

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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, May 21, 2002**  
**UU220, 3:00 to 5:00pm**

- I. Minutes: **Approval of minutes for the February 26, April 2, and April 30, 2002 Executive Committee meetings** (pp. 2-8).
- 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: [1] **ASI Resolution 02-09 "ASI Stance on College Based Fee Allocation,"** [2] **ASI Resolution 02-10 "ASI Stance on University Budget Cuts,"** [3] ***Mustang Daily* 5.13.02 Opinion article on "Civility":** (pp. 9-11).
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Academic Senate committee vacancies for 2002-2004:** (p.12).
  - B. **Universitywide committee vacancies for 2002-2003:** (p. 13).
  - C. **Curriculum proposal for Name Change to NRM B.S. in Recreational Administration:** Hendricks, NRM Professor (pp. 14-17)).
  - D. **Resolution on Implementation of Information Competence:** Grimes, Task Force on Information Competence, (pp. 18-27).
  - E. **Selection of faculty member to serve as internal reviewer for CENG program review:** (pp. 28-29).
  - F. **Approval of faculty members to the General Education committees:** (materials enclosed with agenda).
- VI. Discussion Item(s):
  - A. **Modification of upper division admission requirements:** (pp. 30-32).
  - B. **Addition of emeritus senator to Academic Senate membership:** (p. 33).
- VII. Adjournment:

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

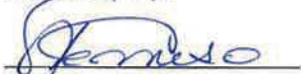
*Minutes of the  
Academic Senate Executive Committee  
Tuesday, February 26, 2002  
UU220, 3:00 to 5:00pm*

Preparatory: The meeting was opened at 3:10pm.

- I. Minutes: The minutes of the January 8, 2002 Executive Committee meeting were approved without change.
- II. Communications and Announcements:
- III. Reports:
  - A. Academic Senate Chair: (Menon) Ballots have been sent to faculty for election of next year's Senate membership. The DAAC has recommended to the Deans Council that family income level be removed as a MCA admissions consideration because it is an unreliable measure.
  - B. President's Office:
  - C. Provost's Office: (Zingg) An announcement was made today that CAED Dean Martin Harms will be retiring at the end of June. Dick Zweifel has been appointed as interim dean. There has been a change in COB deans—William Pendergast will be moved to COB's community development and entrepreneurial activities. Terri Swartz has been appointed interim dean.
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representatives:
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Resolution on Proposed New Degree Program for Doctor of Education in Educational Leadership:** This resolution would approve the offering of a joint EdD degree with UCSB. The emphasis of the degree is on field experience with classes taught both at Cal Poly and UCSB. This is a three year degree and tuition would be charged at the UC rate. A breakdown of costs and enrollment projections was requested before first reading of this item. Agendized.
  - B. **Resolution on Name Change for Environmental Horticultural Science and Crop Science Departments:** This resolution reflects the joining of these two departments into one department. The proposed name change is Horticulture and Crop Science Department. Agendized.

- C. **Resolution to Change the Bylaws of the Academic Senate Section III.B.8.(b):** This resolution would change the bylaws so that when only one nomination is received for part time academic employee representation to the Senate, the Executive Committee be given the authority to appoint said nominee rather than initiating a full election process. Agendized.
- D. **(ASI Resolution #02-05) CSU Double Major Policy:** This resolution would change Directive AA 72-12 allowing double major students to received degrees for each completed major. This resolution will be sent to the Instruction and Curriculum Committees for their review.
- VI. Discussion Item(s):  
**Financial Aid:** Several reductions in State funding are anticipated for grants, scholarships, and work-study programs at the same time that student enrollments are increasing. The Senate Chair and President of ASI will meet with President Baker to plan strategies for meeting the future financial needs of Cal Poly students.
- VII. Adjournment: Meeting was adjourned at 5pm.

Submitted by:



Margaret Camuso  
Academic Senate



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

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday April 2, 2002**  
**UU 220, 3:00 to 5:00 pm**

Preparatory: the meeting was opened at 3:15 p.m.

- I. Minutes: The minutes from the January 29, 2002 Executive Committee meeting were approved as submitted.
- II. Communications and Announcements:  
**Academic Senate election results for 2002-2003:** It was requested that each college caucus identify a senator from the appropriate area within their college to fill vacancies within the next few weeks.
- III. Reports:
  - A. Academic Senate Chair Report: None.
  - B. President's Report: (Howard-Greene) The Baker Forum, which is a capstone of the Centennial Celebration, is scheduled for this Friday and at 4:30pm where there will be a keynote address in the Cal Poly Theater by Susan Hackwood. This is a great opportunity to emphasize Cal Poly's important role and responsibility in the state of California for bringing attention to important issues. All faculty and students are encouraged to attend.
  - C. Provost's Report: (Zingg) The Baker Forum, a capstone event in the Centennial Celebration, will be taking place this Friday, April 5. Two items of special interest will be taking place at this event: one is the honorary degree that Cal Poly University will bestow upon Walter E. Massey, President, Morehouse College and former chair of the National Science Foundation. The second event is a keynote address on Friday afternoon, which is open to the public, by Susan Hackwood, Executive Director of the California Council on Science and Technology.
  - D. Statewide Senate: None.
  - E. CFA: (Fetzer) The tentative agreement was adopted by an overwhelming vote statewide and supported equally strong here on campus by a vote of 175 to 9. There is no information as to the date of implementation, but CFA will notify everyone as soon as it becomes available. The contract will have some changes concerning allowing greater faculty involvement on how to process grievances. The agreement is basically that FMIs and FARs are out unless the faculty agree to a salary increase of 3.5% GSI or greater. The CFA office has copies of the contract available for anyone who is interested. A second Lobby Day has been scheduled for April 15 and 16 in Sacramento and if anyone is interested lodging and transportation can be provided.
  - F. ASI: None.
  - G. Other: None.
- IV. Discussion Item:
- V. Business Items:
  - A. **Academic Senate committee vacancies for 2001-2002:** There is an ongoing search for faculty members to fill the vacancies in all the college. Caucus Chairs were reminded to fill all vacancies.
  - B. **Academic Senate committee vacancies for 2002-2003:** The following appointments were made:

<u>College of Agriculture</u>	
Curriculum Committee	Glen Casey, Ag Education
	Dave Hannings, Horticultural & Crop Science (Chair only)
Fairness Board	Del Dingus, Earth and Soil Science (Chair)
Instruction Committee	John Harris, NRM
 <u>College of Architecture and Environmental Design</u>	
Budget and Long Range Planning Committee	Donna Duerk, Architecture
US Cultural Pluralism Subcommittee	Michael Lucas, Architecture (Chair)

**College of Business**

Budget and Long Range Planning Committee  
Faculty Affairs Committee  
Grants Review Committee

David Peach, Management Area  
Joseph Biggs, Management Area  
Terri Lituchy, Global Strategy & Law

**College of Engineering**

Faculty Dispute Review Committee  
Library Committee

Saeed Niku, Mechanical Engineering  
Ali Shaban, Electrical Engineering

- C. **Universitywide committee vacancies for 2002-2003:** Due to lack of time, this item was forwarded to the next Academic Senate Executive Committee agenda.

VI. Discussion Item(s):

- A. **Extended Studies:** This is a follow up discussion since the efforts made so far have not provided Extended Studies with what was really needed and the vote was close. The chair decided to provide the Provost and Steve Parks an opportunity to indicate what would be the way forward to get Extended Studies what they need on the name change they had requested and the resolution that failed at prior full senate. Parks reiterated that coming up with a name that reflects the mission is very important. Provost Zingg mentioned that assisting in the success of Extended Studies would reflect well on the University as far as prestige and financial resources. After much discussion, it was M/S/P to agendized this item for the Academic Senate Meeting of April 16 with Myron Hood providing a new resolution for name change to Cal Poly Continuing Education. Menon assigned senators DeTurris and Hood to work on a resolution and present it at the next Academic Senate meeting.
- B. **Liberal Studies:** Hellenbrand, Dean of College of Liberal Arts. Liberal Studies is the largest major in the College of Liberal Arts and functionally performs as a department but it currently is only a program. Converting the program to a department accomplishes two things: one is the issue of status and the other is the ability to provide a stipend to the chair. Menon suggested that Joe Lynch could help in formulating a simple resolution and then have it presented by either the Curriculum Committee or Lynch. After much discussion, a resolution will be drafted and agendized for the next Academic Senate Executive Committee Meeting.
- C. **Statement on Proposed Classroom Conduct and Expectations:** Jay Devore, Chair of Statistics Department, mentioned that there is a rather increasing amount of poor civility among students and especially in the classroom. Tardiness of students, instructors not starting class on time, and distractions by side conversation is some examples of the problems. Kent Smith, faculty member from Statistics brought back from Boise State the document titled *Classroom Conduct and Expectations* and posted it in the department mailroom and since it looks interesting, it was requested that the Academic Senate consider adopting something along those lines. Faculty and students representatives discussed the idea of an honor code as well as the possibility of a joint resolution between ASI and faculty. The chair asked Jim Ahern, Dianne DeTurris, Jay Devore, and Angie Hacker to meet with him to jointly discuss the options as an ad hoc committee.
- D. **Possible Faculty to Serve on Review of Industrial Technology Program:** The Executive Committee was given the task of choosing a faculty member from outside of the College for the Industrial Technology program to serve on the review committee. The three candidates were Harvey Levenson-Graphic Communications, Kent Scott-Ag Business, and Jim Rogers-Construction Management. A vote was taken with the majority of members voting in favor of Harvey Levenson who was recommended to the Provost for appointment.

VII. Meeting adjourned at 5:00 pm.

Submitted by:



Gladys Gregory  
Academic Senate



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

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday April 30, 2002**  
**UU 220, 3:00 to 5:00 pm**

Preparatory: the meeting was opened at 3:12 p.m.

- I. Minutes: The minutes from the January 15, 2002 Executive Committee meeting were approved as submitted.
- II. Communications and Announcements: None.
- III. Reports:
  - A. Academic Senate Chair Report: None.
  - B. President's Report: (Howard-Greene) State budget deficit continues to go up. There is an emerging sense of the potential magnitude of consequences for the campus but still seems relatively manageable in scope. The May revise of the state budget is expected to be available in mid-May.
  - C. Provost's Report: (Zingg) At the provost meeting last week there was discussions of an additional \$20 - \$30 million hit on the CSU budget which is what was experienced this year and could mean an additional \$1.5 million hit for Cal Poly. Senate Bill 1646 is working its way thru Sacramento. It will re-establish an undergraduate degree in teaching for the state of California. California is in the vast minority of states that do not offer such degrees. The CSU and UC systems are considering an increase of non-resident tuition fees by as much as 15%. This would affect barely 1% of our students but it would be a factor that would be looked at very carefully, particularly with respect to the academic fee increase that was voted on a few weeks ago.
  - D. Statewide Senate: (Hood) this week is the last meeting of Statewide Senators. This year is Reg Gooden last year after 17 years of service as a Statewide Senator.
  - E. CFA: None.
  - F. ASI: (Kipe) ASI elections are May 1 and 2, please encourage your classes to vote.
  - G. Other: Frank Mumford, Cal Poly Foundation, has been working on a proposal for the bookstore to open another Cal Poly satellite store "Cal Poly Uptown" to be located on Foothill Boulevard. Many services are not being provided to students and faculty in the northwest quadrant of the campus. About 54% of students live within one mile of campus and therefore this location will provide the service and merchandise that is used by students, faculty, and staff. The store will be operational seven-days a week from 7:30 am to 6 pm. with extended hours during rush time. Inventory will consist of approximately \$400,000 with coursework and class supplies being the biggest part of the inventory. Other services would include high-speed computer access, ticket sales for ASI and campus events, and possibly a site for Cuesta College student textbooks. If approved the store designer would be the same one who was utilized for El Corral and Cal Poly Downtown. Occupancy will be June 1 with an anticipated opening date in September. Computer software and peripherals will only be sold to those with Cal Poly ID because of the educational discount regulations, just like the other stores.

Hardcopy of Frank's complete PowerPoint presentation on this topic is available upon request at the Senate Office.

IV. Consent Agenda: None.

V. Business Items:

A. **Academic Senate committee vacancies for 2002-2004:** The following appointments were made:

College of Agriculture

Faculty Awards Committee

Tom Ruehr

Grants Review Committee

Joe Montecalvo

College of Engineering

Instruction Committee

Jay DeNatale

College of Liberal Arts

Budget and Long Range Planning Committee

Tim Dugan

Curriculum Committee

Doug Keeseey

Faculty Affairs Committee

Manzar Foroohar

Instruction Committee

Patrick McKim

Library Committee

Debora Schwartz

Research & Professional Development Committee Harvey Levenson

College of Science and Mathematics/UCTE

Budget and Long Range Planning Committee

John Walker

US Cultural Pluralism

Jodi Jacques

Faculty Dispute Review Committee

Marylud Baldwin

Grants Review Committee

Beth Chance

Professional Consultative Services

US Cultural Pluralism

William Sydnor

Faculty Affairs Committee

Cindy Jelinek

Faculty Dispute Review Committee

Johanna Brown

Fairness Board

Shelley Aleshire

Library Committee

Ann Fryer

Research & Professional Development Committee Sallie Harlan

B. **Appointment of committee chairs to Senate committees:** The following Academic Senate Committee Chairs were appointed:

Budget and Long Range Planning Committee

Steve Kaminaka, CAGR

Curriculum Committee

Dave Hannings, CAGR

Faculty Affairs Committee

Manzar Foroohar, CLA

Faculty Awards Committee

Mike Geringer, COB

Faculty Dispute Review Committee

Lezlie Labhard, COB

Fairness Board

Del Dingus, CAGR

Grants Review Committee

David Braun, CENG

Instruction Committee

Stacey Breitenbach, CENG

Library Committee

Debora Schwartz, CLA

Research & Professional Development Committee Harvey Levenson, CLA

US Cultural Pluralism

Mike Lucas, CAED



C. **Universitywide committee vacancies for 2002-2003:** The following appointments were made:

Accommodation Review Board	Penny Osmond, Graphic Comm
ASI Pace Committee	Del Dingus, Eth & Soil Sci
ASI Student Senate	Del Dingus, Eth & Soil Sci
Athletics Governing Board	Kevin Clark, English
Cal Poly Plan Steering Committee	Meredith Kelly, Finan Aid
	Unny Menon, Ind. Engr
Campus Safety & Risk Mgmt	Stu Goldenberg, Math
Coordinating Committee on Aids & HIV Infection	Jodi Jacques, UCTE
Disabled Students Advisory Committee	Mike Ruef, UCTE
	Kevin Taylor, Kinesiology
El Corral Bookstore Advisory Committee	Scott Vernon, Ag Ed & Comm
Faculty Development Grants Review	Ali Shaban, ElecEngr
International Ed. & Programs Council	Terri Lituchy, GI Stat & Law
Resource Use Committee	Jim Ahern, Agribus
	Kathryn Lancaster, Acctng
Student Health Advisory Committee	Lisa Nicholson, FdSci&Nut
University Committee on Committees	Unny Menon, Ind. Engr
University Diversity Enhancement Council	Linda Bomstad, Philo
University Planning on Budget Advisory Committee	Unny Menon, Ind. Engr
	Steve Kaminaka, Biore & Ag Ed

D. **Curriculum proposal for NRM B.S. in Environmental Management and Protection:**

Hannings, Curriculum Committee. The NRM department is anticipating a shift in enrollment instead of new enrollment. Concerns raised by other departments in terms of overlapping and other issues as well as all other concerns have been satisfied amicably. The purpose of this program is for the sustainable management of environmental resources, directed toward balancing the value of those resources for consumptive uses of both current and future generations. This proposal was agendized for the next Academic Senate meeting.

E. **Resolution to Change Administrative Status for Liberal Studies Program:** Hannings, Curriculum Committee. This resolution, changing Liberal Studies from a program to a department, has gone thru all the appropriate approvals. No discussion. This resolution was agendized for the next Academic Senate meeting.

VI. Discussion Item(s): None.

VII. Meeting adjourned at 4:57 pm.

Submitted by:

  
Gladys Gregory,  
Academic Senate



Resolution #02-09

ASI STANCE ON COLLEGE BASED FEE ALLOCATION

- WHEREAS: ASI is the voice of the students at Cal Poly, and
- WHEREAS: On March 14<sup>th</sup> and 15<sup>th</sup> students had the opportunity to vote on the proposed college based academic fee increase. With a voter turnout of 51% and a 61.5% majority vote in favor of the fee, ASI supports the proposals as submitted by each college, and
- WHEREAS: Prior to the vote an ad was placed in the Mustang Daily regarding assurances to students (by the university) to clarify how the university plans to deal directly and indirectly with related issues pertaining to improving quality of education at Cal Poly, and
- WHEREAS: These promises include: assurances about how the fee revenues would be allocated, how the university plans to alleviate the high demand bottleneck courses particularly in General Education, guarantees about the availability of financial aid, and commitments to improving library and technology services to students. The document also clearly outlines a pledge to ensure that students will be involved with the priority for fund distribution, and
- THEREFORE  
BE IT  
RESOLVED: ASI appreciates the public assurances made to students in the March 4<sup>th</sup> document, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI believes that in alignment with the universities' documented intentions, students expect and should clearly see changes and improvements in academic accessibility and quality by fall term 2002, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI encourages the university President and each dean to maintain their commitments to students particularly regarding student consultation, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI strongly urges that committees be appointed (as outlined in each proposal) as soon as possible. It is recommended that each college comes to preliminary decisions about fee allocation for fall prior to the close of spring quarter, before many students leave for summer, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI is aware that the colleges have already begun diligently seeking out students to begin the process, and is pleased about the prompt actions taken this far, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI is optimistic that university will retain these committees and commitments as long as the college based academic fee is in place.

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

ADOPTED at the regular meeting of  
Board of Directors by a *unanimous/majority*  
*vote on date*.

\_\_\_\_\_  
Secretary, ASI Board of Directors

\_\_\_\_\_  
Chair, ASI Board of Directors

\_\_\_\_\_  
ASI President

Sponsored by: **Stephen Harvey**, ASI Board of Directors, College of Liberal Art.  
**Jake Parnell**, ASI Board of Directors, College of Agriculture

Associated Students, Inc.  
California Polytechnic University  
San Luis Obispo

Resolution #02-10

ASI STANCE ON UNIVERSITY BUDGET CUTS

- WHEREAS: ASI is the voice of the students at Cal Poly, and
- WHEREAS: Based on the reports by the Legislative Analysts Office, California's budget is in poor condition, and
- WHEREAS: Due to the California budget condition, Cal Poly may face further budget reductions this year, and
- WHEREAS: Students should have a voice in the budget reduction decisions at the executive level, and
- THEREFORE  
BE IT  
RESOLVED: ASI supports retaining instruction as highest priority, and also requests protection for related academic programs, financial aid, and student services, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI recommends that the university consider reductions in CMS, costs in facility services such as deferred maintenance, energy costs, landscaping, operations and discretionary budgets, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI believes it's important while making decisions about potential budget changes that the university consider long term implications of cuts and changes, and
- FURTHERMORE  
BE IT  
RESOLVED: ASI strongly urges that future budget decisions continue to enlist student consultation to determine which areas will have the least impact on the quality of education at Cal Poly. Students should also be consulted when funding again becomes available to determine how to restore quality and funding back to areas and programs that have been reduced.
- FURTHERMORE  
BE IT  
RESOLVED: ASI requests that the ASI President and other selected student leaders work closely with the administration to provide consultation at the executive level throughout the summer.

CERTIFIED as true  
and correct copy, in witness  
thereof, I have set my hand and  
seal of the Associated Students, Inc.,  
this # day of date.

ADOPTED at the regular meeting of  
Board of Directors by a *unanimous/majority*  
*vote on date.*

\_\_\_\_\_  
Secretary, ASI Board of Directors

\_\_\_\_\_  
Chair, ASI Board of Directors

\_\_\_\_\_  
ASI President

Sponsored by: **Stephen Harvey**, ASI Board of Directors, College of Liberal Art.



# Students need baby-sitting

## Rude behavior in class warrants university action

There were rules in high school — no chewing gum, no talking in class and no tardiness. In high school you showed up, shut up and learned. Here at Cal Poly, however, those rules don't apply anymore — no one is going to get sent to detention. Students can come late, leave early and chew all the gum they want. Hell, you can chew tobacco for all they care because this is college. In college we can do whatever we want because we're paying, right?

If you said yes then you're probably the kid who has been kicking my chair in every class I've ever had since freshman year. True, it's not high school anymore. We're not bound by any rules, but maybe we should be. I say this because

### Commentary

some  
Cal  
Poly

students have been flexing their freedom a bit too much, and they're not just hurting themselves, they're annoying the heck out of the rest of us.

I admit I'm not always the best student. I pay tons to go to school here and yet I still miss class. Sometimes I daydream while the professor is talking, and I'm always doodling all over my notes. By doing these things, though, I'm only harming myself, no one else is bothered by my boredom. Others express their boredom in much more disruptive ways, and some students are downright rude. That's why the Academic Senate is discussing creating university guidelines for rudeness in classrooms. The rules wouldn't be enforced, but they would exist as a standard for how a Cal Poly student should act.

Not everyone needs these guidelines, but there are plenty of people who do. I'm talking about the people who talk during class and don't even bother to whisper; the ones who let their cell phones ring and then answer it when the teacher tells them to make it stop (true story, I couldn't believe it); the ones who sit in the front row in class and read the Mustang Daily; the ones who arrive late and leave early. Although these people can be entertaining (I've had a few laughs), most of the time it's just disrespectful, and it needs to stop.

University guidelines for rudeness could stop these behaviors, but first we need to recognize the symptoms. After all, what is rude? Most of these people don't even know they're being rude, but I know, and I'm going to tell you. If you've ever been asked to leave a



**"Not everyone needs these guidelines, but there are plenty of people who do. I'm talking about the people who talk during class and don't even bother to whisper."**

class, or received so many dirty looks that you wondered if you had something on your face, you're being rude. If the teacher glances confusedly at the clock because you're packing up your backpack 10 minutes before class ends, that's another sign that you're being rude.

I can hear the argument now: We pay a lot of money to go here so we can do what we want. Yes, we may pay a lot of money to attend classes, but that doesn't give us a license to act however we want. We pay all this money because Cal Poly is a good school — a respected school. Professors are part of the reason for that. They are the backbone of this campus, and we should respect them as much as we respect our education. Even if the professor is boring or even pointless, students should be able to control themselves and at least pretend to pay attention for that hour.

More importantly, other students deserve respect too. We all pay for our classes, and we are only in those classes for a limited time each day. Every cell phone-ringing, chair-kicking, loud-talking action you make takes time away from class. If an average student's yearly expenses were divided up by every minute they spent in class, those would be some expensive minutes you're wasting. We need university guidelines to show that students are serious about ending classroom rudeness, because for every class you've been forced to take, there is another person who desperately wanted that class. Every time you were bored, another student was interested. Just because no one has told you to shut up doesn't mean they haven't wanted to.

Sarah E. Thien is a journalism senior and Mustang Daily staff writer.

# ACADEMIC SENATE COMMITTEES VACANCIES FOR 2002-2004

## COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

	<u>Department</u>	<u>Order of Preference</u>
<u>Curriculum Committee</u>		
<u>Faculty Affairs Committee</u>		
<u>Fairness Board</u>		
<u>Library Committee</u>		
<u>Research and Professional Development Committee</u>		

## COLLEGE OF BUSINESS

	<u>Department</u>	<u>Order of Preference</u>
<u>Curriculum Committee</u>		
<u>Instruction Committee</u>		

## COLLEGE OF ENGINEERING

	<u>Department</u>	<u>Order of Preference</u>
<u>Faculty Awards Committee</u>		

## COLLEGE OF LIBERAL ARTS

	<u>Department</u>	<u>Order of Preference</u>
<u>Faculty Awards Committee</u>		

## COLLEGE OF SCIENCE AND MATHEMATICS/UCTE

	<u>Department</u>	<u>Order of Preference</u>
<u>Faculty Awards Committee</u> David Keeling	Chem&BioChem	1 of 1
<u>Research and Professional Development Committee</u>		



**UNIVERSITY-WIDE COMMITTEES**  
**Vacancies for 2002-2003**

	<u>Department</u>
<u>ASI Facilities and Operations Committee</u> (1 Representative/1 Vacancy)	
<u>Cal Poly Plan Steering Committee</u> (3 Representatives/1 Vacancy) Levi, Dan	Psy & HD
<u>Deans Admissions Advisory Committee</u> (2 Representatives/2 Vacancies) Liu, Mei-Ling Morrison, Kent	CompSci Math
<u>Instructional Advisory Committee on Computing (IACC)</u> (1 Representative/1 Vacancy)	
<u>University Union Advisory Board</u> (1 Representative/1 Vacancy)	

# Memorandum

**To:** California State University Campuses

**Date:** November 25, 2001

**Subject:** Support for Recreation Administration degree program name change

The purpose of this letter is to confirm our endorsement, as a unified group of Recreation Administration chairs, heads, and coordinators, of an undergraduate degree name change on participating California State University campuses from "Recreation Administration" or "Recreation" (the existing degree names) to "Recreation, Parks, and Tourism Administration" or "Recreation, Parks, and Tourism."

This proposal is based on the evolution of recreation administration degree programs nationwide. Thirty years ago, we primarily focused on student preparation for management of municipal and non-profit recreation programs. Our discipline now embraces an ever-growing expansion of the field to include park management and management of the tourism industry. In essence, we prepare students for careers that involve the management of leisure experiences in recreation, parks, and tourism settings that leads to economic, personal, environmental, social and community benefits. "Recreation, Parks, and Tourism Administration" is a more appropriate descriptor of the academic preparation our students will receive in the future and the careers they pursue.

The programs below support campuses seeking approval for a degree name change. This change will not effect the current degrees offered by any campuses that wish to remain status quo with a degree title. If you have any questions please contact the representative from your campus.

Sincerely,

William W. Hendricks  
Cal Poly, SLO

Emilyn A. Sheffield  
CSU, Chico

John Crossley  
CSU, Fresno

Michael A. Blazey  
CSU, Long Beach

Veda Ward  
CSU, Northridge

Steve Gray  
CSU, Sacramento

Gene G. Lamke  
San Diego State

Ginny Jaquith  
San Francisco State



**Degree Program Name Change Proposal  
Academic Senate Three Page Justification  
Recreation Administration Program**

Proposal to change degree program name to  
**“Recreation, Parks, and Tourism Administration”**

This proposal presents the need to change the Recreation Administration degree program title to more accurately reflect the academic preparation and careers pursued by our students and to propose a new name of “Recreation, Parks, and Tourism Administration.” The College of Agriculture Curriculum Committee and Dean David Wehner has approved the proposal.

The evidence below has two purposes: (1) to demonstrate a concerted effort among many CSU Recreation Administration programs to support a change in degree titles to “Recreation, Parks, and Tourism Administration” or “Recreation, Parks, and Tourism” and (2) to show that a change for the Cal Poly program is essential and overdue.

**The CSU Campuses**

At the 2000 California Society of Park and Recreation Educators Conference a session was held to discuss a possibility of a degree name change in the CSU. Over the next year, eight accredited programs agreed to support a change in degree title to “Recreation, Parks, and Tourism Administration” or “Recreation, Parks, and Tourism.” One program is still in deliberations, and two programs (unaccredited) have decided to remain status quo based on the emphasis of their programs on recreation and community service.

Conversations were also occurring with personnel from the Chancellor’s office. It was recommended that a letter of support (see attached) signed by chairs/heads/coordinators from each campus accompany individual program efforts at their universities. It was also stressed that programs must demonstrate content related to recreation, parks, and tourism in the major core.

The eight aforementioned programs that support a title of Recreation, Parks, and Tourism Administration, are in various stages of incorporating each of these three components of our field into their major core. Two programs that have signed the letter to support the name change are uncertain of when it might be best for them to move forward with a proposal. Also, based on politics on individual campuses, some programs intend to pursue a change to “Recreation, Parks, and Tourism Administration” while others will pursue “Recreation, Parks, and Tourism.”

**The Need to Change at Cal Poly**

The Recreation Administration faculty has always embraced change, which in part, has lead to the incredible student demand for the program. The university recognizes the program as an academic unit with growth potential as evidenced by retention and graduation rates and because more than 50% of qualified applicants to the program were denied admission in 1998 and 1999. However, contrary to this success, one area that the program has fallen behind in, is offering a degree and program title that is consistent with the content of the curriculum, the expertise of the faculty, the careers of the program’s graduates, and trends in the industry.

Cal Poly is the only program or department remaining in the CSU that still has a program/department name of Recreation Administration. For example, the Department title at CSU, Chico is Recreation and Parks Management and the Department title at San Diego State University is Recreation, Parks and Tourism (both of these have degrees of Recreation Administration). To keep pace in attracting quality faculty and students, the program must adopt a degree title that provides more visibility and attractiveness to prospective students, faculty and donors.

The content of the curriculum already embraces the three areas of the proposed name change: management/administration of recreation, parks, and tourism. The table below shows changes to courses since the 1994-97 catalog. Additional minor revisions as shown in the second table are being proposed for the 2003-2005 catalog to more accurately reflect our curriculum content in recreation, parks, and tourism administration.

Course	94-97 Catalog	01-03 Catalog
REC 101	Introduction to Recreation and Leisure Services	Introduction to Recreation, Parks and Tourism
REC 310 became REC 360	Program Administration in Leisure Services	Assessment and Evaluation of Recreation, Parks and Tourism
REC 324	<i>"...legal aspects of public, private, commercial and non-profit leisure services agencies"</i>	<i>"legal aspects of public, private, commercial and non-profit recreation and tourism agencies"</i>
REC 327 became REC 127	<i>"Cultural diversity as it relates to recreation and leisure."</i>	<i>"Cultural diversity as it relates to recreation and tourism and the natural resources."</i>
REC 460	Research in Recreation Administration	Research in Recreation, Parks and Tourism
REC 305	Not present in curriculum	Recreation Areas and Facilities Management <i>"Management of recreation areas and facilities: ...facility and outdoor area site planning"</i>

Note: Description changes are in italic, course title changes are regular font.

Course	01-03 Catalog	03-05 Catalog
REC 110	Career Development and Planning in Recreation Administration	Career Planning in Recreation, Parks, and Tourism
REC 324	Legal and Legislative Patterns in Recreation Administration	Legal Aspects of Recreation, Parks, and Tourism
REC 405	Management and Leadership for Recreation Administration	Recreation, Parks, and Tourism Management
REC 424	Financing Recreation Services	Financing Recreation, Parks, and Tourism Services

Perhaps one of the most convincing arguments to consider this proposal is in the careers that our graduates pursue. As diverse as these careers seem, they once again represent each of the three areas: recreation, parks, and tourism.



- Recreation Superintendent, Douglas County Parks and Recreation
- Program Coordinator, North Bakersfield Recreation and Park District
- Recreation Coordinator, San Luis Obispo Parks and Recreation
- Park and Recreation Specialist, California State Parks
- Outdoor Recreation Planner, Bureau of Land Management
- Park Ranger, California State Parks
- Forest Protection Officer, U.S. Forest Service
- Industrial Relations Manager, California Travel and Tourism Council
- Director of Sales and Marketing, Inn at Morro Bay
- Coordinator, Newport Conference and Visitors Bureau
- Marketing Director, Bonfante Gardens Theme Park
- Recreation Director, Hotel del Coronado
- Owner/Manager Sea for Yourself Kayaks
- Marketing Coordinator, Diamond Peaks Ski Resort
- Assistant Director of Information Services, San Luis Obispo Chamber of Commerce

The NRPA/AALR Accreditation Standards also provide evidence of course content in recreation and parks management. Examples of accreditation standards of professional competencies required in our major core that reflect recreation and parks management content include:

- 8.05 Knowledge of the interrelationship between leisure behavior and the natural environment.
- 8.06 Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design and development upon the environment.
- 8.12 Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the leisure experience.
- 8.23 Understanding of principles and procedures for planning leisure services and assessing and evaluating, resources, areas, and facilities, and associated environmental impacts.
- 8.24 Knowledge of principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.
- 8.32 Understanding of and ability to implement principles and procedures related to operation and care resources, areas, and facilities.
- 8.37 Knowledge of the legal foundations and responsibilities of leisure service agencies, and of the legislative process and the impact of policy formation on leisure behaviors and service in all levels of government, community organizations, and business enterprise.

A final area of endorsement for a degree program name change at Cal Poly comes from industry. Eighteen letters of support for our proposal from individuals in the recreation, parks, and tourism sectors have been received. These letters are available for review. They emphasize the visibility, networking and perceived value in revising our name.

Higher education academic programs must be cognizant of societal changes and the career opportunities available to students. We prepare students for careers in recreation, parks, and tourism settings that lead to economic, personal, environmental, social and community benefits. Recreation, Parks, and Tourism Administration is a more appropriate descriptor of the academic preparation our students receive and the careers they will continue to pursue.



Adopted:

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

**RESOLUTION ON IMPLEMENTATION OF INFORMATION COMPETENCE**

- WHEREAS, Western Association of Schools and Colleges (WASC) requires Information Competence to be an education objective of the curriculum; and
- WHEREAS, The Academic Senate of the CSU has endorsed the position paper on "Information Competence" through resolution AS-2409-98/AA ("Information Competence: A University-wide Responsibility") and recommended that campus senates develop a comprehensive university-wide policy on information competence; and
- WHEREAS, Many universities and in particular, several within the CSU have made Information Competency an outcome requirement of their curriculum; and
- WHEREAS, Through resolution AS-463-96/CLS ("Resolution on Information Competence") Cal Poly's Academic Senate specified that Cal Poly students should arrive with certain information competency skills and should leave with enhanced skill, and that this should be accomplished with the integration of information competency skills into all levels of instruction; and
- WHEREAS, Given that it is not currently possible to determine whether or not Cal Poly students have attained an appropriate information competency skill level, the Academic Senate Executive Committee authorized the Vice Provost for Academic Programs and Undergraduate Education to establish whatever committee is necessary to ensure that an Information Competency proposal be brought to the Academic Senate by date certain; therefore be it
- RESOLVED: That the Academic Senate accept and endorse the implementation process proposed in the attached "Information Competence Implementation Plan."

Proposed by: Task Force on Information Competence  
Date: May 13, 2002

**DRAFT: INFORMATION COMPETENCE IMPLEMENTATION PLAN\***

**May 1, 2002**

(\*Adopted from a SUNY document: <http://www.sunyconnect.suny.edu/ili/final.htm>)

submitted by:

Paul Adalian - Information Competency Committee,  
Sema Alptekin - Instructional Department Heads and Chairs' Council  
Stacey Breitenbach - Academic Senate Instruction Committee  
David Conn - Vice Provost for Academic Programs and Undergraduate Education,  
Hiram Davis - Dean of Library,  
Joe Grimes - Center for Teaching and Learning Advisory Council and Instructional Advisory Committee on  
Computing,  
Jerry Hanley - CIO,  
David Hannings - Curriculum Committee  
Anny Morrobel-Sosa - Interim Associate Vice Provost for Academic Programs  
Jim Mueller - General Education Steering Committee,

**Executive Summary**

This document provides the definition of a process to be used to implement the incorporation of Information Competence (IC) in the curriculum at Cal Poly. The implementation is necessary in order to assure that student have appropriate IC at the time of entry to the University, as they proceed through their curriculum, and upon graduation. This implementation plan is necessary to assure that the Academic Senate "Resolution on Information Competence," approved by the President, is implemented and to fulfill the accreditation requirements of WASC. This implementation will assure that students will have entry level IC skills and will leave with enhanced skills.

The IC outcomes are provided in detail in this implementation plan and summarized in Appendix A. Representatives of the following committees and units should be engaged with IC and should fulfill their appropriate role in assuring that IC outcomes are defined at Cal Poly and that an assessment process be implemented to assure that outcomes are being achieved. Additional committees and units should be added when appropriate.

1. IC Committee
2. Academic Senate Curriculum Committee
3. Academic Senate Instruction Committee
4. Instructional Advisory Committee on Computing
5. Center for Teaching and Learning Advisory Council
6. Director of the General Education Program
7. Library
8. Information Technology Services
9. Vice Provost for Academic Programs

The following summarizes the actions to be taken using the Appendix A definition of IC broad-based guideline. Consideration should be provided for the different levels at which



students will enter the University (beginning freshmen and transfers).

1. The process should be as efficient as possible. The curriculum at Cal Poly should include IC outcomes for every student.
2. A definition of minimal IC skill level (general to all students and specific to a discipline) should be established and developed for students at all levels.
3. An entry-level assessment process should be established to determine if the entry-level students have attained the minimal competencies.
4. For entry-level students who do not demonstrate minimal competencies, a process for remediation should be established.
5. All students should demonstrate IC skills appropriate to their discipline prior to graduation.
6. The support for providing the IC curriculum should be implemented.
7. An assessment of student learning must be established to assure that students have attained the desired IC skill level when they enter the University, as they progress through their curriculum, and when they graduate.

The IC Implementation Plan contains the following sections:

- A list of desirable learning outcomes for IC;
- Steps to be used to implement a Cal Poly-wide IC initiative;
- A strategy to promote the adoption of the desired IC outcomes across the curricula;
- An advocacy program that publicizes to Cal Poly faculty the principles of IC, especially in relation to accreditation. The intended audience is librarians, Information Technology Services (ITS), the Academic Senate, Administrators, and other appropriate groups;
- A mechanism for sharing best practices in IC across the campus.

### **Implementation Plan Elements**

**1. IC Learning Objectives** -- The elements identified as IC requirements below are those that should be achieved across the curriculum and should be continually reviewed for currency. Discipline specific competencies should be based on broader competencies and developed in cooperation with faculty of the discipline. Definition of IC constitutes the abilities to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

#### **Competency 1: To recognize the need for information.**

##### *Indicators*

- Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
- Frames appropriate questions based on information needs.
- Defines a manageable focus and timeline.

#### **Competency 2: To access information from appropriate sources.**

##### *Indicators*

- Understands and can use the variety of information sources available, including: Internet, CD-ROM interfaces, electronic library catalogs, microformats, and print materials.



- Identifies a variety of potential sources of information.
- Can select those sources that are appropriate to a given need.
- Develops efficient and effective search strategies.
- Consults experts for assistance/guidance when needed.
- Understands standard systems of information organization.
- Identifies and retrieves information relevant to the question/need.

**Competency 3: To develop skills in using information technologies.**

*Indicators*

- Can access the campus information systems and understands how to access information networks.
- Can access the Internet, and can navigate the information highway to locate information appropriate to the need.
- Uses group communication methods, support mechanisms, discussion groups for information gathering feedback, and interaction.
- Can effectively expand or narrow a search as needed.
- Understands and can use support tools as appropriate.
- Can manage and transfer electronic information.

**Competency 4: To critically analyze and evaluate information.**

*Indicators*

- Synthesize large amounts of information.
- Determines accuracy, relevance, and comprehensiveness of information.
- Assesses the reliability and accuracy of information.
- Distinguishes among facts, points of view, and opinion.
- Critically thinks about the content of information.
- Understands the process of knowledge generation and publication patterns in appropriate disciplines/fields.
- Work with other people to recognize when information is needed and to locate, evaluate, effectively use, and communicate information in its various formats.

**Competency 5: To organize and process information.**

*Indicators*

- Synthesizes information from a variety of sources.
- Integrates new information into one's own knowledge base.
- Makes inferences and connections, and draws conclusions.
- Organizes information for practical application.

**Competency 6: To apply information for effective and creative decision-making.**

*Indicators*

- Applies information in critical thinking and problem solving.
- Creates new information or knowledge through synthesis.
- Produces quality products appropriate to specific needs.

**Competency 7: To generate and effectively communicate information and knowledge.**

*Indicators*

- Produces and communicates information in effective and appropriate

formats.

- Disseminates information in appropriate modes.
- Evaluates the effectiveness/success of products developed and presented.

**Competency 8: To understand and respect the ethical, legal, and socio-political aspects of information and its technologies.**

*Indicators*

- Respects the principles of equitable access to information.
- Respects intellectual property rights.
- Applies principles of academic honesty in use of information.
- Acknowledges works of others through accurate citations and references.

**Competency 9: To develop an appreciation of attributes lifelong learning.**

*Indicators*

- Understands that information searching requires time, diligence, and practice, and that skills are learned over time.
- Increases self-confidence with practice and experience in information seeking.
- Recognizes that the information search process is evolutionary and changes during the course of investigation.
- Knows that careful and attentive scrutiny of information tools and resources is essential to success.
- Appreciates that IC requires an ongoing involvement with learning and information technologies so that independent lifelong learning is possible.
- Extends their skills as the resources and environment change.

## **2. Campus Implementation**

Develop a process to implement a campus-wide initiative to incorporate IC into the curriculum. Techniques used to implement Writing (WINGED) or Community Based Learning initiatives are a model for implementing an IC.

*Recommendations*

- The University must provide the technological infrastructure to support access to information in all formats and to utilize computer technologies optimally in teaching and research.
- The Center for Teaching and Learning, Library, and ITS can provide a support/leadership function, much as a campus writing center provides support/leadership for writing programs
  - Funding should be made available to provide time for course instructors and support professionals to integrate IC into the courses by:
  - Seeking out grants and other funding.
  - Arranging for workload shifting.
  - Collaborating on development of curricular modules/assignments.
- Efforts to involve faculty should include:
  - Incorporate IC into small, specialized classes that faculty find appealing to teach.



- Emphasize IC as a selling point for recruiting students to their department's program.
- Explore possibilities of getting grant money for joint projects with individual departments.
- Obtain funding for the University to acquire necessary infrastructure to enhance ability of departments to incorporate IC in their courses.
- Consider increase in WTU credit hours for a course that is IC intensive.
- Propose course load shifting for faculty who teach IC intensive courses.
- Find resources to make assigned time or extra stipend available for faculty willing to develop an IC class.
- Provide resources and support for faculty:
  - Provide a brochure detailing IC competencies and accreditation requirements and distribute them widely.
  - Provide access to training sessions, discussion groups, and brown bag lunch speakers' series.
  - Provide access to resources through a web site.
  - Assure cooperation and support of library and ITS staff.
  - Provide technical support, i.e.: computing connections, hardware and software support.
  - Provide examples of successful IC projects.
  - Assist the Center for Teaching and Learning to promote IC across the curriculum and to develop training for faculty. Faculty training programs would be helpful as 'refreshers' for faculty who want to update their own IC skills.
  - Produce a video on value of IC for presentation in workshops and other meetings.
- Recommendations for developing funding for programs:
  - Approach outside foundations and corporations for funding for programs. These companies will be hiring graduates and will need them to be information literate.
  - Develop a campus-wide fund raising approach to large foundations and firms.
  - Library Dean should work with campus advancement office to approach organizations for their own campus programs.
  - Explore campus resources for funding resources that would be appropriate to Information Competence programs, i.e.: Faculty development, new course development, undergraduate education initiatives.
  - Involve the campus advancement office and Research and Graduate Programs offices in support of acquiring grants.
- Work with a wide range of campus groups to develop a broad base of support.
  - Recommend that representative from CSU Council of Library



Directors address this topic and ask for cooperation and input at a meeting of the CSU VPs for Academic Affairs.

- Library directors should work with Academic VPs and other appropriate campus personnel to increase awareness of the importance of IC.
- Library directors/library staff should involve campus governance groups, departmental faculty groups, academic councils, etc., by:
  - Addressing these groups at their regular meetings
  - Advocating appointment of librarians appointed to appropriate committees.
  - Working with already established committees that may be addressing similar issues.
- Presentations to Cal Poly Academic Senate should provide information about IC.
- Representatives of the following committees and units should be engaged with IC and should fulfill their appropriate role in assuring that IC outcomes are defined at Cal Poly and that an assessment process be implemented to assure that outcomes are being achieved. Additional committees and units should be added when appropriate.
  - IC Committee
  - Academic Senate Curriculum Committee
  - Academic Senate Instruction Committee
  - Instructional Advisory Committee on Computing
  - Center for Teaching and Learning Advisory Council
  - Director of the General Education Program
  - Library
  - Information Technology Services
  - Vice Provost for Academic Programs
- Campus plans should identify methods for incorporating IC into distance and distributed learning programs.

### **3. Faculty Awareness of Importance**

There is a need to develop strategies to bring the importance of IC to the attention of faculty. The introduction of Writing (WINGED) and Community Based Learning may be used as a model for doing this. This can be coordinated by a partnership between the Center for Teaching and Learning, Library, and ITS. An assessment component must be developed. The following are recommendations for accomplishing this:

#### *Recommendations*

- Establish a Cal Poly web site for IC and seek CSU assistance in doing this.
- Develop discipline-independent IC modules that faculty can incorporate into courses.
- Promote adoption of IC through established programs of the Center for Teaching and Learning, Library, and ITS
- Encourage grants for IC integration into courses.

- Create workshops to inform faculty of IC objectives.
- Maximize use of electronic publications to keep Cal Poly faculty aware of developments.
- Institute equipment and infrastructure incentives for faculty who develop courses that include IC competencies.

#### **4. Advocacy Program for Cal Poly Faculty**

Develop an advocacy program that publicizes to Cal Poly faculty the principles of information literacy, especially in relation to accreditation.

##### *Recommendations*

- Recommend that the Council of Library Directors work with CSU-wide and local campus offices in charge of conducting outcome surveys of graduates in order to have key questions regarding IC added to the surveys.
- Establish a CSU task force of faculty/librarians/ITS with assessment expertise to develop effective tools or processes to assess the impact of IC curricular components and programs over the course of the undergraduate experience.
- Prepare a brochure listing IC competencies and accreditation standards for wide distribution.
- Develop an IC web page with resources to aid faculty in developing courses and assignments.
- Produce a video on value of IC for presentation in workshops and other groups.
- Make presentations to wide range of campus groups, bringing in outside speakers and campus faculty who have been successful in implementing IC courses and assignments.
- Produce a Power Point or Web presentation that faculty/staff/administration can use in meetings to promote IC, e.g.: "why you need IC skills."
- Recommend that Council of Library Directors and CIOs work with CSU central administration to emphasize importance of IC to campus VPs and Presidents.
- Contact faculty who are already incorporating IC skills into their courses. Find out how they're doing it and what helped them be successful, and what else could be made available to them to assist in the process.
- Provide forums (conferences, campus visits, etc.) for effective teachers (librarians or teaching faculty) in order to demonstrate methods of incorporating IC into the curriculum.

#### **5. Share Success Stories**

Share information about successful and model programs across the Cal Poly campus via the Web and Listservs

##### *Recommendations*

- Develop a Web page to disseminate information about IC and assist faculty to incorporate IC into their courses.
- Proposed contents of Web page to include:

- definition of IC
- list of competencies, examples of effective and ineffective assignments meant to teach
- competencies
- invitation to faculty to submit assignments as examples
- bibliography of resources, including articles about poor information skills of graduates
- a discussion/listserv forum for the topic
- Discussion of issues through various listserv groups



## **Appendix A**

### **Information Competence Guidelines**

Students must develop the ability to find, evaluate, use, synthesize, and communicate information.

1. State a research question, problem, or issue.
2. Determine the information requirements for a research question, problem or issue, and formulate a search strategy that will use a variety of resources.
3. Evaluate, select, and use the appropriate traditional and new technologies to:
  - locate and retrieve relevant information in various formats and from various media,
  - organize and store information,
  - analyze and evaluate information,
  - synthesize information,
  - communicate information effectively using appropriate tools.
4. Analyze and utilize the ethical, legal and sociopolitical issues surrounding information and information technology.
5. Create presentations that subscribe to the points of view, and practices employed in the presentation of information received from various media.
6. Extend their skills as the resources and environment change.

## Margaret R. Camuso

---

**From:** amorrobe [amorrobe@calpoly.edu]  
**Sent:** Thursday, May 09, 2002 5:13 PM  
**To:** Unny Menon  
**Cc:** amorrobe; David Conn; Valene B. Mathews; Margaret R. Camuso; Gladys E. Gregory  
**Subject:** internal reviewers sought for ABET-accredited programs



internal reviewers sought for

Unny:

All of our 'engineering' and computer science programs will be reviewed by ABET during (tentative) October 21-22, 2001. In keeping with the 'new' academic program review criteria, programs that undergo accreditation by an external agency are asked to provide the names of: "One (or two) current Cal Poly faculty members (from a College different than that of the program under review) chosen by the Academic Senate Executive Committee."

Please query the Exec. Cmte. as to the one faculty who among those listed could provide the institutional perspective desired in the 'new' APR. I will contact them and provide them with the needed materials.

The list of faculty nominations were provided by the programs and is included below. Some programs have not yet responded.

Thanks,

Anny

--

from BRAE

Sema Alptekin - IME  
Kenneth L. Brown - IME  
Paul Rainey - CENG  
Dan Walsh - CENG

from MATE

Ron Brown - PHYS  
Kevin Kingsbury - CHEM

from CompSci

Ken Griggs - COB  
Kent Morrison - MATH  
Susan Elrod - BIO  
Jay Devore - STAT

from Aero Engr

Kent Morrison - MATH  
Estelle Basor - MATH  
Linda Patton - MATH  
Matt White - MATH

from IME

Ken Solomon - BRAE  
Kent Morrison - MATH  
Nilgun Sungar - PHYS

from ArchE

Harvey Greenwald - MATH  
Rich Saenz - PHYS  
Tom Rice - E&SS

from EE

Jay Devore - STAT  
Kent Morrison - MATH  
Harvey Greenwald - MATH

from ENVE

Doug Williams - BRAE  
Tom Ruehr - E&SS

from CE

Charles Burt - BRAE  
William Siembieda - CRP



-30-  
**RECEIVED**

APR 29 2002

ACADEMIC SENATE

**CAL POLY**

State of California  
**M e m o r a n d u m**

**To:** Unny Menon, Chair  
Academic Senate

**Date:** April 25, 2002

Susan Currier, Chair  
Deans' Admissions Advisory Committee

**From:** Paul J. Zingg  
Provost and Vice President for Academic Affairs

**Copies:** James Maraviglia  
Euel Kennedy  
David Conn  
Kimi Ikeda

**Subject:** Modification of Upper-Division Admission  
Requirements

---

Enclosed is a copy of a memorandum from Dr. David Spence, CSU Executive Vice Chancellor and Chief Academic Officer, regarding the modification of the admissions requirements as an upper-division transfer student. The CSU Admission Advisory Council recommends that Title 5 require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer.

Please review this proposed change in admission requirement with the Academic Senate and the Deans' Admissions Advisory Committee. You will note that the CSU is requesting our campus response by May 31, 2002. Your assistance in having this reviewed prior to that date would be appreciated.

Thank you.

Enclosure

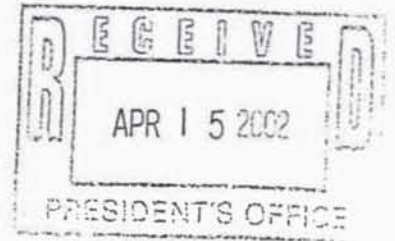


# THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD • CHANNEL ISLANDS • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT  
LONG BEACH • LOS ANGELES • MARITIME ACADEMY • MONTEREY BAY • NORTHridge • POMONA • SACRAMENTO  
SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO • SAN MARCOS • SONOMA • STANISLAUS

DAVID S. SPENCE  
EXECUTIVE VICE CHANCELLOR  
CHIEF ACADEMIC OFFICER

April 8, 2002



To: CSU Presidents  
From: David S. Spence *David S.*  
Subject: Modification of Upper-Division Admission Requirements

We are requesting that presidents coordinate the review of the attached proposal to modify the requirement for admission as an upper-division transfer. The Admission Advisory Council recommends that the Board of Trustees amend *Title 5, California Code of Regulations*, to require that a student complete 60 or more transferable semester units (90 quarter units) to establish eligibility for admission as an upper-division transfer. This would be a change from the current provision that a student may establish eligibility as an upper-division transfer upon completion of 56 or more transferable semester units (84 quarter units). We are also requesting that the Academic Senate of the CSU and the CSSA review this proposal.

Comments and recommendations may be forwarded to Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, by May 31, 2002. Mr. Jones may be reached by telephone at (562) 951-4744 or by e-mail at <ajones@calstate.edu>.

DSS/ncs

Attachment

cc: Charles B. Reed  
Gary A. Hammerstrom

## Upper-Division Eligibility Based on Sixty Units

### *Issue:*

The Admission Advisory Council recommends that the Board of Trustees amend *Title 5, California Code of Regulations* to require that students complete 60 transferable semester units (90 quarter units) to establish eligibility for admission as upper-division transfers. This would be a change from the current provision that students may establish eligibility as upper-division transfers upon completion of 56 transferable semester units (84 quarter units). For fall 2001, approximately 2,100 students were enrolled on the basis of the upper-division requirement with 56-59 transferable semester units.

### *Background:*

This recommendation has been supported in concept by a number of constituent groups within the CSU; however, this will be the first opportunity for formal consultation. There have been informal discussions with representatives of the California Community Colleges who support this change. The following statements have been offered in support of the proposed change:

- 60 transferable units completed are required to establish junior level standing. Currently, upper division *admission eligibility* may be established with 56 units. However, completion of only 56 units places the student as a sophomore until the student completes 60 or more transferable units.
- 60 units would represent four semesters (six quarters) of full-time study (at 15 units per semester) needed for timely progress toward the baccalaureate degree.
- The current definition of 56 units is confusing to students, counselors, outreach, and admission staff because transfer students who enter with 56 semester units are classified by CSU as sophomores, not juniors.
- The current definition leads to confusion among students and counselors between financial aid eligibility and admission status and class level. Students who obtained loans as sophomores are not eligible for additional loans until they have completed 60 units, even though they may have been admitted to the CSU as upper division transfers. There are different maximum federal loan limits based on class level, and junior class level is based on 60 units (sophomore limit is \$3,500 and junior limit is \$5,500).
- 60 units would simplify external reporting and make the reports consistent with the CSU admission basis; CPEC, IPEDS, and NCAA classify students based on class level that defines juniors with 60-89 units.
- Admission application projections, process, tracking, and reporting are currently confused when different class level and enrollment bases are used.
- The University of California requires students who were not eligible for admission as first-time freshmen to complete 60 transferable semester units to establish eligibility as transfer students.

### *Proposed Timeline:*

The proposal will be circulated for discussion by campuses, the Academic Senate of the CSU, and California State Student Association. Based on input received through May 2002, a formal proposal will be prepared for Board of Trustees consideration at the July 2002 meeting and for action at the September 2002 meeting. If adopted the change would be effective for students seeking admission to fall 2005 and subsequent terms.

April 2002



**Margaret R. Camuso**

---

**From:** Walter C. Bethel  
**Sent:** Monday, May 13, 2002 10:20 AM  
**To:** Walter C. Bethel; Joe R. Biggs; Matthew A. Carlton; Michael H. Suess; William E. Sydnor; Marianne M. Wolf; xhyu; Leigh A. Love; Maurice P. Nelischer  
**Cc:** Unny Menon; Reginald H. Gooden Jr.; Myron Hood; Manzar Foroohar  
**Subject:** Emeritus senator background



Emeritus senator

background.TX...

Thanks to all of you for responding so promptly to last thursday's memo.

Overwhelmingly people expressed concern about the possible advantages to Cal Poly of creating such a position. Here are some points to consider:

- (1) A recent Statewide Academic Senate poll was overwhelmingly in favor of creating such a position at the statewide level.
- (2) Many campuses already include emeritus representatives on their local Academic Senates.
- (3) We have a rapidly aging faculty with large numbers of retirees actively involved in the FERP program, and soon we will have large numbers of new tenure track faculty who will be fresh from graduate school at research institutions dissimilar to Cal Poly. Emeritus faculty have experience that will need to be passed on to these new members.
- (4) We are a long way from having a resolution here. Points that would need to be addressed would include procedures specifying who would be eligible to be an emeritus senator and how these members would be selected. (Would only retired tenured professors be eligible? Or only those actively FERPing? Would they have to commit to serve a full term as senators? Who would be eligible to vote? Who would administer these selection processes?)

Obviously this would create an extra bureaucratic burden, and these costs would have to be borne by someone. What would be the corresponding benefits to Cal Poly.

I'm not taking any position here myself, but I hope that this helps you all to think further, perhaps, about this. Could I have any further thoughts from you by May 20? The idea is tentatively to be discussed at the executive session on May 27.

Thanks,

Bethel