Preparatory: the meeting was opened at 3:11pm.

I. Minutes: the minutes of the April 14, 1998 Academic Senate meeting were approved without change.

II. Communications and Announcements:

III. Reports:
   A. Academic Senate Chair:
   B. President’s Office:
   C. Provost’s Office:
   D. Statewide Senators:
   E. CFA Campus President:
   F. Staff Council Representative:
   G. ASI Representative:
   H. Other:

IV. Consent Agenda:

V. Business Items:
   (Added) Resolution on Opposition to Proposition 227: first and second readings. The following changes were accepted as friendly amendments to the Resolved clause: “... its families and friends to vote against oppose Proposition 227 on the June 2, 1998 primary ballot because the initiative process is not the proper means for determining curriculum.” The resolution as amended was M/S/P.
   A. Resolution on Information Competence: second reading. Resolution was M/S/F (17-20-1).
   B. Resolution on Faculty Input for Academic Administrator Selection: second reading. The resolution was M/S/P.
   C. Resolution on Difference-in-Pay Leaves: second reading. The resolution was M/S/F.
   D. Resolution on Student Grievance Process: second reading. The following changes were accepted as friendly amendments to the Resolution: (in Background statement of the resolution): “... Examples of the kind of Grievances that would fall under the purview of the Student Grievance process are issues of alleged harassment or perceived unfair treatment as a result of such as those that result from race, ethnicity, gender, disability, or sexual orientation.”; (Section 2 of the document under Informal Resolution Process): “... the student and faculty member may request assistance from the faculty member’s department chair or the dean of the college.”; (Section 3 of the document under Formal Process, item c): “The remedy requested, if any, (the grievant may choose to file a complaint for historical reasons).” The resolution as amended was M/S/P (28-9-1).

VI. Discussion Item(s):

VII. Adjournment: The meeting was adjourned at 5:00pm.

Submitted by:
Margaret Camuso
Academic Senate
RESOLUTION ON STUDENT GRIEVANCE PROCESS

Background: The Fairness Board of the Academic Senate deals with formal grade appeals concerning student grievances involving faculty. In addition, the campus currently has policies and procedures to deal with the formal resolution of issues involving sexual harassment, amorous relations, and disputes involving students with disabilities. All other student grievances involving faculty can only be dealt with informally and are addressed with the aid of the Office of Campus Student Relations and Judicial Affairs (CSR/JA). Examples of the kind of grievances that would fall under the purview of the Student Grievance Process are issues of alleged harassment or perceived unfair treatment as a result of race, ethnicity, gender, disability, or sexual orientation. These grievances, which do not involve grade appeals, are at least as common as those grievances that do involve grade appeals. As a result, it would not be possible for the Fairness Board to deal with both types of grievances. The creation of a board to deal with these non-grade grievances would enable Faculty to have a significant role in addressing these types of grievances. Many other universities have similar student grievance procedures. In fact, the student grievance processes at other universities influenced the enclosed process.

WHEREAS, The Fairness Board of the Academic Senate deals with grade appeals; and

WHEREAS, There are a number of student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; and

WHEREAS, These student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies are only dealt with through informal means, with the help of the Office of Campus Student Relations and Judicial Affairs; and

WHEREAS, There is a need to create a formal process involving faculty and students to deal with these student grievances concerning faculty that do not involve grade appeals and are not covered by existing policies; therefore, be it

RESOLVED: That a Student Grievance Process be established consistent with the enclosed document; and, be it further

RESOLVED: That a Grievance Board be established consistent with the enclosed document; and, be it further

RESOLVED: That the Grievance Board be charged with creating procedures to implement a Student Grievance Process consistent with the enclosed document.

Proposed by the Academic Senate Ethics Task Force
Date: April 21, 1998
Student Grievance Process

1. **Scope:** The Student Grievance Process applies to student grievances involving faculty members that do not involve grade appeals and are not covered by existing policies. Grievances involving grade appeals should be submitted to the Fairness Board of the Academic Senate. For the purpose of this policy, faculty shall include part-time faculty as well as teaching assistants. The following matters do not constitute the basis of a grievance under this policy:
   a. Policies, regulations, decisions, resolutions, directives, and other acts of the Board of Trustees and the Office of the Chancellor;
   b. Any statute, regulations, directive, or order of any department or agency of the United States or State of California;
   c. Any matter outside the control of Cal Poly;
   d. Course offerings;
   e. The staffing and structure of any academic department or unit;
   f. The fiscal management and allocation of resources by the CSU and Cal Poly;
   g. Any issue(s) or act(s) which does (do) not affect the complaining party directly.

2. **Informal Resolution Process:** A student should attempt to resolve the matter with the individual faculty member. If unable to reach a resolution, the student and faculty member may request assistance from the faculty member's department chair. There is no requirement that a complainant utilize this informal process before filing a formal complaint. The Office of Campus Student Relations and Judicial Affairs is available to provide advisory, mediation, and conciliation services to students raising such complaints.

3. **Formal Process:** To initiate the formal resolution process, a written complaint must be filed with the Office of Campus Student Relations and Judicial Affairs within two quarters of the time the complainant could reasonably be expected to have knowledge of the injury allegedly caused by the discriminatory action. If special circumstances exist, such as when a faculty member is on leave and not readily available to the student, the Grievance Board may elect to waive the two-quarter requirement. Complaints must include the following information:
   a. The complainant's name, address, and phone number;
   b. The specific act(s), or circumstances alleged to constitute the discriminatory actions that are the basis of the complaint including the time and place of the alleged discriminatory action; and
   c. The remedy requested, if any (the grievant may choose to file a complaint for historical reasons).
4. **Grievance Board**: The Grievance Board shall include one tenured faculty member from each college and the Professional Consultative Services appointed by the Academic Senate for two-year terms, and two student members appointed by the ASI. The student members shall serve one-year terms and shall have at least junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. The Grievance Board chair shall be a member of the general faculty and shall be elected by the members of the Board.
   
a. The Grievance Board shall be a committee of the Academic Senate.

b. A quorum shall consist of six members (2/3) of the Grievance Board.

c. Every effort should be made to ensure that students are able to attend.

d. Grievance Board members will disqualify themselves from participation in any case in which they are a principal or they feel that they cannot be impartial.

e. The Grievance Board shall conduct hearings if appropriate and forward its recommendations to the Provost, to each principal party, and to the faculty member’s department chair and dean.

f. Each principal party shall have the right to appeal the decision of the Grievance Board to the Provost.

g. The Provost shall inform the Grievance Board, each principal party, and the faculty member’s department chair and dean of the action, if any, that has been taken.

h. The Grievance Board shall provide a yearly report of its activities to the Provost with copies to the Director of Judicial Affairs and to the Vice Provost for Academic Programs and Undergraduate Education.

i. The Director of Judicial Affairs shall be responsible for providing appropriate training for the Grievance Board.

j. The Grievance Board shall ensure that confidentiality is maintained.
WHEREAS "information competence" is the ability to find, evaluate, use, and communicate information in all its various formats, representing the integration of library literacy, computer literacy, media literacy, technological literacy, and communication skills;

WHEREAS the Strategic Plan of the CSU Council of Library Directors identifies information competence as a critical skill for all students;

WHEREAS the Information Competence Committee has been charged by President Baker and the Academic Senate with recommending appropriate information competence skill levels for entering students, means for assuring mastery of information competence skills for continuing and graduating students, and methods of assessing information competence skill levels for all students;

WHEREAS the Information Competence Committee has been charged as well with encouraging each major to develop and forward a list of skills and knowledge relating to appropriate information competence skills for their students;

WHEREAS the new GE template contains no provision for directly ensuring information competence, but asserts that it is a responsibility of the university to ensure the information competence of all its students (See Academic Senate Resolution approving the new GE model AS-478-97, 03/17/97);

WHEREAS no standards have yet been set by the state concerning information competence skills of graduating high school students;

BE IT RESOLVED that, with respect to entering freshmen students, the Information Competence Committee will continue to study and report on their preparation in information competence with the goal of establishing freshman entrance requirements at some time in the future;

BE IT RESOLVED that, all students will be required to be certified as information competent in a manner determined by their college curriculum committee.

Each college curriculum committee will draft guidelines for information competence appropriate for its departments, taking into consideration Information Competence Committee Guidelines.

To meet the guidelines established by the respective college curriculum committees, departments are encouraged to integrate information competence components into existing major or supports courses, to select courses which already provide instruction in information competence, or to choose other appropriate required courses (such as GE courses covering research techniques or critical thinking).

BE IT RESOLVED that each college curriculum committee will prepare an annual year-end report for the Academic Senate Curriculum Committee and the Information Competence Committee on its information competence guidelines and on the implementation of these guidelines.
This list of competencies covers a wide range of areas. Some will be more appropriate to any given discipline than others. These items are meant to offer guidance not to set arbitrary or inflexible goals.

A. With respect to library and information literacy, students will master the following information seeking and evaluation skills appropriate to the discipline and instructional strategies employed within the departments.

1. state a research question, problem, or issue:
   - state topic/problem as a question
   - identify concepts
   - narrow or broaden topic as needed
   - construct an accurate search statement

2. determine information requirements for a research question, problem, or issue and formulate a search strategy that will use a variety of resources:
   - determine the type of information required for a research question
   - consider the need for print sources, images, maps, videos, sounds, statistical data, textual data

3. find and acquire materials:
   - understand subject headings and the Library of Congress classification system
   - find information within the Kennedy Library and other libraries
   - understand how to acquire materials once they are identified
   - be able to cite sources accurately and appropriately

4. use databases and search engines
   - distinguish among types of databases (bibliographic, full-text, numeric, image, audio, mixed)
   - locate and use databases or search engines relevant to a given research question and relevant to a student’s discipline
   - use the following features in searching databases: keyword searching, controlled vocabulary searching, Boolean operators, truncation, search limiters, phrase and proximity searching, field searching (single field, cross field, and free-text)

5. understand and use a body of literature
   - differentiate between popular literature and scholarly literature
   - differentiate between a popular magazine and a scholarly journal
   - understand the differences between journal literature and monograph literature
   - be able to find documents from federal, state, and local government agencies
   - be able to deal with a body of literature unique to a specific discipline, including developing a familiarity with relevant annual reviews, conference proceedings, citation indexes, relevant collections, and impact statements

6. evaluate resources for relevancy, currency, reliability, credibility, accuracy, and completeness

7. understand and use the library
   - be familiar with services and collections within the library
   - understand and use the services and collections accessed through library online sites
B. With respect to computer literacy, students will master the following skills and understand the following applications appropriate to the discipline and instructional strategies employed within their respective departments:

Each section involves several components.
- General ideas, vocabulary, social context, and purposes.
- Understanding and use of hardware
- Understanding and use of software

1. basic understanding of computers
- main memory (RAM): issues of purpose, volatility, size
- secondary storage: issues of size and usage
  a) magnetic: floppy disks, hard disks, and tape
  b) optical: CD and DVD
- CPUs what they do and how their performance is measured
- display devices: kind, size, and performance
- basic understanding of programming concepts

2. understanding of at least two operating systems: typically either the Mac and Unix or Windows and Unix
- copy, delete, move operations
- hierarchical file systems
- icon graphic user interfaces
- operating system services
  a) defragmenting a disk
  b) formatting floppy disks or other portable media
  c) deleting files
  d) using virus protection
- customizing a system environment
  a) creating shortcuts or aliases
  b) installing and uninstalling software
  c) downloading and installing freeware and shareware
- using a printer
  a) understanding some printer problems and how to correct them
  b) configuring a system to print from several applications
- multi-tasking

3. networks
- basic network concepts
- computing and networking at Cal Poly
  a) time sharing and multi-tasking
  b) available tools
- modems and other digital communication
  a) uploading and downloading files
  b) interacting between a personal computer and the network
- electronic information and communication
- Internet
- World-Wide Web
  a) browsers and search engines
  b) simple website editors. creating simple web pages

4. software tools as appropriate
• wordprocessors
• spreadsheet programs
• database programs
• electronically stored information, retrieval and use
• presentation programs (PowerPoint)
• multimedia authoring tools (Hypercard or Director)
• image creation and management programs (Paint, Photoshop, Illustrator)
• page layout programs (PageMaker)

5. social and legal aspects of using computers and electronic information
   • honesty
   • attention to copyright and intellectual property
   • understanding of software piracy
   • ownership
   • privacy
   • fairness
   • responsible behavior
WHEREAS, There is an effort to improve collegiality at the university; and

WHEREAS, Faculty members are currently a part of search committees for academic administrators; and

WHEREAS, Potential confusion or uncertainty may exist if the search committee does not draft the job description; and

WHEREAS, Significant concern by the search committee if the job description is drafted by another group or person is not the proper atmosphere to begin a search for candidates; and

WHEREAS, Being a part of the process from the very beginning increases the “ownership” of any decisions made; and

WHEREAS, There would be consultation with the appointing administrative officer; therefore, be it

RESOLVED: That the Job Description for Administrative Positions with academic responsibilities to the Provost and Academic Vice President be written by the designated search committee with appropriate faculty representation input, and be it further

RESOLVED: That the Academic Senate Executive Committee be empowered to select faculty representatives to both assist in the writing of the job description and serve as members of the administrative position search committee.

Proposed by: Faculty Affairs Committee
Date: March 11, 1998
WHEREAS, Cal Poly has stated its commitment to diversity in the University Strategic Plan and in the Commitment to Visionary Pragmatism; and

WHEREAS, The CSU’s Mission Statement expresses the institution’s commitment to “educational excellence for a diverse society”; and

WHEREAS, The commitment to diversity is reflected in both the Academic Senate CSU Report on the Meaning of the Baccalaureate Education in the CSU and the CSU Cornerstones Report; and

WHEREAS, The commitment to, and the importance of diversity has been affirmed by the Association of American Universities, the American Council on Education, the American Association for Higher Education, the American Association of University Professors, the American Association of University Administrators, the Educational Testing Service, the Association of American Medical Colleges, The Association of American Law Schools, The American Society for Engineering Education, the Association of Governing Boards of Universities and Colleges, The College Board and many others; therefore, be it

RESOLVED, That Cal Poly’s Administration through its actions reaffirm the academic value of diversity among its faculty, staff, students and within the curriculum; and be it further

RESOLVED, That Cal Poly’s Administration provide an annual assessment of the University’s diversity-related activities to the Academic Senate.
RESOLVED, That the Academic Senate of Cal Poly accept and endorse the attached *Cal Poly's Statement on Diversity*; and, be it further

RESOLVED, That the attached *Cal Poly's Statement on Diversity* be submitted to the President and the Provost/Vice President for Academic Affairs.

Proposed by: The Diversity Task Force
Date: April 21, 1998
Modified: May 15, 1998
CAL POLY'S STATEMENT ON DIVERSITY

I. Relevance of Diversity to Cal Poly's Educational Mission*

At the heart of a university is the hope of providing its students with an education that will foster intellectual, emotional and social growth. Education, by its nature, is meant to be expansive versus limiting and liberating versus homeostatic. Thus, it is in the compelling interest of the Institution to provide its students with an education rich in diverse experiences and perspectives. Within the classroom, both the curriculum and students are enhanced by the diverse information and views provided by students and faculty from divergent backgrounds. Moreover, such diverse information and views must occur not only in the classroom, but during co-curricular activities where the intangible lessons of leadership, cooperation, individualism, collectivism, competition, tolerance and friendship are taught in realistic and tangible terms. The lessons learned within the co-curricular environment seem especially critical and relevant to a University whose motto is to "learn by doing."

Diversity, then, can contribute to the intellectual richness of both the University's curricular and social environment. It provides students with knowledge and perspectives engendering greater adaptability and flexibility in an ever-changing world. And, it enhances students' understanding of, and tolerance for, differences between people. An architect, English major, engineer, sociologist or student in general gains greater insight, versatility, tolerance and potential if the breadth of his or her education has not been reduced by limited information, limited experiences and homogenous perspectives. In essence, diversity is essential for enhancing what a student knows and can do, and for fostering the quality of who she or he is.

But the compelling interest of educational diversity goes far beyond the boundaries of the university environment; it is in the compelling interest of the state and the nation as well. As stated by Harvard President, Neil L. Rudenstine, "whatever problems we face as a society, it is difficult to imagine that they would not be far more severe, divisive, and profound if the nation had not made a sustained commitment to opening the doors of higher education to people of all backgrounds . . . ." Moreover,

* Cal Poly has officially outlined its commitment to diversity in the University Strategic Plan (January 26, 1996, Sections 5.2 and 5.4, pp. 9-11) and in the Commitment to Visionary Pragmatism. Working upon this foundation, this document expands and clarifies the definition of diversity and reaffirms its importance to the University.
our Provost and Vice President for Academic Affairs, Paul J. Zingg notes that “at stake is something more than pluralism on our campuses. What is really on the line is the extent to which American higher education, through effective persuasion and compelling example, can provide leadership for the nation as we shape the spirit and strength of our society into the next century.”

In essence, all aspects of the nation, the state and the University are affected by the richness of diversity. As such, it is in the compelling interest of this Institution and of those of us within it, to support continued efforts to create a rich, diverse and truly educational experience for our students. This does not imply the compromise of academic standards nor the allotment of quotas, but it does imply that students must be considered, not only in terms of numerical merit, but in terms of how they can add richness to the educational and social environment of their peers.

II. Definition

In a university setting, the definition of diversity needs to be pertinent to the educational context. Since education, by its nature, is meant to be expansive versus limited and liberating versus homeostatic, it is in the inherent interest of the University and its students to define diversity broadly. While there are many ways to define diversity, the necessary breadth of the definition can be encompassed if we view it in terms of differences in individual life experiences. These differences entail all the corresponding perceptions, attitudes, behaviors, knowledge, talents and beliefs which such differences in life experiences engender. Moreover, certain individual characteristics are associated with differences in life experiences and deserve consideration in diversifying and enriching the University’s academic and co-curricular environment. These characteristics include, but are not limited to the following.

1. Religious Affiliation. Given our nation’s commitment to religious freedom, individual differences in this area model, sustain and promote such tolerance for future generations. Moreover, whether a student is Jewish, Mormon, Protestant, Buddhist, Catholic, atheist, agnostic or whatever, that student contributes different beliefs to the texture and spectrum of the University learning environment.
2. **Socioeconomic Status.** Through social interactions, co-curricular activities, and classroom information, knowledge of the constraints and possibilities associated with individual differences in socioeconomic status can help us to understand better the lives of those who differ along this important dimension.

3. **Ethnicity/Race.** The uniqueness of the United States has been its ability to accept individuals from a myriad different ethnic/racial groups and create a single nation, a nation of strength and character. For the nation to sustain, and strengthen itself, education must provide opportunities for students to meet with, interact with, learn about, and understand the different life experiences and perspectives of all those who call themselves Americans.

4. **Sex/Gender.** While it is too obvious to mention, the life experiences and socialization of individuals in the United States differ along lines of sex/gender. As important as it is to see and understand the experiences and perspectives of Americans of different ethnic/racial backgrounds, it is as important to see and understand the experiences and perspectives of Americans of both sexes.

5. **Geographic Locale.** Whether a person is from New York City, a farm, a small town, a racial/ethnic community, or a big city, the differing life experiences and perspectives which that individual can bring to a university setting serve to add to the texture and content of the learning environment.

6. **National Origin.** In a similar fashion, whether a person is from India, Ireland, Venezuela, Japan, Australia or whatever foreign locale, that individual can provide us with a diverse and different perspective of ourselves and our lives as Americans.

7. **Military Service.** The training, education, travel, and goals of military service engender individual differences which add to, and broaden both the educational experience and the student body of a university.

8. **Parental Environment.** A single parent home, a dual parent household, an extended family, these are all examples of different family structures in our society. The make-up of family life is changing in the United States, and the different life experiences and perspectives that are
associated with this aspect of change broadens the perceptions and understanding of students in a university setting.

9. Abilities and Talents. Different life experiences come with the different talents and abilities one possesses and develops. Whether a person can throw a fastball, dance native dances, construct gliders, run a football, or play a violin, that individuals adds to the richness of the student body.

10. Physical and Learning Disabilities. Those who have had to master a campus unsighted, speak in sign language, or learn through different modalities and techniques provide experiences and perspectives which serve to educate us all.

11. Age. While a university is typically open to all who qualify, it is primarily a setting for young adults. An increase in re-entry, returning or older students provides experiences and perspectives gained through life experiences which, when shared, broaden and enhance the educational experience of all students.


13. Cultural Background. As Americans, we all come from a diversity of cultural backgrounds. We have a unique and wonderful mix of cultures from all over the world. And, regardless of whether a person has Swedish or Mexican relatives, Vietnamese or Iranian ancestors, that person adds to the texture and richness of this state.
MEMORANDUM

Date: March 27, 1997

To: Harvey Greenwald, Chair
    Academic Senate

From: Margaret Camuso
    Academic Senate

Subject: Resolutions passed by the Academic Senate addressing Diversity matters

AS-445-95/EEC Resolution to support Academic Senate CSU Resolution AS-2274-95/GA
"...Principles that Guide Programs to Achieve Educational Equity and Faculty Diversity..."
Contents: Endorses CSU resolution AS-2274-95/GA that strives for educational equity and faculty diversity. (attached)

AS-436-95/EX Resolution to Expand Form 109 to Include Diversity-related Activities
Contents: Form 109 revised to include diversity related activities among optional factors in category III.

AS-413-93/DSTF Resolution on Establishing the Educational Equity Commission as a Standing University-wide Committee
Contents: Establishes the EEC and charges it with creating a multicultural, multiracial campus. (attached)

AS-412-93/DSTF Resolution on Promoting Representation at Cal Poly
Contents: Cal Poly to make a concerted effort to retain enrollment and employment of underrepresented groups. (attached)

AS-411-93/DSTF Resolution on Promoting Sensitivity of Diversity Issues
Contents: Academic Senate to support the creation of a sensitivity task force and that all campus divisions support the diversity effort. (attached)

AS-395-92/CC Resolution Relating to a Cultural Pluralism Requirement
Contents: Urges Academic Senate to approve a cultural pluralism baccalaureate requirement beginning with the 1994-96 cycle. Sets forth the criteria for same.

AS-369-91/EX Resolution on Ethnic Diversity
Contents: An Academic Senate committee will address diversity concerns noted in the resolution; administration urged to do same. (attached)
<table>
<thead>
<tr>
<th>Resolution Title</th>
<th>Contents</th>
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<tbody>
<tr>
<td>Resolution on Statement of Racism and Discrimination</td>
<td>Recommends specific language opposing racism and discrimination be printed in the catalog and handbooks.</td>
</tr>
<tr>
<td>Resolution on U.S. Ethnic Pluralism Program</td>
<td>Endorses the development of a U.S. Ethnic Pluralism program; sets forth objectives</td>
</tr>
<tr>
<td>Resolution on Job Announcement Recommendation</td>
<td>Recommends specific language be included in job ads which encourage applications from underrepresented groups.</td>
</tr>
<tr>
<td>Resolution on ROTC Programs</td>
<td>Urges Chancellor/BoT to use moral force to influence DoD to abandon their homosexual policy.</td>
</tr>
<tr>
<td>Resolution on Multi-Criteria Admissions Model</td>
<td>Supports the conclusions of the MCA Committee's report; Senate to monitor its implementation.</td>
</tr>
<tr>
<td>Resolution on Women's Resource Center and Women's Resource Center Coordinator</td>
<td>Requests establishment of a Women's Center and full-time coordinator.</td>
</tr>
<tr>
<td>Resolution on Departmental Support for International Education at Cal Poly</td>
<td>Recommends specific reference language be placed in the catalog by departments with international programs.</td>
</tr>
<tr>
<td>Resolution on the International Baccalaureate Program</td>
<td>Recommends acceptance of the International Baccalaureate (IB) program for admission to Cal Poly.</td>
</tr>
<tr>
<td>Resolution on Policy for the Provision of Services for Students with Disabilities</td>
<td>Supports implementation of the CSU &quot;Policy for the Provision of Services to Students with Disabilities.&quot;</td>
</tr>
<tr>
<td>Resolution on Affirmative Action Facilitator</td>
<td>Recommends responsibilities of Affirmative Action Facilitators; annual report to Senate.</td>
</tr>
<tr>
<td>Resolution on Apartheid</td>
<td>Recommends divestiture of Foundation holdings in South Africa until its apartheid system is dismantled.</td>
</tr>
</tbody>
</table>
Resolution on the Visit of Professor Uri Treisman
Contents: Senate supports the visit of Uri Treisman, a counselor to minorities in math and science.

Resolution on the Treatment of Iranian Students at Cal Poly
Contents: Urges campus constituents to treat Iranian students with courtesy and decency.

Resolution on the Treatment of Iranian Students at Cal Poly
Contents: Urges campus constituents to treat Iranian students in same manner as other foreign students.

Resolution on Disabled Student Awareness Day
Contents: Supports a Disabled Student Awareness Day at Cal Poly.
ALTERNATIVE
RESOLUTION ON EXPERIMENTAL COURSES

WHEREAS, Experimental or X courses circumvent the peer-review process in that they are not often reviewed by department, college, or university curriculum committees; and

WHEREAS, Experimental courses, because they are not listed in the catalog, lead to many serious problems with communication of course content to students, transfer credit calculation, automated degree audit, graduate-school or employer evaluation of transcripts, etc.; and

WHEREAS, The established definition of experimental courses is that they “provide an opportunity for experimentation in education without delays that are necessary before new courses and programs can be reviewed for inclusion in the University Catalog” (CAM 490.4); be it therefore

RESOLVED, That faculty propose a course as experimental only in compelling circumstances when lack of time prevents the course from being proposed as a regular new course that would receive peer review and be listed in the catalog; such compelling circumstances might include the pressing need to offer a course in a newly important subject area, or the sudden availability of a visiting faculty member from another university to teach a new course in his/her specialty; and be it further

RESOLVED, That faculty be encouraged, but not required, to offer specialized courses under variable-content/focused subtopic course rubrics, or as selected advanced topics courses (470s or 570s); such courses do get listed in the catalog, and the particular subtitle for the course does appear on the student’s transcript; and be it further

RESOLVED, That even experimental courses receive as many different levels of peer review as time permits, with the minimum being that they are at least reviewed by the Senate Curriculum Committee in order to avoid potential curriculum disputes between colleges.

Recommended effective date: Fall 2000.

Proposed by the Academic Senate
Curriculum Committee
May 21, 1998
TO BE ADDED TO THE CONSENT AGENDA ON MAY 19, 1998

Adopted:

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

AS-___-98/
RESOLUTION ON
OPPOSITION TO PROPOSITION 227
(English Language in Public Schools)

WHEREAS, The development of curriculum should remain primarily the responsibility of those trained and professionally qualified to perfect and implement it; and

WHEREAS, The best means by which the non-English speaking population of California can achieve fluency in the English language should not be determined by the initiative process; and

WHEREAS, The Academic Senate of the CSU has strongly opposed Proposition 227; and

WHEREAS, The Academic Senate of the CSU has urged its campus communities, the Chancellor, the Board of Trustees, and the Governor of California to oppose Proposition 227; therefore, be it

RESOLVED: That the Academic Senate of California Polytechnic State University urge its campus community and its families and friends to vote against Proposition 227 on the June 2, 1998 primary ballot.

Proposed by: Academic Senate Executive Committee
Date: May 12, 1998