MEETING OF THE ACADEMIC SENATE  
Tuesday, June 1 2010  
UU220, 3:10 to 5:00pm

I. Minutes:  
Approval of Academic Senate minutes for May 4 and May 18 2010 (pp. 2-5).

II. Communication(s) and Announcement(s):  
Introduction of senators for 2010-2011: (pp. 6-7).

III. Regular Reports:  
A. Academic Senate Chair:  
B. President’s Office:  
C. Provost:  
D. Vice President for Student Affairs:  
E. Statewide Senate:  
F. CFA Campus President:  
G. ASI Representative:  
H. Committee Chair(s):  

IV. Special Report(s): none.

V. Consent Agenda: none.

VI. Business Item(s):  
A. Resolution on Mandatory Early Start Programs: Kathryn Rummell, English  
   Department, second reading (pp. 8-11).  
B. Resolution on the Academic Senate Policy and Procedures for  
   Reorganization of Academic Programs and Academic Units and Suspension  
   of Programs: ASSpr10MSR Task Force, second reading (pp. 12-16).

VII. Discussion Item(s):

VIII. Adjournment:
I. Minutes: The minutes of April 13, 2010 were approved.

II. Communications and Announcements: none.

III. Regular Reports:
A. Academic Senate Chair: none.

B. President’s Office: President Baker expressed his appreciation to the Academic Senate for a long and warm relationship over the last 31 years. President Baker reflected on the three things he had on his mind on his first fall conference in 1979; improve general education, develop a process that would allow Cal Poly to rely less on the State of California, and for faculty to get paid more and based on merit. President Baker announced that the wonderful work done this year in preparation for WASC accreditation has been the most gratifying of his career. In addition, President Baker stated that the issue of teacher-scholar is important and well presented. Cal Poly does not aspire to be a research intensive university but has an extraordinary opportunity with students, project based learning, and the natural focus of the campus to solve problems. That fits in a niche in higher education today and allows Cal Poly to carve out a particular focus for itself that contributes a great deal to society and has the potential to contribute in various ways to the economic development of the state and the quality of life for everyone in the state of California. In conclusion, President Baker stated that Cal Poly has managed it resources well, therefore it’s not suffering some of the consequences of the downturn and the withdrawal of state support for higher education that exists in many of the other CSU campuses. Cal Poly is different than the other campuses and many of those differences are embedded in the Cal Poly Plan which will be able to produce the partnerships necessary to meet the needs of the complex set of programs that are vital to the state of California and the future of the young people of the state.

C. Provost’s Office: Koob announced that Fall 2010 projected enrollment for first time freshmen is 3,487, including 380 non-resident freshmen. The projected number for transfer students in Fall 2010 is 543, which includes 38 over target for California students and 10 over target for out of state students. The university initiated a more aggressive out of state recruitment process in order to retain faculty members. This year, Cal Poly added 450 out of state students to last year’s 250.

D. Vice President for Student Affairs: none.

E. Statewide Senators: none.

F. CFA Campus President: Saenz reported that Glen Thorncroft from the Mechanical Engineering Department is the newly elected CFA campus president. The opening bargaining positions of CFA and CSU will be discussed at a meeting scheduled for May 27. Governor Schwarzenegger has announced that he will not sign a budget that does not include $305 million to the CSU.
VI. Business Items:

A. **Resolution on Private Donors** (Executive Committee): Foroochar, Chair of the Faculty Affairs Committee, presented the resolution which asks the Academic Senate to endorse the ASCSU “Resolution on Private Donor’s Respect for Academic Freedom” (AS-2936-10) M/S/P to approve the resolution.

B. **Resolution on Establishment of an Academic Senate Curriculum Appeals Committee** (Curriculum Committee): Hannings, Chair of the Curriculum Committee presented this resolution, which allows for debate about contentious course proposals on the Academic Senate floor, but leaves the ultimate decisions about contentious course proposals to an appeals committee comprised of three faculty members with curriculum overview experience. M/S/P to approve the resolution.

C. **Resolution on Emerging Technologies, Policy & Ethics Center (ETPEC):** Bekey/Hurt/Lin presented the resolution which requests the endorsement of the proposal for the establishment of the Emerging Technologies, Policy and Ethics Center. **Resolution will return as a second reading item.**

VII. Discussion Item: none.

VIII. Adjournment: 5:00pm

Submitted by,

Gladys Gregory
Academic Senate
I. Minutes: none.

II. Communications and Announcements: none.

III. Regular Reports:
A. Academic Senate Chair: none.
B. President's Office: none.
C. Provost's Office: Koob announced that a resolution has been reached with regards to self-support summer session. The CSU has prevailed and Cal Poly will have a summer session. Continuing Education is predicting enrollment to be approximately the same as last year.
D. Vice President for Student Affairs: none.
E. Statewide Senators: Foroohar reported that Assembly Bill 2401 has been introduced to Sacramento, and if approved, it will require all campuses to take all eligible students in their local area before taking students from other areas. The Statewide Academic Senate has passed a resolution opposing the bill. In addition, if the Governor doesn't elect a faculty trustee from the names already submitted for his consideration, the next Executive Board has been empowered to follow up with this matter, including taking legal actions.
F. CFA Campus President: Saenz reported that statewide officers will be on campus on May 27 from 11-12:20 pm to bring us up to date with bargaining issues. Spring CFA picnic is scheduled for June 7.
G. ASI: Rugani reported that elections for Chief of Staff and Chair of the Board will be held within the next couple of weeks. The search committee for student trustee interviewed 3 applicants and decided to extend the deadline for nominations to June 11. ASI met with students from San Diego State to discuss college-based fees.
H. Committee Chair(s): none.

IV. Special Report:

V. Consent Agenda: the following courses were approved: ASCI 477, ASCI 478, and ECON 312.

VI. Business Items:
A. Resolution on Emerging Technologies, Policy & Ethic Center (ETPEC): Bekey/Hurt/Lin presented the resolution which requests the endorsement of the proposal for the establishment of the Emerging Technologies, Policy and Ethics Center. M/S/P to approve resolution.
B. Resolution on Mandatory Early Start Programs (English and Math Department): Rummell presented the resolution which requests that Cal Poly oppose the implementation of the CSU Board of Trustees proposal for the Mandatory Early Start Programs. Resolution will return as a second reading item.

C. Resolution on the Establishment of an Academic Senate General Education Governance Board (2009-2010 GE Task Force): Fernflores presented the resolution which requests the establishment of the Academic Senate General Education Governance Board. M/S/P to approve resolution.

D. Resolution on the Academic Senate Policy and Procedures for Reorganization of Academic Programs and Academic Units and Suspension of Programs (ASSpr10MSR): Fernflores presented the resolution which requests the endorsement of the proposed policy and procedures for the reorganization of academic programs and academic units and suspension of programs. This resolution doesn’t apply to concentrations which are a curriculum issue and go through the Curriculum Committee. Resolution will return as a second reading item.

VII. Discussion Item: none.

VIII. Adjournment: 5:00pm

Submitted by,

Gladys Gregory
Academic Senate
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### COLLEGE OF LIBERAL ARTS (9 representatives)

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### COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

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### PROFESSIONAL CONSULTATIVE SERVICES (6 representatives)

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### EX OFFICIO MEMBERS (nonvoting members except part time employees rep and past Senate Chair)

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Adopted:

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

RESOLUTION ON MANDATORY EARLY START PROGRAMS
AS-10

Background:
The CSU Board of Trustees has proposed Mandatory Early Start Programs beginning in the summer of 2012. All incoming students deficient in English and/or mathematics will be required to begin making up those deficiencies before matriculation.

Funding for these summer remediation courses is still unclear. The Board of Trustees has indicated that there will be no additional funding provided for this instruction.

The Academic Senate of the CSU and the English Council of the CSU have opposed implementation of the Mandatory Early Start Programs.

WHEREAS, The CSU Board of Trustees has proposed Mandatory Early Start Programs beginning in the summer of 2012; and
WHEREAS, The Academic Senate of the CSU has identified the following concerns regarding the Mandatory Early Start Programs that have been proposed by the CSU Board of Trustees (AS-2895-09/APEP/AA):

- the (1) unilateral implementation by campuses which are “already-mover toward requiring” FTTF to engage in remediation and (2) doing so prior to Fall 2009 enrollment
- the legality of denying admission to fully qualified FTTF;
- the limitation of access to economically disadvantaged students;
- the financial aid implications for students;
- the potential hardship for out-of-area students;
- the shift of mandatory instruction to a non-traditional instructional session;
- the presumed desirability of identifying a single or limited number of “early start” programs for the CSU system;
- the paucity of evidence-based, longitudinal data on the effectiveness and social impact of “early start” programs; and

WHEREAS, The Entry Level Mathematics (ELM) Exam and the English Placement Test (EPT) were originally designed as placement instruments; and
WHEREAS, Many campuses, including Cal Poly, have very effective remediation programs; therefore be it

RESOLVED: That the Academic Senate of Cal Poly oppose the implementation of “early start” math and English programs as a pre-condition for enrollment at the Cal Poly campus; and be it further
RESOLVED: That the Academic Senate of Cal Poly urge that prior to any implementation the CSU ensure that serious attention be paid to the financial consequences—both to campuses and to individual students—resulting from the various “early start” approaches; and be it further.

RESOLVED: That the Academic Senate of Cal Poly oppose the use of tests, such as the ELM and the EPT, to either grant or deny otherwise qualified first-time freshmen (FTF) admission to Cal Poly; and be it further.

RESOLVED: That the Academic Senate of Cal Poly urge that Cal Poly faculty be fully engaged in any planning, teaching, and evaluating of Cal Poly “early start” programs; and be it further.

RESOLVED: That such “early start” programs supplement but not supplant already existing, successful models of proficiency attainment at Cal Poly and other campuses; and be it further.

RESOLVED: That success of the programs themselves be assessed over time to determine their effects upon such factors as retention rates and progress toward degree before the CSU considers mandating adoption of any “early-start” model system-wide; and be it further.

RESOLVED: That the Academic Senate of Cal Poly distribute this resolution to the CSU Board of Trustees, the Office of the Chancellor, the Chair of the Academic Senate of the CSU, campus Presidents, Provosts, and Academic Senate Chairs, the Chair of the English Council of the CSU, and the Chair of the Mathematics Council of the CSU.

Proposed by: Cal Poly English Department and Cal Poly Mathematics Department
Date: May 4 2010
Revised: May 18 2010
RESOLVED: The Academic Senate of the California State University (ASCSU) recognizes the value of diverse campus approaches to moving fully qualified first-time freshmen (FTF) who require additional skill acquisition (remediation) in English or mathematics to achieve proficiency either prior to, or during, their first year of enrollment; and be it further,

RESOLVED: That the ASCSU oppose the implementation of “early start” programs as a pre-condition for enrollment at any CSU campus until such time as a number of concerns, including but not limited to:

- the (1) unilateral implementation by campuses which are “already moving toward requiring” FTF to engage in remediation and (2) doing so prior to Fall 2009 enrollment;
- the legality of denying admission to fully qualified FTF;
- the limitation of access to economically disadvantaged students;
- the financial aid implications for students;
- the potential hardship for out-of-area students;
- the shift of mandatory instruction to a non-traditional instructional session;
- the presumed desirability of identifying a single or limited number of “early start” programs for the CSU system;
- the paucity of evidence-based, longitudinal data on the effectiveness and social impact of “early start” programs;

are addressed in the context of shared governance at both the local and systemwide levels; and be it further,

RESOLVED: That the ASCSU urge the CSU Board of Trustees, the CSU Office of the Chancellor, and campuses of the CSU, to explore other means to improve FTF proficiency, including but not limited to Directed Self Placement and credit-bearing stretch courses; and be it further,

RESOLVED: That this resolution be sent to the following CSU entities: the Board of Trustees, the Office of the Chancellor, campus Presidents, Provosts and Senate Chairs, the Chair of the English Council of the CSU, and the Chair of the Mathematics Council of the CSU.
Committee on Educational Policy. "Proficiency in English and Mathematics Before the First Year." Board of Trustees Agenda Item 3, May 12-13, 2009: p. 2 of 2.

RATIONALE: The Board of Trustees of the CSU has an on-going commitment to require all fully eligible and admitted First Time Freshmen (FTF) to demonstrate college level proficiency in both English and mathematics no later than the end of their freshman year. The CSU has achieved this goal to a roughly 85% compliance rate but continues to seek more efficient approaches and identify best practices to assist students in their efforts.

Faculty leadership has led campuses to invest in a number of “early start” programs to assist students in their efforts to demonstrate proficiency before the start of their freshman year. However, Agenda Item 3 of the Committee on Education Policy for the Board of Trustees’ May 12-13, 2009 meeting features a resolution focusing on “Proficiency in English and Mathematics Before the First Year.” The resolution authorizes the pilot testing of “early start” programs, including those considering mandatory involvement of FTF students anticipating matriculation in the fall of 2009, who have not demonstrated readiness for college work in either mathematics or English, or both. The resolution requires the CSU, by March of 2010, to use the reported results of these pilot tests to establish policies requiring a full-scale implementation of such pre-matriculation programs with a timetable throughout the CSU.

Approved – May 7-8, 2009
RESOLUTION ON THE ACADEMIC SENATE POLICY AND PROCEDURES FOR REORGANIZATION OF ACADEMIC PROGRAMS AND ACADEMIC UNITS AND SUSPENSION OF PROGRAMS

1 RESOLVED: That the Academic Senate endorse the attached proposal for the Academic Senate Policy and Procedures for Reorganization of Academic Programs and Academic Units and Suspension of Programs.

Proposed by: Academic Senate Spring 2010 Mergers, Suspension, and Reorganization Task Force

Date: May 4 2010

Revised: May 25 2010
Academic Senate Policy and Procedures for
Reorganization of Academic Programs and
Academic Units and Suspension of Programs

(May 25 2010)

Policy Overview

Program or Unit Reorganization:
Reorganization of academic programs and academic units may result from regular, formal Program Review, accreditation recommendations, resource and enrollment issues, or curricular considerations.

Reorganization of academic programs and units may include but is not limited to mergers, consolidations, divisions, separations or movements of either academic programs or units that affect how those programs or units are administered.

Program Suspension:
Suspension of an academic program may result from regular, formal Program Review, accreditation recommendations, resource and enrollment issues, or a demonstrated need for faculty to review the curricular or administrative structure of the program.

Program suspension is not acceptable when the aim is program discontinuance. An academic program may not be suspended for a period of more than two full academic years. After this period the program is automatically reinstated unless a new proposal is submitted to either (a) continue the suspension for an additional two-year term or (b) discontinue the program.

Procedures

1. Initiation of Academic Program or Unit Reorganization or Program Suspension Proposals:

A proposal for the reorganization of academic programs or units, or suspension of an academic program, must be presented to the Provost and Vice Provost and the Academic Senate Chair by one or more of the following:

- A simple majority of the tenured and tenure track faculty of the affected program(s) or unit(s)
- The dean(s) of the college(s) involved in the academic programs or units to be reorganized, or programs to be suspended
- The President

1 Definitions:
A. Academic program: “An academic program is a structured grouping of coursework leading to a baccalaureate or graduate degree or to a teaching credential” (AS-700-10).
B. Academic unit: A department, school, college, or other administrative home for an academic program.
The Provost may also initiate academic program or unit reorganization or program suspension. All proposals will be forwarded by the Provost to the Academic Senate Executive Committee for review.

2. A proposal for the reorganization of an academic program or unit should be preceded by a full and open discussion with faculty members and staff in affected academic programs or units about the proposed changes. All proposals must include:

   A. A summary of the consultative procedures followed
   B. A summary of the three main reasons for the proposed changes

A proposal for the reorganization of an academic program or unit that is regarded to be non-contentious by the affected faculty, the Chair(s)/Head(s)/Director(s), and the appropriate administrators, only requires 2A and 2B, above. Non-contentious proposals will be reviewed by the Academic Senate Executive Committee on the earliest convenient date.

The Academic Senate Executive Committee will prepare a report either indicating agreement that the proposal is non-contentious or requiring a more detailed report. Proposals classified as non-contentious by the Academic Senate Executive Committee will be placed on the Academic Senate consent agenda along with the Academic Senate Executive Committee report. The Academic Senate will be notified of the consent agenda items. Consent agenda items resulting from this process will be subject to appeal by any senator. Pulled proposals will be placed on the next Academic Senate agenda as a business item in the first and second reading cycle.

A proposal for the reorganization of an academic program or unit that is regarded as contentious by affected faculty, Chair(s)/Head(s)/Director(s), appropriate administrators or the Academic Senate requires a detailed report that will include the following, in addition to 2A and 2B:

   C. A detailed account of the proposed administrative and curricular changes
   D. Compelling evidence to support the financial or academic benefits of any proposed reorganization or program suspension, relative to leaving the existing program or unit in place or unchanged.
   E. An explanation of the probable effects of the proposed changes relative to university-wide learning objectives, accreditation, and the university strategic plan
   F. A summary of the most recent program review and accreditation review, if applicable
   G. The number of students, the number of faculty at each rank, and the number of staff at each rank involved in the affected academic programs or units, and the most probable way(s) the proposed changes will affect them, including an account of how faculty and staff duties will change as a result of the proposed changes
   H. Student enrollment and application patterns for the academic program(s) or units during the previous five years, if applicable
I. The means by which the affected students, faculty, and staff will be informed of the proposed changes  
J. An explanation as to how students currently enrolled in the programs or units will be accommodated until they complete the program  
K. If the proposal is submitted during the summer, a compelling explanation as to why it is being submitted during summer and not during the academic year  
L. Acknowledgement of the proposal from the relevant dean(s) and relevant Chair(s)/Head(s)/Director(s)  

3. Any proposal that is calling for program suspension will include all of 2A-L, and:  
M. An explanation as to why program suspension, not program discontinuance, is being proposed  
N. The date when the proposed program suspension would take effect, and the date when it is anticipated that the program will be reinstated  
O. A plan for reinstating the program when the suspension period ends  
P. A complete list of courses that will not be taught if the affected program is suspended  
Q. The changes that would be necessary in order to reinstate the program  

4. Proposal Review:  

Upon receipt of contentious proposal(s) to reorganize academic programs or units, or to suspend academic programs, the Academic Senate Chair will form an ad hoc committee comprised of one faculty member from each college (none of whom are members of affected programs or units), one student (who may be from one of the affected programs or units), and when possible, two faculty members from affected programs or units.  

The charge of the ad hoc committee will be to review the proposed changes and provide a report with recommendations to the Academic Senate.  

Proposal review periods are not to exceed twelve (12) weeks.  

5. Twelve Week Review Timeline:  

Week One: Ad hoc committee formed  
Weeks Two-Five: Ad hoc committee begins reviewing proposal, consulting with dean(s), chair(s)/head(s)/director(s), members of the affected programs or units, students in proposed affected programs or units  
Week Six: Academic Senate hosts one public meeting, ad hoc committee in attendance, to discuss proposed changes  
Week Seven: Ad hoc committee prepares and presents written report with recommendations to Academic Senate Chair  
Week Eight: Academic Senate Executive Committee considers ad hoc committee report, recommendations, and if appropriate,\(^2\) agendizes report for full Academic Senate consideration  

\(^2\) During summer, the Academic Senate Executive Committee deliberates and legislates with the full weight of the Academic Senate (see Bylaws of the Academic Senate, VI.A.).
Week Nine: Academic Senate considers *ad hoc* committee report as a business item, first reading

Week Eleven: Academic Senate considers *ad hoc* committee report as a business item, second reading

Week Twelve: Academic Senate Chair submits *ad hoc* committee report and Academic Senate decision to Provost/Vice Provost