

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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, November 6, 2001**  
**UU220, 3:00 to 5:00pm**

- I. Minutes:  
**Approval of minutes** for Academic Senate Executive Committee meeting of October 16, 2001 (pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representatives:
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Academic Senate and university-wide committee vacancies:** (p. 4).
  - B. **Resolution on Distance Education Policy:** Hannings, Chair of the Curriculum Committee (pp. 5-11).
- VI. Discussion Item(s):
- VII. Adjournment:

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

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday October 16, 2001**  
**UU 220, 3:00 to 5:00**

Preparatory: the meeting was opened at 3:10 p.m.

- I. Minutes: The minutes from the September 25, 2001 Executive Committee meeting were approved as presented.
- II. Communications and Announcements: None.
- III. Reports:
  - a. Academic Senate Chair Report: None.
  - b. President's Report: (Howard-Greene) - The state is behind in revenue collection by about \$1.1 billion dollars and the projected deficit could reach \$5 billion by year's end. The Government is announcing, in advance, the possible need to cut budget expenses but nothing is definite yet. No decision has been made yet on how the budget shortfall could or will affect Cal Poly.
  - c. Provost's Report: (Hanley) - The FAQ on the issue of responsible computer use has about 8 additions to its policy including questions such as who has authority and under what circumstances. The FAQ answers faculty questions on how policy applies to computer policy. ITS does not have the practice of reviewing files while repairing computers but it may become necessary at times. Additional steps are being taken to develop real, clear, and detailed forms to activate the process of work to be done on faculty workstations and to allow faculty to remove files if necessary. Technicians however are obligated to report to their supervisor the discovery of any illegal computer use during the normal course of providing faculty assistance. More information will be provided at a later time.
  - d. Statewide Senate: None.
  - e. CFA: None.
  - f. ASI: (Kipe) - Reported that the ASI Board is working on the November Fee-Increase referendum information campaign. The student vote will be conducted on November 14-15.
  - g. Other: None.
- IV. Discussion Item:

(Greenwald) Made three requests on behalf of the Academic Senate to the Provost and the President regarding to enrollment. (1) The Academic Senate should have real input on enrollment decisions. (2) Information on decisions need to disseminated to departments and ASI on a timely fashion. (3) Deadline for requesting housing should coincide with enrollment deadline. (Hood) Mentioned that President Baker's response deals with figures but reality is really having an impact on campus and the community. Previously passed resolutions, by the Academic Senate, have been ignored and growth should be done in a responsible way. (Dalton) Began her presentation by mentioning that the issue of housing should not be discussed without a representative from Student Affairs present, particularly when discussing issues of deadlines and contracts. Dalton explained that enrollment is a complicated issued specially when trying to estimate the number of returning students. Growth must be managed in a planned responsible manner to take into account both housing and physical plant capacity. The methods used to predict "show rates" are not always accurate and need refining. High demand for our programs creates pressure to grow.

V. Business Items:

- a. **Academic Senate and university-wide committee vacancies:** The following appointments were made:

Academic Senate Committees

Terri Swartz Curriculum Committee

John Rogers Grants Review Committee

University-wide Committees

Rakesh Goel Conflict of Interest Review Committee

Senators

Abe Lynn CAED

Academic Senate representatives are still needed for the IACC and PACE committees. Menon requested that caucus chairs help in the search for candidates and send him any recommendations.

- b. **Approval of advertisement and election of representatives to the Consultative Committee for the Selection of Dean for the CAGR:** A ballot for selecting representative to the Search Committee for the Dean of Agriculture was conducted. Larry Gay (Industrial Technology) and Sharon Fujitani (Library) were selected.
- c. **Reappointment to the Instructional Advisory Committee on Computing (IACC):** An Executive Committee representative for the IACC committee is needed.
- d. **Approval of new MS in Agribusiness:** Hannings, Curriculum Committee Chair, presented a proposal for a MS program in Agribusiness. This was agendized for the next Academic Senate meeting.
- e. **Approval of new MS in Polymers and Coatings:** Dr. Dane Jones from Chemistry and Biochemistry, proposed the new MS program from Science and Math. This proposal was agendized with the conditions that the proposal indicates that the MS in Polymers and Coatings is a pilot program and a consultation with Materials Engineering be completed and documented by the next Academic Senate meeting. Dr. Jones will follow up with a report.
- f. **Reactivation of the Foundation Oversight Committee:** It was decided to reactivate this committee in order to initiate conversations with Frank Mumford, Foundation's Executive Director. The Academic Senate Chair will follow-up with obtaining appointments to the committee.
- g. **Resolution on Name Change for Extended Studies:** This resolution which requests a name change to better reflect the programs currently being offered was agendized. The Director of Extended Studies needs to be present at the Academic Senate meeting when the proposal is discussed.

VI. Discussion Item(s):

- c. **Input to William Siembieda re the Consultative Committee for Selection of Vice President for Administration and Finance:** Professor David Peach reported that there are five candidates for the VP for Administration and Finance position (Fox, Overmyer, Ross, Kelly, Appleton). All candidates will be on campus for interviews and open forums during the next couple of weeks. Several questions and suggestions by the Executive Committee were proposed to be asked of each candidate.

VII. Meeting adjourned at 5:00 pm.

Submitted by:

  
Gladys Gregory  
Academic Senate



**ACADEMIC SENATE COMMITTEES**  
**Vacancies for 2001-2002**

**College of Architecture and Environmental Design**  
Grants Review Committee

**Department**

Faculty Affairs Committee

**UNIVERSITY-WIDE COMMITTEES**  
**Vacancies for 2001-2002**

**Instructional Advisory Committee on Computing (IACC)**  
(1 Representative – must be Executive Committee member/1 Vacancy)  
For consideration of non Executive Committee member Dr. Taufik

**Department**

ElecEngr

**Student Health Advisory Committee**  
(1 Representative/1 Vacancy)

**SENATORS**  
**Vacancies for 2001-2003**

**College of Science and Mathematics**

**Department**

Adopted:

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

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**RESOLUTION ON  
DISTANCE EDUCATION POLICY**

- 1 WHEREAS, Distance education has become an accepted form of teaching; and  
2  
3 WHEREAS, Some courses and programs at Cal Poly are using distance education as a teaching  
4 tool while Cal Poly has no approved distance education policy; and  
5  
6 WHEREAS, The Academic Senate Curriculum Committee and the Instructional Advisory  
7 Committee on Computing have approved the attached policy entitled *Distance*  
8 *Education Policy at Cal Poly, San Luis Obispo*; therefore, be it  
9  
10 RESOLVED: That the Academic Senate adopt the attached *Distance Education Policy at Cal*  
11 *Poly, San Luis Obispo* document.

Proposed by: Academic Senate Curriculum  
Committee and the Instructional Advisory  
Committee on Computing  
Date: October 22, 2001

Distance Education Policy  
at Cal Poly, San Luis Obispo  
*October 16, 2001 Draft*

**Preamble**

This policy is designed to be a guide for those faculty who plan to use distance education (DE). Cal Poly will continue to encourage responsible innovation in teaching, embracing experimentation whose goal is to improve the quality of education. While Cal Poly should remain receptive to innovative forms of teaching such as distance education, the University must also ensure that there is proper oversight and review to uphold the standards of quality already established at Cal Poly. The basic principle is that best teaching/learning practices will drive the technology that will be considered and used in the curriculum. We must continually discuss and address the questions:

- How can information technology assist Cal Poly to gain/preserve what it most wants/needs in order to be true to its mission and identity?
- How can information technology help Cal Poly not lose what it most needs and wants?
- How can information technology strengthen Cal Poly's core institutional characteristics, such as: polytechnic, "learn by doing," undergraduate focus, teaching emphasis, residential, competitive admission, statewide service area, and graduates who are competent and employable on graduation?

At Cal Poly, we have placed considerable emphasis on securing up-to-date information technology for students and faculty. However, as I and Provost Paul Zingg have stated clearly on previous occasions, we embrace this technology primarily as a means to enhance teaching and learning on our campus. We want teachers and learners to have access to the burgeoning Internet resources, to be able to contact the library and other information sources 24 hours a day, and to be able to use the revolutionary software and Web products that serve as important educational tools. This technology is not intended to provide impetus that will transform Cal Poly into a "virtual university," offering a large number of courses on-line or through telecommunications networks to our core student body.

We should keep in mind, however, that these resources may offer opportunities to bring our special expertise to practicing professionals with continuing education needs and perhaps even enhance funding for our academic departments. At the same time it should be noted that any expansion in distance learning will be determined by faculty and departments, and this activity will not



be allowed to impact the quality or kind of learning on which our reputation is based.

—Warren Baker, Outlook, April 1998

Yes, like the solo bowler, some of our students, out of choice or circumstance, will learn alone. The new information technologies increasingly available to them and us means that we can accommodate them more readily. I urge, though, that no matter which learners we serve or what technologies we employ, we explicitly aim to foster collaborative learning, social discourse, and other attributes of effective learning communities.

—Paul Zingg, "Learning Alone Should Not Mean Learning Apart"

## Definition

Technology Mediated Instruction (TMI) is defined by the Academic Senate of the California State University as "all forms of instruction that are enhanced by or utilize electronic and/or computer-based technology. It specifically includes distance education, instructional modules delivered via mass media, and computer assisted instruction" (AS-2321-96). This policy focuses on the Distance Education component of Technology Mediated Instruction, referred to here as DE, in which some students are geographically separated from the instructor while classes are being conducted. ( See S and A Below)

### Chancellor's Office Definitions for Academic Planning Data Base (APDB)

- F* = Course section is conducted "*Face-to-Face*," i.e., the students meet with an in-person instructor in a contained space setting.
- S* = Course is not conducted Face-to-Face, but it occurs at a regular scheduled time, e.g., a televised broadcast. Such a method of instruction is known as "*Synchronous*" mode.
- A* = Course is not conducted Face-to-Face and does not occur at a regularly scheduled time, e.g., student self-paced instructional material accessed via the web. Such a method of instruction is known as "*Asynchronous*" mode.

## Applicability

This policy shall apply to all new and existing credit-bearing courses and programs offered using DE by Cal Poly, including those offered through the Open University. Any department or faculty group offering DE programs in which more than half of the units are offered through distance education is expected to meet Western Association of Schools and Colleges (WASC) requirements and be guided by policy established by the University. In addition, a department or faculty group is expected to address, in its self-studies and/or proposals for institutional change, the following policy guidelines, which will be reviewed by the University and perhaps by the regional accrediting commission.\*

## **Instructional Methods and Academic Responsibility**

Cal Poly faculty have final responsibility for determining the pedagogies and instructional methods most appropriate for the instructional modules, courses, and/or academic programs which the University offers. Among the factors to be considered in determining the suitability of a particular course for DE are the following: (a) Does the use of DE improve the quality of the course by enhancing teaching effectiveness, achieving the desired learning outcomes, suiting students' different learning styles, or increasing student access to education? (b) Does sufficient student demand exist? (c) Are the necessary instructional and student support resources available to facilitate the use of DE (for example, access to advising and information sources)?

## **Quality**

While the University prizes academic freedom and wishes to encourage innovation in instruction, the faculty also have a collective responsibility to ensure the academic quality and integrity of the University's courses, programs, and degrees. This responsibility extends to those courses and programs offered using DE. The quality of instructional modules, courses, and academic programs delivered by or using DE must be at least equivalent to the quality of curricular offerings currently approved at Cal Poly. The purposes of DE are to increase the quality of instruction and to increase the access of students to faculty, to educational resources, and to each other (for example, there may be only one expert on a particular subject in the system, and technology can make her available to all CSU students). If DE results in increased class sizes or student-faculty ratios beyond traditional classroom and curricular standards, additional resources or workload adjustments necessary to maintain the quality of instruction must be provided. In some cases, DE may offer the opportunity for cost savings, increased student access, or other benefits. While these are laudable, care should be taken to ensure that these advantages do not come at the expense of quality education.

## **Assessment**

Criteria for assessing the quality of technology mediated instruction shall be developed by the academic units from which the instruction originates. DE courses, sections, and programs shall be held to the same standards as traditional classroom instruction when reviewed by department, college, university curriculum, and program review committees. Any new course that includes, or any existing course being changed to include, a DE component that will replace 33% or more of face-to-face time shall have this indicated on the Course Description form to be reviewed by the curriculum committees as part of the regular curriculum review process. (Face-to-face time is defined as interaction between the instructor and the students, with the instructor present in the same classroom at the same time as the students.) Program Review committees shall evaluate the educational effectiveness of DE programs (including assessments of student-based learning outcomes, student retention, and student satisfaction), and when appropriate, determine comparability to campus-based programs. This process shall also be used to assure the



conformity of DE courses and programs to prevailing quality standards in the field of distance and distributed education. DE courses and programs shall be consistent with the educational missions and strategic plans of the Department, College, and University.

### **Curriculum and Instruction**

Each course or program using DE shall provide the opportunity for substantial, personal, and timely interactions between faculty and students, and among students. Interactions may be face-to-face, or via synchronous or asynchronous e-mail or other means.

Tenured or probationary faculty shall direct any culminating experience or capstone of a DE program.

Cal Poly faculty assume responsibility for and exercise oversight over DE courses and programs, ensuring both their rigor and their quality of instruction. This includes:

- Ensuring that standards consistent with the contract are followed in setting course-loads per instructor.

- Selecting and evaluating the faculty who create the courses.

- Maintaining approximately the same ratio of tenured/probationary faculty to adjunct/part-time faculty in DE programs as in campus-based programs.

- Ensuring that the technology used suits the nature and objectives of the courses and program.

- Ensuring the currency of materials, courses, and program.

- Ensuring the integrity of student work and the credibility of the degrees and credits the University awards. It is the responsibility of the faculty to ensure that reasonable safeguards are in place to prevent academic dishonesty.

### **Contracting**

The University shall not agree in a contract with any private or public entity to deliver or receive DE courses or programs for academic credit without the prior approval of the relevant department and college. Ideally, the impetus for such a contract should originate with the Cal Poly faculty, who would decide whether there is an instructional need and how best to fill it.

### **Intellectual Property Rights**

Ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media

products shall be agreed upon by the faculty and the University prior to the initial offering of a DE course or program, in accordance with established CSU and Cal Poly policies.

### **Resources**

Students shall have adequate access to library resources, and to laboratories, facilities, and equipment appropriate to the DE courses and programs. Students shall have adequate access to the range of student services appropriate to support DE courses and programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. Students shall be provided with technical advice on how to solve hardware and software problems, and with an adequate means for resolving student complaints.

The University shall offer appropriate training and support services to faculty who teach DE courses and programs through professional development programs, technical support programs, equipment acquisition, library resources, staff resources and development, and the construction of appropriate instructional facilities.

Forms of technology mediated instruction frequently rely on technology infrastructure (computers, networks, help desk, etc.) that may not be employed in current course delivery at Cal Poly. Therefore, development of an appropriate infrastructure to support DE is a basic university responsibility prior to offering the courses. Needs for enhancement in areas such as access to library resources, information technology, instructional design and technical support, faculty development in the use of DE, computer and network support, and student services should be identified at the department, college, and university levels. Cross-unit and cross-institutional sharing of learning and resources should be encouraged.

Any DE course or program must receive resource approval from the respective college dean(s) prior to commencing operation; faculty need to make certain they identify their intention and needs with sufficient lead time to allow administrative units to evaluate whether appropriate infrastructure exists or can be in place prior to the DE offerings.

### **Admissions**

Admissions criteria shall be comparable for students on and off campus. Agencies providing funding for DE courses or programs shall not acquire any privileges regarding the admission standards, academic continuation standards, or degree requirements for students or faculty.

### **Truth in Advertising**

Faculty and students have a right to know the modes of delivery and technological requirements of each course, program, and degree offered by the University. At a

minimum, this information will be indicated for DE courses in the schedule booklet each quarter.

### **Impact on Faculty Personnel Decisions**

Faculty personnel decisions (hiring, retention, tenure, promotion, and post-tenure review) should value and reward course and curriculum development and professional development activities that result in improved instruction. However, no ranking of instructional methodologies or modes of delivery is to be used as a basis for personnel decisions. The role and value of DE should be made explicit in the personnel policies of departments and colleges.

(Refer to Faculty Affairs Comm.)

### **Final Note**

Technology mediated instruction is an optional mode of instruction. Nothing in this policy shall imply that DE is a preferred or required mode of instruction.

\* The Western Association of Schools and Colleges (WASC) has developed guidelines for distance education. The guidelines are an extension of the Principles developed by the Western Interstate Commission for Higher Education. The Cal Poly policy outlined above reflects many of the WASC guidelines set forth as of 03/08/00. The language used in the WASC guidelines has been incorporated into this policy, when deemed appropriate, but has been adapted to reflect conditions at this University. For the text of the WASC guidelines, please refer to the Web site of WASC at <http://www.wascweb.org/senior/guide/>