparison, the Grand Avenue parking areas are a relatively short distance to the southeast portion of campus. As parking supply changes with implementation of the campus master plan, we will continue to monitor traffic patterns and use of mass transportation will evolve as well.

Q4: Is the low visibility between drivers and pedestrians at the Highland bridge been discussed now that more people will be crossing to get to the Mt Bishop lot?

Improving pedestrian safety was one of the reasons that the pedestrian crossing at Highland and Mt Bishop was removed. (Please see details above under questions #1 and #2.)

I hope this provides the information that the Senate is looking for. Please let me know if there are other parking questions I can help with.

ACADEMIC SENATE SENATORS 2005-2006

(Highlighted names have been elected to the 2005-2007 term)

COLLEGE OF AGRICULTURE (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Ahern, Jim	Agribus	65030	jahern	2007
Cavaletto, Richard	BioR&AE	62383	rcavalet	2006
Hannings, Dave	Horti&CS	62870	dhanning	2006
Harris, John	NRM	62426	jhharris	2006
Thompson, Richard	NRM	62898	rpthomps	2006
VACANCY				2007

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>
Doyle, Gregg	C&RPlg	62285	dgdoyle	2007
Epstein, Bill	ConstMgt	62797	wepstein	2007
Giberti, Bruno	Arch	62036	bgiberti	2006
Neuenhofer, Ansgar	ArchEngr	61343	aneuenho	2007
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>
Burgunder, Lee	Acctg	61210	lburgund	2007
Dobson, John	Finance	61606	jdobson	2006
Geringer, Mike	Mgtmt	61755	mgeringe	2006
Griggs, Ken	Mgtmt	62731	kgriggs	2006
Wild, Rosemary	Mgmt	62695	rwild	2007

COLLEGE OF EDUCATION (1 representative)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
VACANCY				2007

COLLEGE OF ENGINEERING (7 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Harris, Jim	ElecEngr	65708	jharris	2006
Klisch, Stephen	MechEngr	61308	sklisch	2007
Liu, Mei-Ling	CompSci	66460	mUu	2006
LoCascio, Jim	MechEngr	62375	jlocasci	2006
Myers, Len	CompSci	61252	lmyers	2006
VACANCY				2007
VACANCY				2007
Menon, Unny (stwd sen)	IndEngr	61180	umenon	2006

COLLEGE OF LIBERAL ARTS (8 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
Laver, Gary	Psyc&CD	62865	glaver	2006
Long, Todd	Philos	62015	Hong	2007
Lovaglio, Enrica	Art&Des	62446	elovagli	2006
Rinzler, Paul	Music	65792	prinzler	2006
Soares, John	Journ	66145	jsoares	2007
VACANCY				2007
Foroohar, Manzar (stwd sen)	History	61707	mforooha	2008

COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Greenwald, Harvey	Math	61657	hgreenwa	2006
Rein, Steve	Stats	62941	srein	2007
Schaffuer, Andrew	Stats	61545	aschaffu	2006
Sharpe, John	Physics	62069	jsharp	2006
Steinmaus, Scott	BioSci	65142	ssteinma	2007
Sutliff, Michael	Kinesio	62103	msutliff	2007
VACANCY				2006
VACANCY				2007
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	Library	62492	lgamble	2006
Breitenbach, Stacey	CENGAdvCtr	61461	sbreiten	2007
Jelinek, Cindy	CSM AdvCtr	62615	cjlinek	2007
Vuotto, Frank	Library	66247	fvuotto	2006

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

Baker, Warren	President	Pres Ofc	wbaker	ExOff
Morton, Cornel	VPSA	Stud Affs	cmorton	ExOff
VACANCY	Dean	Deans Cncl		2007
VACANCY	Faculty mbr	Pt time rep		2006
VACANCY	Provost	Provost Ofc		ExOff
VACANCY	Student	ASI		2006
VACANCY	Student	ASI		2006

Adopted:

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

AS- -05

RESOLUTION ON ACCESSIBILITY TO
INFORMATION TECHNOLOGY RESOURCES

- 1 WHEREAS, The policy of The California State University (CSU) is to make its programs, services, and
2 activities accessible to students, faculty, staff, and the general public with disabilities; and
3
- 4 WHEREAS, Accessibility to information technology resources-such as web-based materials,
5 programs and services-is mandated by federal and state law, including Section 508 of the
6 U.S. Rehabilitation Act of 1973 and Section 11135 of the California Government Code;
7 and
8
- 9 WHEREAS, The CSU and its campuses (including Cal Poly) are required to comply with these laws,
10 and it is the policy of the CSU to make information technology resources and services
11 accessible to all CSU students, faculty, staff and the general public regardless of disability;
12 and
13
- 14 WHEREAS, Executive Order 926 (<http://www.calstate.edu/EO/EO-926.html>), which went into effect
15 on January 1, 2005, documents CSU policies on disability support and accommodation,
16 including access to electronic resources, and delegates responsibility to campus presidents
17 to develop plans for compliance; and
18
- 19 WHEREAS, Noncompliance may incur costly legal penalties and tougher sanctions against the
20 University based on recent experiences by other California colleges and universities; and
21
- 22 WHEREAS, Cal Poly has committed existing resources to facilitate and support campus compliance.
23 Information Technology Services, Robert E. Kennedy Library and the Disability Resource
24 Center are coordinating efforts to identify and address individual needs to develop,
25 implement and support resources for making campus information technologies more
26 accessible; and
27
- 28 WHEREAS, CSU has established a system wide Center for Alternative Media to help expedite delivery
29 of electronic texts (e-texts of instructional materials) to eligible CSU students with
30 disabilities; and
31
- 32 WHEREAS, With the exception of mathematics and science textbooks, state law (AB 422) now
33 requires publishers or manufacturers of printed instructional materials for students
34 attending CSU to provide the same materials in an electronic format (at no charge to the
35 University) to promote accessibility by students with disabilities; and
36
- 37 WHEREAS, University administration and campus computing advisory committees (IRMPPC, AACC,
38 IACC, SC3) have charged ITS with coordinating development of a framework to achieve

39 campus compliance with respect to accessibility to information technology resources and
40 services; therefore be it

41

42 RESOLVED: That the Academic Senate strongly endorse the value and benefit to Cal Poly of the
43 University demonstrating leadership and taking an active role by directing its principal
44 ITS and related resources to develop and implement a comprehensive program, policy
45 framework, and schedule for ensuring campus compliance with CSU policy and existing
46 law governing accessibility to campus information technology resources; and be it further
47

48

49 RESOLVED: That the program define the necessary campus specific policies, standards, guidelines,
50 procedures, and a reasonable timeframe to enable campus departments and employees to
51 develop and implement compliant websites and digitized course materials and appropriate
52 related digital and web accessible instructional and administrative services where
53 compliant activities may be required; and be it further

54

55 RESOLVED: That the Academic Senate and affected campus constituent groups should be expected to
56 substantive changes to the program, policy framework, and timetable in the future and
57 asked to endorse the results once this initial development and review process is completed
58 during the current academic year (2004/05).

59

60 RESOLVED: That the Academic Senate strongly endorse an active University role in establishing and
61 maintaining a program of compliance with existing CSU policy and existing law
62 governing accessibility to campus information technology resources; and be it further

63

64 RESOLVED: That the Academic Senate strongly encourage faculty to take an active leadership role in
65 addressing the compliance issues as they impact the teaching and learning environments;
66 and be it further

67

68 RESOLVED: That this University program be campus-specific and outline a reasonable timeline for
69 compliance; and be it further

70

71 RESOLVED: That the Academic Senate encourage the University to immediately address individual
72 requests for access that may fall outside the overall timeline for campuswide compliance;
73 and be it further

74

75 RESOLVED: That the Academic Senate and appropriate faculty units be expected during ACTIVE
76 PARTICIPANTS IN the construction of this program and before making IN FUTURE
program changes in the future.

Proposed by: William Bailey (Director, Employment Equity
and Faculty Recruitment); Ann Fryer (Interim
Director, Disability Resource Center), and Jerry
Hanley (VP/CIO, Information Technology
Services)

Date: December 14, 2004

Revised: January 7, 2005

Revised: January 31, 2005

Revised: February 8, 2005

Adopted:

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

AS- -05

RESOLUTION ON
PROPOSED RETIREMENT PLAN MODIFICATION

- 1 WHEREAS, The California Public Employees Retirement System (CalPERS) retirement plan
2 is an integral part of CSU employees' compensation plan; and
3
4 WHEREAS, CSU employees have often been faced with below market salaries partially offset
5 by a sufficient retirement plan; and
6
7 WHEREAS, CalPERS "defined benefit"* pension, which offers CSU employees the security
8 and dignity of a guaranteed pension upon retirement, has been central to our
9 recruitment efforts; and
10
11 WHEREAS, Defined benefit plans are professionally managed; and
12
13 WHEREAS, CalPERS is nationally recognized as a leader in positive corporate governance and
14 a model of a well-managed defined benefit pension plan; and
15
16 WHEREAS, The risk of "defined contribution"* * plans is in the hands of employees who are
17 often not educated in the investment of these funds; and
18
19 WHEREAS, A privatized defined contribution retirement system dramatically increases an
20 employee's risk of losing their retirement benefits; and
21
22 WHEREAS, Imposing a defined contribution retirement system on new employees will
23 diminish the funding base for the current defined benefit retirement plan; therefore
24 be it
25
26 RESOLVED: That the Academic Senate of California Polytechnic State University (Cal Poly)
27 strongly oppose the imposition of any defined contribution retirement system-
28 whether for new or existing employees-as well as any mandate to create an
29 optional plan for converting employees from a defined benefit plan to a defined
30 contribution plan; and be it further

31 RESOLVED: That the Academic Senate of Cal Poly urge President Baker and the Chancellor of
32 the CSU to oppose any change in the California Public Employees Retirement
33 System (CalPERS) that would result in lower retirement benefits to its current
34 faculty and staff or that would increase the costs of the plan to its employees; and
35 be it further

36
37 RESOLVED: That the Academic Senate of Cal Poly condemn efforts by the governor and others
38 to unilaterally modify the terms and conditions of employment for CSU
39 employees; and be it further

40
41 RESOLVED: That copies of this resolution be sent to the Chancellor's Office, CSU Board of
42 Trustees, California legislators, and to all CSU campus academic senates.

Notes:

* A secure retirement plan is known as a "defined benefit" plan. Monthly retirement amount is fixed and based on an individual's salary and years of service.

** Individual risk accounts are known as "defined contribution" plans. Monthly retirement amount would depend on how the individual invests and the ups and, downs of the stock market.

Proposed by: Academic Senate Faculty Affairs Committee
Date: February 14, 2005
Revised: February 22, 2005

Assault on Public Retirement Systems is Misguided, Unjustified

by George Diehr

Professor of Management Science, CSU San Marcos

Elected Member, CalPERS Board of Administration

Last September the headline on a front-page article in the *San Diego Union-Tribune* screamed: "State's CalPERS payment surges 18-fold in 3 years."

A graph, similar to Figure 1 (below), provided visual emphasis, showing contributions growing from about \$144 million in fiscal year 2000/01 to \$2.6 *billion* projected for 2004/05--indeed, an 18-fold, 1700% increase!¹

In his State of the State address, our governor made a similar claim cited by George F. Will in his op-ed piece in the *Washington Post* in February: "The state, facing a deficit of at least \$8 billion, will pay a \$2.6 billion share of...employee's retirement this year, up from only \$160 million just four years -ago."

These articles, along with others critical of the state's public employee retirement system, presented a limited and distorted view of the longer-term performance of the retirement fund and its cost to state taxpayers.

Taking a longer term view of the pension fund's cost to the state shows that the situation today is hardly unusual. Furthermore, we demonstrate that had the state banked savings during years of abnormally low contribution requirements, a substantial reserve would exist today to meet currently higher contribution rates.

California made abnormally low contributions toward its employees retirement during the years 1999 to 2001

Figure 2 (below) shows the state's contributions to the pension fund from 1995/96 through the end of this fiscal year. What is striking about this extended period is not the level of contributions estimated for 2004/05 but rather how low the contributions were in the five fiscal years 1998/99 through 2002/03-especially 1999/2000 and 2000/01.

¹ Note that this is the contribution required for state agency employees. It does not include school employees covered by CalPERS.

The big story is how much taxpayers saved during these five years because of the above-normal investment returns earned by CalPERS.

Figure 3 (below) adds two more series:

1. The solid bars show how much the state contribution would have been each year had it simply grown at approximately the same rate as long-term increases in state revenues-6%.
2. The line shows an accumulated reserve that would have resulted from a constant 6% increase in contribution rate. This reserve (including 5% interest) would have exceeded \$5 billion by the end of 2002/03. Beginning with 2003/04, it would have been necessary to draw on the reserve. But at the end of 2004/05, the reserve would still exceed \$4.4 billion.

Of course, hindsight is 20-20. Had we only known.

The current attempts to eventually end defined benefit retirement systems for *all* public employees may well prove to be as shortsighted as the state's spending exuberance of the past several years.

As Gov. Schwarzenegger's analysis has shown, cutting pension benefits for new state hires will save very little money in the short run. While savings may be more significant in the future, there are collateral costs of pension reform that are not being adequately considered by various proposals.

The retirement benefit is part of state employees' overall compensation package. Employees pay for a good part of the benefits through lower salaries-it is a tradeoff. Most people appreciate that salaries for public school teachers are lower than salaries in the private sector for employees with comparable education, skills, and responsibilities; the difference is made up, in part, by providing teachers with better employment and retirement security.

Proposed legislation to convert public retirement plans from defined benefit to defined contribution (e.g., 401 (k)-like programs) shift risks of investment returns to the individual. Furthermore, individuals must bear the added costs of private sector management (or mismanagement) of their retirement accounts.

**A Defined Benefit Retirement Plan ensures an individual
will not outlive her retirement fund.
A Defined Contribution Plan does not.**

In addition, an important insurance aspect of defined benefit plans is lost in defined contribution plans. DB plans ensure that the individual cannot outlive her retirement fund. In contrast, to obtain the same protection with a DC plan requires that you

purchase a life-time annuity. The cost of that insurance-measured by the low return of such annuities-requires that you invest considerably more in a DC plan than a DB plan.

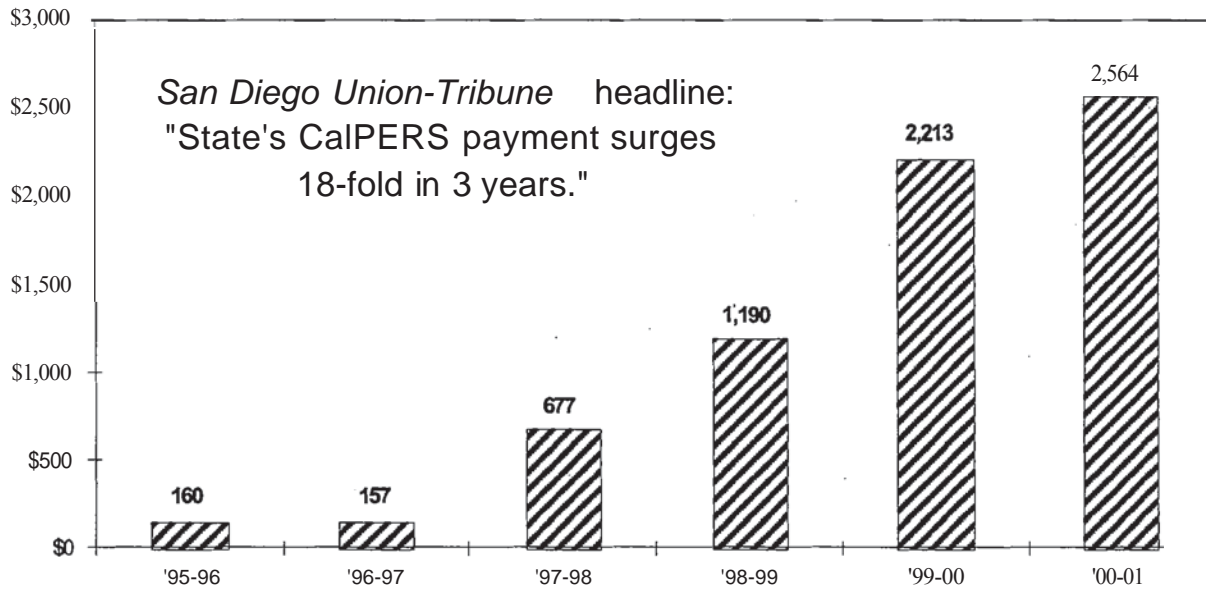
Reducing the state's contribution rate to the retirement plan and/or converting it to a DC plan will make employment in California's public agencies considerably less attractive. Prospective employees will demand higher salaries so they can increase their personal savings to offset a reduced and risky defined contribution retirement plan. In the end, it is highly likely that public agencies-hence, the taxpayers-will realize absolutely no tax savings.

This is not to say that the current public pension plans are perfect. In particular, procedures should be implemented to reduce the variation in employer contribution rates. CalPERS is investigating alternative "contribution stabilization" methods including, among other ideas, establishing mandatory reserve accounts.

In difficult times there is a tendency to be attracted by quick fixes that are characterized as correcting fundamental structural deficiencies. The public retirement systems in California have served both employees and taxpayers well for many years. The DB pension plans have allowed California's government agencies to attract and retain quality employees even in the face of soaring housing costs and modest or zero salary increases.

Ending defined benefit pensions for public employees will not only take away a valuable part of their compensation package but may have unintended and undesirable consequences for all the people of the state of California.

Figure 1: State Pension Contributions, Millions \$
The Critics' Myopic View



**Figure 2: State Pension Contributions, Millions \$
The Extended View**

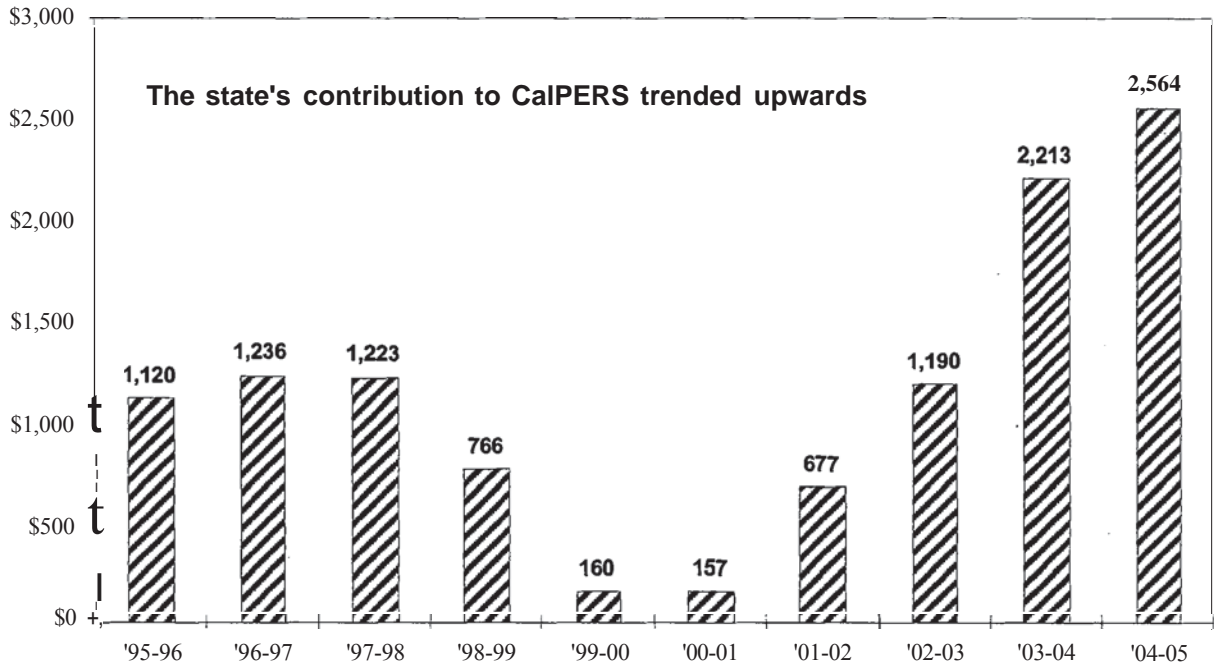
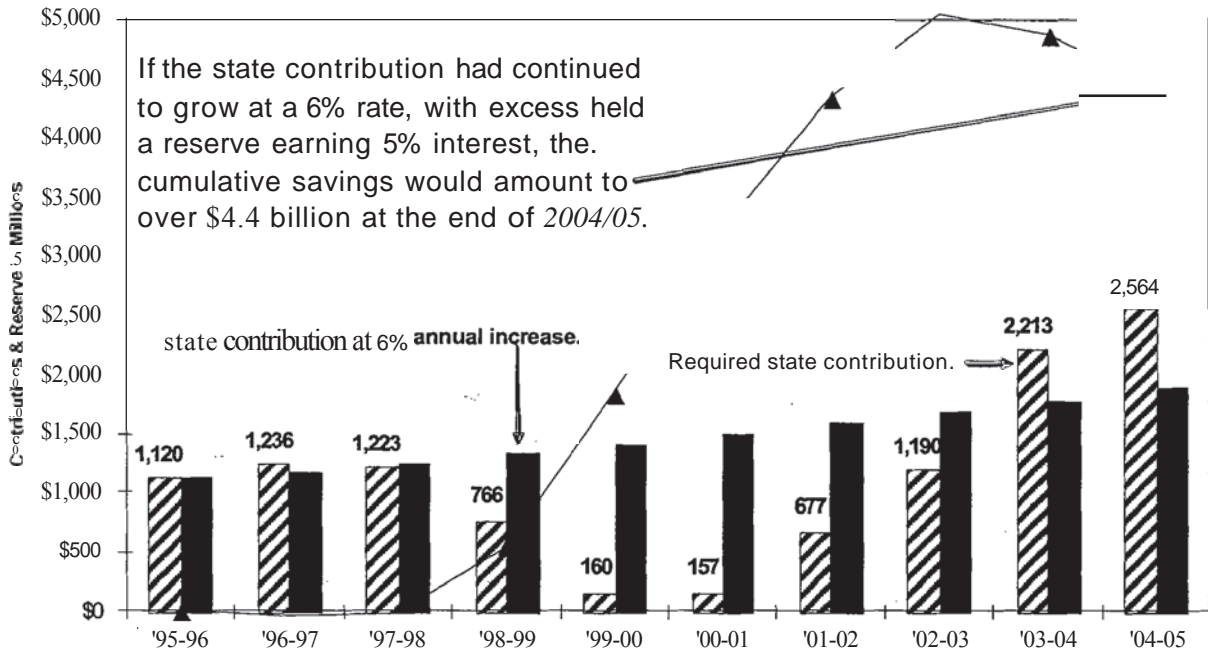


Figure 3: State Contribution Liability and Cumulative Reserve with Fixed Contribution Rate



BACKGROUND INFORMATION FOR RESOLUTION ON PROPOSED RETIREMENT PLAN MODIFICATION

State pension battle begins

The governor says 'madness' must change, but CalPERS challenges his views.

By John Hill -- Bee Capitol Bureau
Published 2:15 am PST Friday, February 11, 2005

SAN DIEGO - Gov. Arnold Schwarzenegger chose this city hobbled by soaring public pension costs Thursday to embark on his effort to transform government retirement benefits throughout California. The Republican governor warned that, unless California abandons traditional pensions that guarantee a set amount in retirement, state and local governments will find themselves in the dilemma faced by San Diego, where a \$1.4 billion pension debt eats away at government services.

"We cannot continue with that madness," he said. But the state's retirement system took issue with Schwarzenegger's contention that pension costs are "out of control."

"The rates are not at the highest they've been in all time," said Darin Hall, a spokesman for the California Public Employees' Retirement System. As a percentage of payroll, the state's costs were 19 percent in the 1979-80 fiscal year, compared with 17 percent this year.

In addition, Hall said that the figures used by the governor to show a startling increase in the state's pension costs are misleading because he uses a period of unusually low retirement contribution rates as a starting point.

Most of the funding for pensions comes from CalPERS investments of contributions from government employers and workers - but when the fund falls short, the retirement system jacks up the rate that public agencies must pay to keep the system whole.

"It's like anything - the rates go up and go down," Hall said. "It's set up to fluctuate with investment returns."

Schwarzenegger has endorsed a proposed constitutional amendment by Assemblyman Keith Richman, R-Northridge, and the Howard Jarvis Taxpayers Association that would scrap traditional "defined-benefit" pensions in favor of 401(k)-style investment accounts common in the private sector. The change would apply to workers hired by the state, local governments and schools after July 1, 2007.

Schwarzenegger and Richman both say they would prefer to have the Legislature put the measure on the ballot, but are prepared to pursue an initiative if lawmakers fail to act.

The governor was in full campaign mode Thursday, using a backdrop of two armored cars and fake bags of money to illustrate the demands of the public pension system on the state's treasury. Later, he attended a luncheon at Petco Park to seek campaign funds for his ballot measures.

"The door's kicked wide open and the money's flying out and bleeding our state dry," he said. "These tax dollars should be building highways and should be putting cops on the street and nurses in hospitals."

Schwarzenegger blamed the crisis on the largesse of the state, which ramped up benefits that couldn't be sustained.

"California passed out some sweetheart pension deals in the past," he said, "promising state workers more than they should and more than they could." The result, he said, is a pension price tag that shot up in five years from \$160 million to \$2.6 billion.

But CalPERS now says that only 20 percent of the increase in state costs can be blamed on the sweetening of benefits. The rest of the shortfall resulted from the downturn in financial markets, said Hall, the CalPERS spokesman.

Under the 401(k)-style plan, workers and the government would both contribute to investment accounts that employees could take with them from job to job. The change would make the public costs predictable, although substantial savings would not be banked for several years.

Schwarzenegger said the new system will be fair to workers.

"Will it be generous? Yes," Schwarzenegger said. "Will it be gold-plated? No."

But J.J. Jelincic, president of the California State Employees Association, said the current system is far from extravagant.

"At \$20,000 a year for 20 years of service, my guess is that that gold plating must be awful thin," he said.

When the retirement system was awash in investment returns in the late 1990s, the Legislature and then-Gov. Gray Davis improved the retirement formulas for state workers, which are based on a percentage of highest salary multiplied by years of service.

One of the primary criticisms of the plan Schwarzenegger is backing is that it would make it harder for state and local governments to recruit workers - requiring the state to offer higher salaries, at least for some jobs.

But Schwarzenegger dismissed that possibility Thursday. "I think we will have enough people that are interested in the same jobs," he said.

About the writer: The Bee's John Hill can be reached at (916) 326-5543 or jhill@sacbee.com.

Adopted:

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

AS-_-OS

**RESOLUTION ON
TEXTBOOK PRICING**

- 1 WHEREAS, Current textbook prices are of concern to faculty and students; and
2
3 WHEREAS, The Associated Students Incorporated of Cal Poly has passed a resolution on
4 textbook pricing; therefore be it
5
6 RESOLVED: That the Academic Senate of Cal Poly recognize the students' concerns contained
7 in ASI Resolution #05-06 entitled *Support for Campus Leadership in Textbook*
8 *Price Reduction*" (attached); and be it further
9
10 RESOLVED: That the Academic Senate of Cal Poly endorse the ideas contained in the resolved
11 clauses of said resolution; and be it further
12
13 RESOLVED: That the Academic Senate of Cal Poly urge department chairs and heads to
14 enforce timely submission of textbook orders by their faculty; and be it further
15
16 RESOLVED: That the Academic Senate of Cal Poly follow up on the other aspects of textbook
17 pricing by holding a discussion session this academic year with representatives of
18 EI Corral Bookstore, campus textbook authors, students, and other knowledgeable
19 parties, with the intent of passing a further resolution on this issue.

Proposed by: Academic Senate Executive Committee
Date: February 15, 2005

Associated Students, Inc.
California Polytechnic State University
San Luis Obispo

Resolution #05-06

Support for Campus Leadership in Textbook Price Reduction

- Whereas: ASI is the official voice of the Cal Poly student body, and
- Whereas: According to a survey by the California Student Public Interest Research Group (CALPIRG) students spent an average of \$898 per year on textbooks in the 2003-04 school year, or almost 20% of the cost of in-state fees; and
- Whereas: According to the same survey a new textbook costs \$102.44 on average, 58% more expensive than the price of an average used textbook, \$64.80; and
- Whereas: Notices are issued to every faculty member requesting which textbooks will be required the following quarter; and
- Whereas: According to £1 Corral Bookstore only 15-20% of faculty respond back to these notices before the deadline causing buyback prices to be severely reduced, and
- Whereas: Textbooks often come with bundled supplemental course materials that significantly increase the overall cost of textbooks to students, and
- Whereas: CALPIRG reported that 65% of faculty "rarely" or "never" use the bundled materials in their courses; and
- Whereas: Faculty and £1 Corral Bookstore have power to reduce the cost of textbooks to students at Cal Poly.

Therefore

Be it resolved: Faculty are encouraged to respond to textbook requisitions in a timely manner so the bookstore can buyback used books at a higher price and make the used editions available for purchase, and

Furthermore

Be it resolved: ASI encourages £1 Corral Bookstore to use all means possible to educate students about available discounts options for purchasing textbooks, and

Furthermore

Be it resolved: ASI encourages £1 Corral Bookstore to use all means possible to ensure that all students receive the fairest prices on new and used textbooks, and

Furthermore

Be it resolved: Faculty are encouraged to reuse textbooks while current editions are readily available and as long as they uphold current academic merit, and

Furthermore

Be it resolved: Faculty are encouraged to choose textbooks with the widest possible availability to ensure the lowest price to the students, and

Furthermore

Be it resolved: Faculty are encouraged to not choose bundled textbooks unless they fully intend to use the supplemental materials and should be aware of bundled vs. non-bundled options.

*For the purpose of this resolution the tenn faculty shall include professors, lecturers, teaching aids, graduate students, or anyone else involved in the textbook selection process.

CERTIFIED as the true and correct copy, in witness thereof, I have set my hand and Seal of the Associated Students, Inc. this 26th day of January, 2005.

ADOPTED at the regular meeting of the Board of Directors by unanimous vote on January 26, 2005.

ASI Secretary

ASI Chair of the Board

ASI President

Sponsored by: **Joe Vaccaro**, Vice Chair ASI Board of Directors, College of Engineering
Blake Bolton, ASI President
Adam Mednick, ASI representative to the Academic Senate
Sarah Cowan, ASI representative to the Academic Senate

Cal Poly, San Luis Obispo

Summary Statement of Proposed New Degree Program for
Academic Master Plan Projection

1. Title of Proposed Program.

Bachelor of Science in Biomedical Engineering

2. Reason for Proposing the Program.

Biomedical engineering combines engineering expertise with medical needs for the enhancement of health care. It is a branch of engineering in which knowledge and skills are developed and applied to define and solve problems in biology and medicine. Students choose the biomedical engineering field to be of service to people; for the excitement of working with living systems; and to apply advanced technology to the complex problems of medical care. At this juncture, a societal need, a wealth of industrial demand, coupled with student and faculty interests, have created an intellectual engine that has outgrown its informal governing structure.

The educational objectives of the biomedical engineering program are: to provide students with a thorough understanding of the principles, processes and tools required for the successful design and development of dependable, biomedical engineering components and systems; to provide experience in team work and management, preparing students for the role of technical management in the biomedical engineering arena; and to enable students to take the professional licensing examination in the state of California.

There are academic programs in Bioengineering and Biomedical Engineering at more than 80 universities in the United States and many of these have undergraduate as well as graduate programs. Many of these programs are centered on the production of Ph.D.'s, M.Do's and the generation of *avant garde* research. The need for a Biomedical Engineering program focused on providing baccalaureate graduates to the growing biomedical engineering industry is acute. In addition, the need for a program focused on accomplishing the applied research required to transform laboratory procedure into industrial practice is critical. The program at Cal Poly will fill these needs.

3. Anticipated Student Demand.

Biomedical Engineering is an area of inherent interest to students, an endeavor responsive to societies needs, and an educational pathway that supports a burgeoning industry. The existing BME concentration in the BS General Engineering program, from which this program springs, is an extremely impacted major. The program enrolls less than one in seven applicants for freshman enrollment. The applicant pool for General Engineering is growing, and is particularly rich in under-represented female students. The table below shows anticipated student demand for the BS Biomedical Engineering program.

	Number of Students		
	<u>at initiation</u>	<u>3 years after initiation</u>	<u>5 years after initiation</u>
Number of Majors	90	170	225
Number of Graduates	15	35	50

4. Indicate the kind of resource assessment used by the campus in determining to place the program on the academic plan. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that campus decision-making committees were aware of the sources of resource support when they endorsed the proposal.

The BS Biomedical Engineering program is identified in the Cal Poly Master Plan as a new program with a good potential for undergraduate enrollment growth. The program proposal was developed and discussed with an awareness of the need for resources.

No new lecture space will be required. All lecture courses necessary for the biomedical engineering program can use standard lecture rooms, multi-media rooms or distance learning rooms provided through campus scheduling. There are sufficient rooms on campus to support the Biomedical Engineering Program.

Laboratory space has been allocated to the program with full consultation. The laboratory space necessary for the program is located in the recently constructed Engineering III Building and allocated in the Engineering IV Building, which is scheduled for completion in fall 2006.

The Dean of Engineering and the Provost have committed resources necessary to hire the additional faculty required to accomplish the curricular goals of the program, as embodied in the need for ABET accreditation of the program (support letter attached). The BS Degree Program in Biomedical Engineering will seek accreditation through the Accreditation Board for Engineering and Technology (ABET), Engineering Accreditation Commission (EAC), at the first accreditation visit scheduled by the college after the creation of the degree granting program.

5. If the program is occupational or professional, summarize evidence of need for graduates with this specific education background.

When this proposal was first being developed, the Bureau of Labor Statistics (BLS) of the Labor Department did not list biomedical engineering as one of its occupational employment statistics (OES) codes - their reason was that biomedical engineers were employed in a very wide variety of engineering positions and industries, and frequently are assigned many different titles. In late 2002 this changed! According to recent BLS statistics, the largest demand and the greatest growth in demand for engineers through 2010 will be in health and medical device industries (Particularly orthopaedic engineering, medical devices, computer assisted surgical techniques and equipment, tissue engineering and rehabilitation). The demand for Biomedical Engineers is expected to increase by 33%, while the overall demand for engineers in industry will increase by 12%. The mean income in 2003 was \$70,000 per year - 10% earned less than \$40,000 - 15% more than \$90,000.

Furthermore, BLS data indicate that the demand for professionals in this area is robust, and will withstand economic difficulty. In addition, though this demand is national, California has a disproportionate share of this growth.

6. If the new program is currently a concentration or specialization, include a brief rationale for conversion.

Biomedical engineering has evolved into a distinct academic discipline that requires its own identity and emphasis; it is no longer responsive to state and national needs to treat it merely as a concentration within General Engineering. Many students want to major specifically in Biomedical Engineering. Existing demand, from students and industry, necessitates the creation of the degree program. Industry in California has looked to Cal Poly as a center of excellence in engineering education. Cal Poly is a logical choice for the first BME program in the CSU.

7. If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students. If the new program does not appear to conform to the Trustee policy calling for "broadly based programs," provide rationale:

The Biomedical Engineering and the Bioengineering B.S. degrees are well accepted in the United States and World-wide. According to the Whitaker Foundation database, there are approximately 52 baccalaureate programs in Bioengineering and Biomedical Engineering in the United States.

8. Briefly describe how the new program fits with the campus strategic plan.

Cal Poly's Strategic Plan states *"Cal Poly's decisions about academic programs and administrative organizations shall be based on the educational needs of students and society and the efficient, effective and appropriate use of resources within a program."* It also states that *"Cal Poly's instructional programs will vary in size depending on such factors as: relevance to mission, quality of program, faculty, students, and staff, support of the university's Educational Equity plans, projected demand by students and employers, overlaps with programs in other institutions, including the number and size of similar programs offered elsewhere in the state, requirements of accreditation associations resource requirements."* The proposed Biomedical Engineering B.S. program satisfies all these criteria.

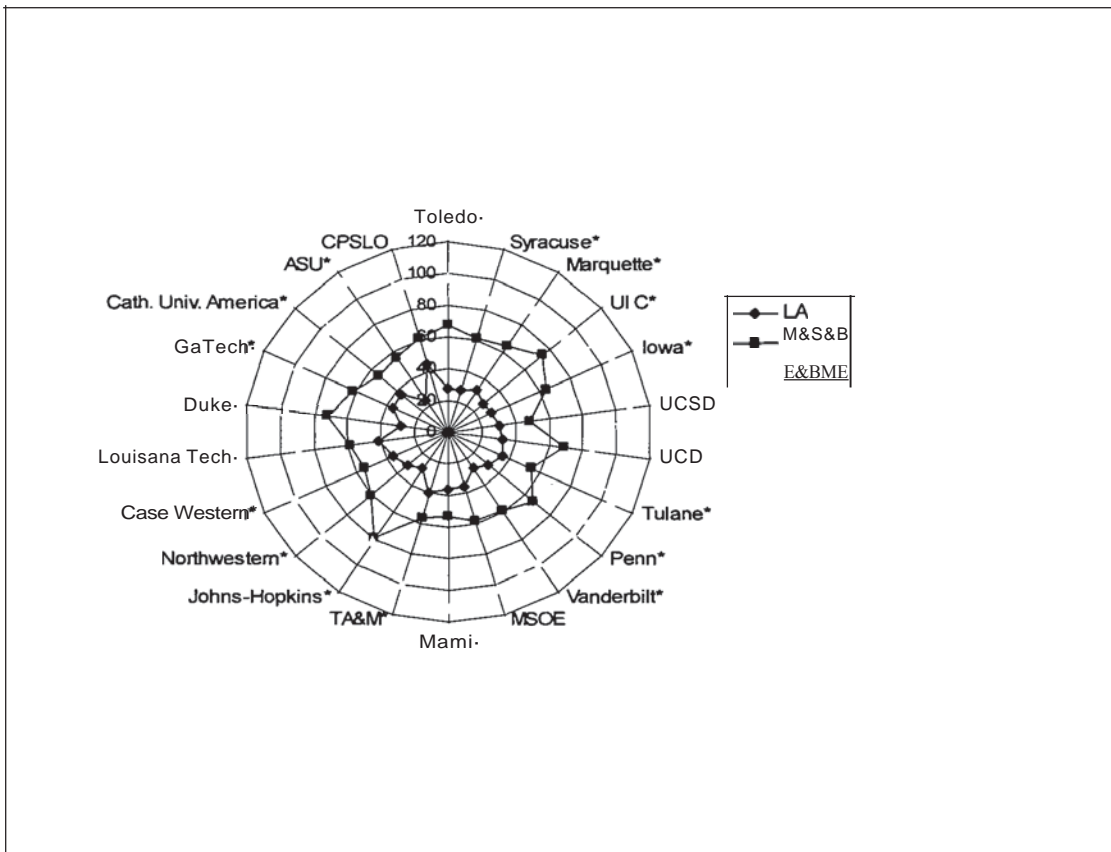
The College of Engineering's Strategic Plan lists, as Strategy 4-1, to *"Recruit and retain the best qualified students for enrollment to the college in a manner consistent with current and projected resources and directions."* It lists as objectives: *"to participate in the growth of the university, to enroll one-fourth (25%) of the additional students admitted to the university under the university growth plan and to grow at a rate commensurate with the planned growth at the university and the availability of resources for that growth."* The first program designation listed by the College of Engineering Strategic Plan is Biomedical Engineering.

In addition to both Strategic Plans, the BS Biomedical Engineering program is identified in the Cal Poly Master Plan as a new program with a good potential for undergraduate enrollment growth.

9. Brief Rationale for Number of Units Required (198)

Biomedical Engineering programs are interdisciplinary in nature and require coursework from a variety of disciplines. A survey conducted by Mary Whiteford, Academic Programs Analyst, of 20 biomedical engineering programs listed on the Whitaker Foundation found the average number of units required to be 195 units, with a range of units between 180-210. Cal Poly's BS Biomedical Engineering program requires 198 total units, only slightly above average.

Figure 1. A plot showing the number of units required by the Biomedical Engineering Baccalaureate vis-a-vis other programs at other universities. Legend: E&BME - total units of engineering including biomedical engineering. M&S&B - total science and mathematics units, including biology. LA - total units of liberal arts.



ATTACHMENTS

Curriculum sheet

Letter of Resource Support from Dean Lee and Provost Detweiler

Letter of Support from Dean Bailey, College of Science and Mathematics

BS Biomedical Engineering

MAJOR COURSES

	<i>Units</i>
ENGR 110 Introduction to Engineering	3
BMED III BME Calculations *	3
BMED 212 Intro to BME Design *	3
BMED 310 BME Measurement & Analysis NEW	4
BMED 410 Biomechanics *	4
BMED 420 Biomaterials *	4
BMED 425 BME Transport NEW	4
BMED 430 Biomedical Modeling *	4
BMED 440 Bioelectronics and Instrumentation *	4
BMED 450 Contemporary Issues in BME *	4
BMED 455 BME Design I *	4
BMED 456 BME Design II NEW	4
BMED 460 Engineering Physiology NEW	4
Adviser approved technical electives (300/400)	14
Senior Project.	4
	67

* Designates courses which have been offered as special offerings under ENGR prefix.

Support Courses (91)

BIO 161 Intro Cell & Molecular Biology (B2 & B4)	4
CHEM 124 General Chemistry (B3 & B4).....	4
CHEM 125 General Chemistry	4
ENGL 149 Tech Writing for Engineers (A3)	4
MATH 141 Calculus I (BI)	4
MATH 142 Calculus II (BI).....	4
MATH 143 Calculus III.....	4
MATH 241 Calculus IV.....	4
MATH 244 Linear Systems	4
PHYS 131 General Physics (B3)	4
PHYS 132 General Physics	4
PHYS 133 General Physics	4
Advisor Approved Math & Science electives.....	16
Select one course from:	
ZOO 331, ZOO 332, BIO 432, BIO 433,	
Select one course from GE B6:	
MATH 344, STAT 312 ² PHYS 417.	
Typical remaining course selections include, but are not limited to:	
BIO 302 or 303 or 351, BIO 405, BIO 447,	
BIO 452; CHEM 312, CHEM 313, CHEM 444,	
CHEM 473, MCRO 221 or 224, MCRO 225,	
MCRO 320, MCRO 402, ZOO 426	
CE 204 Strength ofMaterials	3
CSC 101 Fundamentals ofComputer Science <i>or</i>	
CSC 234 C and Unix (F.I.)*	3
EE 201 Electric Circuit Theory	3
IME 314 Engineering Economics.....	3
MATE 210 Materials Engineering.....	3
ME 211 Engineering Statics	3
ME 212 Engineering Dynamics.....	3
ME 302 Thermodynamics	3
ME 341 Fluid Mechanics.....	3

General Education and Breadth (40)

Area A: Communication	8
ENGL 133/134 (A1)	4
SCOM 1011102 (A2)	4
(A3) in Support Area	0
Area B: Science & Mathematics	0
<i>60 Units are specified in support</i>	
Area C: Arts & Humanities	16
Literature (C1)	4
Philosophy: Phil 230/231 (C2)	4
Fine and performing arts elective (C3)	4
Upper Division (300-400 level) (C4)	4
Area <i>D/E</i> : Society and Individual	16
American Experience (D1)	4
Political Economy (D2)	4
Comparative Social Institutions (D3)	4
SelfDevelopment (D4)	4
GEB in addition to area B	40
Total Units	198


Memorandum

Date: January 15, 2005

To: Academic Senate Curriculum Committee
Robert Detweiler, Provost

File No.:

Copies: S.Elrod, VL Holland,
C. Bailey, R.Peck,
D. Walsh, D. Waldorf,
U. Menon, M. Whiteford,
L.Griffin, R.Crockett, M. Liu
M. Yoshimura

From: Philip S. Bailey, Dean 
College of Science and Mathematics

Subject: College of Science and Mathematics Endorsement of
College of Engineering Biomedical Engineering Degree Proposal

The College of Science and Mathematics strongly and enthusiastically endorses the Biomedical Engineering Bachelor of Science degree program proposed by the College of Engineering.

The curriculum resulting from discussions between representatives of the two colleges is attached. The College of Science and Mathematics is confident it can meet student needs in the science and mathematics courses listed and that these courses will provide both flexibility and academic strength in this part of the curriculum.

Because one-third of the Biomedical Engineering curriculum is science and mathematics courses and the College of Science and Mathematics provides health professions advising for the university, we have offered to assist in the academic advising of students pursuing this degree program. The College of Engineering has accepted this offer. The College of Science and Mathematics advising will largely focus on the 16 units of advisor approved electives in science and mathematics.

We look forward to working with the College of Engineering in establishing this exciting new degree program and anticipate the partnership will be a model for future cooperative ventures between the two colleges.

Affirmation of Resources for B.S. Program in Biomedical Engineering

Necessary resources to sustain the proposed B.S. program Biomedical Engineering - will be provided as outlined below:

- The existing General Engineering program (with a Biomedical concentration) has a current annual budget of \$1,050,000 and an additional \$157,000 of CENG Cal Poly Plan Faculty funds. These funds already support three half-time positions that support Biomedical Engineering and will continue to do so.
- The General Engineering Student Fee Committee has made a permanent annual commitment of \$75,000 to enable Biomedical Engineering faculty appointments, with additional matching commitments of \$75,000 from College of Engineering and \$75,000 from the University. These funds will become available when the Biomedical Engineering Program proposal secures the necessary approvals by the Academic Senate and CSU Chancellor.
- University growth funds will be used to fund additional needs for Biomedical Engineering in coming years.



Peter Y. Lee,
Dean, College Of Engineering



Robert C. Detweiler
Interim Provost and
Senior Vice-President Of
Academic Affairs

Date:

1/6/05

Date:

1-6-05

Adopted:

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

AS- 05

RESOLUTION ON
FINAL ASSESSMENTS

- 1 WHEREAS, The Final Examination section (484.1) in the Campus Administration Manual
2 (CAM) has not been revised since September 1982; and
3
4 WHEREAS, Since the 1982 revision of CAM, research in pedagogy has determined that
5 student outcomes may be measured in a variety of ways; and
6
7 WHEREAS, CAM 484.2 requires final examinations to be given in all courses, unless
8 exempted through a petition process; and
9
10 WHEREAS, Faculty may not always believe that final examinations are the best concluding
11 assessment measure for particular courses; and
12
13 WHEREAS, Faculty should be given the flexibility to determine and use the most appropriate
14 terminal assessment activities in their courses; and
15
16 WHEREAS, Some faculty in lecture courses have given final examinations during the final
17 week of instruction, in violation of CAM 484.1 and 484.2; and
18
19 WHEREAS, The week scheduled for final examinations is expected to be used by faculty and
20 students for significant assessment activities; and
21
22 WHEREAS, CAM 484.3 has raised confusion regarding the propriety of scheduling additional
23 final examination times during final examination week; therefore be it
24
25 RESOLVED: That the existing CAM 484.1-3 be replaced with the attached revised CAM 484.1-
26 3 language.

Proposed by: Academic Senate Instruction Committee
Date: December 20, 2004
Revised: January 12, 2005

CURRENT

CAM 484.1 Final Examinations

A. Lecture Courses

The university's schedule for final examinations for lecture courses will be included in each issue of the quarterly Class Schedule. The schedule, drafted by the Associate Dean, Educational Services, and approved by the Vice President for Academic Affairs, will designate an examination time for each time block in which lecture sections are normally scheduled. Examinations will be held at the time designated in the schedule and, unless the class and instructor have been notified otherwise, at the location in which the class was assigned to meet during the quarter.

The maximum time for which a facility will be allotted for a lecture section final examination is as follows: one hour for a section meeting one or two hours per week; two hours for a section meeting three hours per week; three hours for a section meeting four or more hours per week.

B. Nonlecture Courses

Final examinations in nonlecture courses will be held during the last class meeting in the regularly assigned meeting location.

PROPOSED

CAM 484.1 Final Assessments

A. Courses with Lectures & Seminars (other than I-unit courses)

Course activity, including assessments, shall continue through the week designated for final assessments for all courses with a lecture component. Faculty are required to meet with students at the scheduled final assessment period and will use the week designated at the end of the quarter for the final assessing of student work. Faculty should decide the pedagogically appropriate assessment activity: for example, exams, receipt of term papers or projects, presentations, etc.

The university's schedule for final assessment periods will be included in each issue of the quarterly Class Schedule. The schedule, drafted by University Scheduling Office and approved by the Vice President for Academic Affairs, will designate an assessment period for each time block in which lecture sections are normally scheduled and the location assigned.

Final assessments will be given in all sections of lecture and seminar courses unless exempt under the provisions contained in CAM 484.2.

The maximum time for which a facility will be allotted for final assessment is three hours.

B. Nonlecture Courses and I-unit Courses

Final assessments in nonlecture courses (labs/activity courses and I-unit courses) will be held during the last week of instruction in the regularly designated meeting time and location.

484.2 Final Examinations-Exempt Courses

Final examinations will be given in all sections of lecture and nonlecture courses unless exempt under the provisions contained in CAM 484.2. Examination exemptions may be granted for such reasons as uniqueness of course content or method of instruction, and/or a more appropriate procedure for establishing a final evaluation of the student's performance in the course. Exemptions in the University Catalog' In unusual circumstances, a faculty member may petition for exemption after the course has begun. Requests for such exemption will be submitted in writing to the school dean through the department head for approval.

484.3 Final Examinations--Rescheduling

Under unusual circumstances, it may be deemed advisable to reschedule a final examination to be held at a time and/or location other than that for inclusion in the University Catalog. Requests for exemptions will be submitted in writing through the department chair for approval by the regularly scheduled. The instructor, in consultation with the Associate Dean, Educational Services, will determine whether the anticipated change can be made. If a suitable new time and location can be established, the instructor will then, in writing, submit the request through the department head to the dean of the school. The request will indicate the course and section to be changed, the reason for the request, the new time and place for the alternate examination, an indication that at least two-thirds of the class is in agreement with the change, and a statement that an examination will be held at the regularly scheduled time and place for those students who are unable or unwilling to attend the final examination at the rescheduled hour.

484.2 Exempt Courses

Assessment exemptions may be granted for such reasons as uniqueness of course content or method of instruction, and/or a more appropriate procedure for establishing an evaluation of the student's performance in the course. Exemptions ordinarily will be established at the time the course is proposed by the department for inclusion in the University Catalog. Requests for exemptions will be submitted in writing through the department chairhead for approval by the appropriate Dean with notification of approved exemptions sent to University Scheduling Office.

484.3 Rescheduling

A. Early Assessments

No final assessments shall be given prior to the scheduled final assessment period without written approval of the appropriate Dean and notification sent to University Scheduling Office at least two weeks before the final assessment.

B. Common Assessments

Courses with three or more sections may hold assessments during "common assessment" times designated by the University Scheduling Office with approval by the department chairhead and appropriate Dean. Faculty who have requests approved must notify the University Scheduling Office at least two weeks before the final assessment. Any student who is unable to attend the common assessment time due a conflict with another course's final assessment shall be permitted to arrange an alternate assessment time.

C. Alternate Assessments

Faculty may offer an additional assessment period during the final assessment week; however, the assessment must also be offered at the original time set aside in the class schedule. Courses with alternate assessment periods during the final period must notify the University Scheduling Office at least two weeks before the final assessment.

Adopted:

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

AS- -05

RESOLUTION ON AMENDMENT TO THE
CONSTITUTION OF THE FACULTY
(REPRESENTATION FOR THE COLLEGE OF EDUCATION)

1 WHEREAS, On June 4, 2004, the Academic Senate approved AS-616-04/RD&BK,
2 *Resolution on the Proposal to Rename the University Center for Teacher*
3 *Education to the College of Education;* and
4

5 WHEREAS, On June 28, 2004, President Baker approved this resolution; and
6

7 WHEREAS, The *Constitution of the Faculty* specifies that a minimum of three senators
8 represent each college in the Academic Senate; and
9

10 WHEREAS, The College of Education currently has only fourteen faculty members;
11 therefore be it
12

13 RESOLVED: That the Academic Senate of Cal Poly conduct a General Faculty
14 referendum to amend Article III.1.a of the current *Constitution of the*
15 *Faculty* as follows:
16

17 Article III, Section 1: Academic Senate Membership

18
19 a. Colleges with fewer than 30 faculty members shall elect two senators.
20 All other ~~Each~~ colleges shall elect three senators, plus one senator for each
21 thirty faculty members or major fraction thereof. Any academic unit not
22 housed within a college, which is otherwise not represented within the
23 Academic Senate, shall have an opportunity to obtain representation in the
24 Senate and/or University committees through a petition to the Academic
25 Senate Executive Committee. The unit, upon petition, may be allocated
26 one senator for each thirty full time faculty members or major fraction
27 thereof who are solely affiliated with that unit.

Proposed by: Academic Senate Executive Committee
Date: January 25, 2005

January 27, 2005

FORMULA USED TO DETERMINE NUMBER OF COLLEGE POSITIONS ON THE ACADEMIC SENATE

Article III.1.a&b of the *Constitution of the Faculty*:

College representation: Each college shall elect three senators, plus one senator for each thirty faculty members or major fraction thereof. Any academic unit not housed within a college, which is otherwise not represented within the Academic Senate, shall have an opportunity to obtain representation in the Senate and/or University committees through a petition to the Academic Senate Executive Committee. The unit, upon petition, may be allocated one senator for each thirty full time faculty members or major fraction thereof who are solely affiliated with that unit.

PCS representation: One senator per each fifteen members, or major fraction thereof.

The number of college/PCS representatives in a given year is based on the prior year's number of full time faculty since these are the only numbers available at the time of election.

<u>College</u>	<u># of FT faculty 2003-04</u>	<u>Ratio of faculty to # of Senate reps</u>	<u># senators</u>
CAGR	109	1 senator for every 15.5 faculty members	7
CAED	76	1 senator for every 15.2 faculty members	5
OCOB	62	1 senator for every 12.4 faculty members	5
COE	18	1 senator for every 18.0 faculty members	1
CENG	119	1 senator for every 17.0 faculty members	7
CLA	154	1 senator for every 19.3 faculty members	8
CSM	154	1 senator for every 19.3 faculty members	8
PCS	63	1 senator for every 12.6 faculty members	5

<u>College</u>	<u># of FT faculty 2004-05</u>	<u>Ratio of faculty to # of Senate reps</u>	<u>#senators</u>
CAGR	102	1 senator for every 17.0 faculty members	6
CAED	66	1 senator for every 13.1 faculty members	5
OCOB	49	1 senator for every 9.4 faculty members	5
COE	14	1 senator for every 14.0 faculty members	1
CENG	118	1 senator for every 16.6 faculty members	7
CLA	142	1 senator for every 17.0 faculty members	8
CSM	140	1 senator for every 16.6 faculty members	8
PCS	76	1 senator for every 15.1 faculty members	5

January 12, 2005

EXCERPTS FROM THE *CONSTITUTION OF
THE FACULTY and the BYLAWS OF THE ACADEMIC SENATE*

Article III.1 of the *Constitution of the Faculty* [Academic Senate Membership]

- a. Each college shall elect three senators, plus one senator for each thirty faculty members or major fraction thereof. Any academic unit not housed within a college, which is otherwise not represented within the Academic Senate, shall have an opportunity to obtain representation in the Senate and/or University committees through a petition to the Academic Senate Executive Committee. The unit, upon petition, may be allocated one senator for each thirty full time faculty members or major fraction thereof who are solely affiliated with that unit.
- b. Designated personnel in Professional Consultative Services [excepting directors] shall be represented in the Academic Senate by the formula of one senator per each fifteen members, or major fraction thereof: [1] full time probationary or permanent Librarians and [2] Full time probationary or permanent [a] Counselors [b] Student Services Professionals [SSPs] I-, II-, and III-academically related [c] SSPs III and IV; [d] Cooperative Education lecturers [e] physicians and [f] full time coaches holding a current faculty appointment of at least one year.

Article I.B.5 of the *Bylaws of the Academic Senate* [College Caucus]

All of the senators from each college or Professional Consultative Services shall constitute the caucus for that college or Professional Consultative Services. Part time academic employees shall not be part of any college caucus.

Article II.A of the *Bylaws of the Academic Senate* [Executive Committee Membership]

The Executive Committee shall consist of the officers of the Senate who serve the committee in full capacity, plus one senator from each college and one from Professional Consultative Services elected by the appropriate caucus. The CSU academic senators, the immediate past chair of the Academic Senate, and the Provost/Deputy President for Academic Affairs or her/his designee are ex officio members. The Provost/Deputy President for Academic Affairs is a nonvoting member. A quorum shall consist of the majority of the voting members.

Academic Calendars: Addressing Monday Holidays in the Winter Quarter

For the last several years, Cal Poly has observed the two Monday holidays, Martin Luther King Day and Presidents' Day, during the nationally recognized days. This has meant that every winter quarter has lost two Monday class schedules. This amounts to a loss of anywhere from 10% to 20% or more of the total time for classes or labs that meet on Monday. This has been a problem that needs to be addressed.

Normally, academic calendars are put together by the Administration with consultation from the Academic Senate Instruction Committee and the Academic Senate Executive Committee. Everyone involved feels that something must be done to preserve the instructional integrity of the calendar, and all agree that something needs to be changed so Monday class schedules are not unduly shorted.

Currently, it is being proposed that the Presidents' Day holiday be observed on the Friday preceding the normally scheduled holiday. Such a change is legally permissible. This would result in an additional Monday schedule of classes for winter quarter, but one less Friday schedule of classes. Also, such a change might cause other problems such as childcare, transportation and not being able to share a holiday with a spouse or children. Also, many students or others may choose to observe the Monday holiday with their families anyway, thus making Monday a de facto holiday.

Because the proposed change will effect many individuals in different ways, the Academic Senate will set aside time to discuss this proposed change at its meeting of March 1 or 8.

Other proposals have been suggested to limit the impact on Monday schedules. Alternatives to the proposed Friday - Monday holiday switch include the following:

1. Hold Monday classes on the Friday prior to the Presidents' Day holiday. This is being done on other campuses throughout the country, including UC Davis. This would preserve on Monday class schedule, but lose a Friday schedule.
2. Hold Monday classes on the Tuesday after Presidents' Day. This is another option that many campuses employ, MIT for one. Again, you would preserve a Monday schedule but lose a Tuesday schedule. However, for M-F classes, there would be two consecutive days of classes.
3. Hold Monday classes on Wednesday or Thursday. Similar effect as above. Still, these are variations that some campuses like UMass use.

Each of the three alternatives listed above would retain the integrity of a Monday Presidents' Day holiday, but it would require holding Monday classes on a day other than Monday. This could be confusing to some, but it is being done in institutions throughout the country. The Administration has mentioned that schedules that have already been programmed in for every day of the quarter would have to somehow be changed. For example, if a club reserved a room for every Tuesday of the week, and if one Tuesday

had a Monday class in it, then that club would not be able to meet if for that week and the campus room schedule calendar would have to be changed for that one day.

Please consider what impacts either the proposed change or any of the alternatives may have with your classes, your department, or your students. Send comments on the calendar to the Academic Senate or to Andrew Schaffner, chair of the Instructional Committee. Also, be prepared to discuss this at the Senate meeting.

One further note: Since the 05 – 05 inter quarter begins on a Tuesday, there is the possibility of missing three Monday class schedules unless a change is made. For that calendar, it would be feasible to have a Monday class schedule on the Tuesday or Wednesday or Thursday following Martin Luther King Day, and then have a Monday class schedule on the Friday prior to Presidents' Day. With this schedule, we would lose one Monday class schedule, one Tuesday or Wednesday or Thursday class schedule and one Friday class schedule. This would be preferable to losing three Monday class schedule days.