



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, November 2 2010
01-409, 3:10 to 5:00pm

- I. Minutes:
Approval of Executive Committee minutes for September 13, September 21, October 5, and October 12 2010 (pp. 2-8).
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair: **Update on progress of WASC-Senate ad hoc task forces.**
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Caucus Chairs:
 - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Approval of Academic Calendar for 2012-2013:** Kevin Lertwachara, chair of Instruction Committee (pp. 9-19).
 - B. **Academic Senate and University Committee Vacancies for 2010-2012:** (pp. 20-21).
 - C. **Approval of Faculty Affairs Committee Procedures:** Graham Archer, chair of Faculty Affairs Committee (p. 22).
 - D. **Resolution on RPT Report:** Graham Archer, chair of the Faculty Affairs Committee (pp. 23-33).
 - E. Revision of **Resolution on Academic Senate Operating Procedures for Its Committees:** Executive Committee (pp. 34-36).
 - F. **Resolution on the Establishment of a Subcommittee of the Academic Senate Curriculum Committee to Review Graduate Curricula:** Executive Committee (pp. 37-39).
 - G. **Formation of Certificate Programs Task Force:** please bring names to the meeting.
 - H. **[CLOSED SESSION, TIME CERTAIN 4:30] CONFIDENTIAL: Naming of Building:** (Materials sent electronically. Please do not print materials.)
- VI. Discussion Item(s):
- VII. Adjournment:

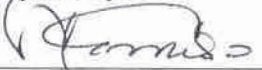
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, September 13 2010
01-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: Rachel Fernflores gave a brief summary of the Senate's summer activities and how Senate rollover funds were to be used this year.
 - B. President's Office: Dan Howard-Greene commented on the search for a permanent President. The search is being continued by the former search committee minus two former members. November 29 is the week targeted for on campus interviews of the candidates. The Board of Trustees will meet on December 13 and an announcement will be made before the end of the year.
 - C. Provost: Provost Koob gave information regarding the Academic Space Inventory to commence this year. A component of this inventory is to evaluate the current academic use of campus structures.
 - D. Statewide Senate:
 - E. CFA Campus President:
 - F. ASI Representative: ASI President, Sarah Storelli, reported that ASI has been asked to register to vote 10% of Cal Poly students before October 18. They are well on their way to reaching this goal. On October 3 ASI is sponsoring "SLO night with your neighbors," an opportunity for students and community members to meet and discuss student/community issues.
 - G. Caucus Chairs:
 - H. Other:
- IV. Consent Agenda: none.
- V. Business Item(s):
 - A. **Academic Senate committee/task force charges for 2010-2011:** WASC has asked Cal Poly to look at several issues. The following task forces have been formed to address these issues: Learn by Doing, Teacher-Scholar Model, Integration and Student Learning, and the Strategic Plan. Every task force has been given charges to be completed within a given time frame. Academic departments will be asked to look at their program objectives and determine if they are in line with the University Learning Objectives. The Senate will start looking at the Cal Poly Strategic Plan at its retreat on September 17. Final discussion of the Plan will occur in February 2011 when the new President will be present to take part in the discussion. The charges to each of the Senate committees were reviewed. M/S/P to approve all charges.

- B. **Filling of Academic Senate/University committee vacancies:** A request to fill committee vacancies was made. The importance of college representation during committee deliberations was stressed. Three appointments were made to the Campus Administrative Policies...Review Committee: Graham Archer (Faculty Affairs Committee Chair), Harvey Greenwald (CSM), and Bryan Mealy (CENG).
- C. **Approval of senators for OCOB (fall qtr) and CSM (2010-12):** Bing Anderson (OCOB) was appointed to replace Eric Fisher during fall quarter 2010. Kate Riley (CSM) was appointed to the 2010-2012 term. While on leave, Jonathan Shapiro will replace her fall quarter 2010.
- VI. Discussion Item(s):
"Commitment to Community" and course syllabi: The committee discussed whether the "Commitment to Community" statement should be included in course syllabi. The committee determined it would be more advantageous to have departments communicate the statement to students as well as posting the statement on their websites.
- VII. Adjournment: 4:47pm

Prepared by:



Margaret Camuso
Academic Senate

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, September 21 2010
01-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: (Fernflores) The Budget & Long Range Planning Committee of 2009-2010 is revising its year-end committee report. The report issued by last year's committee chair did not reflect the opinions of the full committee. This year's Senate Retreat was very successful and the Provost communicated his support for similar efforts by the Senate.
 - B. President's Office: (Howard-Greene) President Glidden is in Long Beach this week meeting with more CSU constituencies.
 - C. Provost: (Koob) Charlie Crabb, who is heading the Academic Space Inventory, was asked to attend a future Senate meeting to give his findings on the academic utilization of campus structures.
 - D. Statewide Senate: (Foroohar) Several resolutions were passed by the Academic Senate CSU at last week's meeting. The selection committee for Faculty Trustee is being formed. Cal Poly is one of two campuses invited to appoint a faculty representative to this committee. (LoCascio) The statewide Academic Affairs Committee is discussing the elimination of BA/BS dual degrees for the same subject. The BS will most likely remain and the BA eliminated.
 - E. CFA Campus President: (Thorncroft) Bargaining for a new contract began in August. CFA will be focusing on elections during fall quarter.
 - F. ASI Representative: (Storelli) ASI's voter registration drive will continue through October 18. ASI is promoting the wearing of green on Thursdays as a form of campus pride.
 - G. Caucus Chairs: (Stephens) Information regarding all campus resources and services to help support student success will be sent to all students.
 - H. Other:
- IV. Consent Agenda: none.
- V. Business Item(s):
 - A. **Academic Senate and University committee vacancies for 2010-2012:** The following individuals were appointed:

Academic Senate Committees

RICH THOMPSON (CAFES)

HENRI de HAHN (CAED)

ERIC FISHER (OCOB)

(Norm Borin will replace Eric Fisher on this committee during fall quarter 2010)

BRIAN SELF (CENG)

Curriculum Committee (2010-2012)

Budget & Long Range Plg Com (2010-2011)

Research & Prof Dev Com (2010-2011)

Curriculum Committee (2010-2011)

University Committees

JOSH MACHAMER (CLA)

COLLEEN KIRK (B&LRPC rep)

Cal Poly Plan Steering Committee

Deans Admission Advisory Committee

- B. **Resolution on Clarifying Academic Assessment:** (Fernflores) This resolution addresses program and university assessment, not individual courses, as a way of assessing whether collective efforts are working. Various modifications to the resolution were offered. Fernflores will make the agreed upon change. M/S/P to agendize.
- C. **Resolution on Academic Senate Operating Procedures for Its Committees:** Discussion focused on the parameters of e-meetings. The Executive Committee elected to have a fuller discussion of e-meetings on the Senate floor before making modifications to the resolution. M/S/P to agendize.
- D. **Resolution on Modification to the *Bylaws of the Academic Senate* to Allow for Electronic Voting:** M/S/P to agendize.
- E. **Resolution on Modification to Academic Program Review Procedures:** M/S/P to agendize.

VI. Discussion Item(s): none.

VII. Adjournment: 4:35pm

Prepared by:



Margaret Camuso
Academic Senate

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, October 5 2010
UU 220, 5:00 to 5:30pm

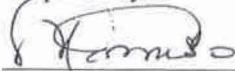
- I. Minutes:
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA Campus President:
 - F. ASI Representative:
 - G. Caucus Chairs:
 - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
Appointment of faculty representative to the ASCSU Faculty Trustee Recommending Committee:

JONATHAN SHAPIRO (Math Department) was appointed to the committee. He will be notified by the Academic Senate office and his name will be forwarded to the Academic Senate CSU office before the deadline of October 11 2010.

- VI. Discussion Item(s): none.

- VII. Adjournment: 5:15pm

Prepared by:



Margaret Camuso
Academic Senate

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, October 12 2010
01-409, 3:10 to 5:00pm

- I. Minutes: None.
- II. Communication(s) and Announcement(s): None.
- III. Reports:
 - A. Academic Senate Chair: (Fernflores) The search committee for the VP/University Advancement is presently being formed. The Executive Committee has been invited to a presentation on communication strategies ("branding") for Cal Poly on Monday October 25 12-1:30pm. Caucus chairs were asked to send a designee if unable to attend.
 - B. President's Office: None.
 - C. Provost: (Koob) The budget news is good. \$106m was received in one-time restoration funds; however, there is an expectation by the Chancellor's Office that the money will be used to increase admissions. As a campus, we must decide if this is in our best interests. How do we preserve our quality and programs with this push to admit more students? The review of the Strategic Plan and Key Performing Indicators will be a basis for our decisions.
 - D. Statewide Senate: (LoCascio) The statewide Academic Affairs Committee has been asked to look at the number of out of state students currently enrolled throughout the CSU.
 - E. CFA Campus President: None.
 - F. ASI Representative: (Storelli) ASI has now registered 1625 students to vote, 1700 is the goal. Sarah Storelli will be attending the student association meeting in Sonoma next weekend.
 - G. Caucus Chairs: None.
 - H. Other: None.
- IV. Consent Agenda: none.
- V. Business Item(s):
 - A. **Academic Senate and University committee vacancies for 2010-2012:** No names were received.
 - B. **Resolution on Initiatives in Conflict with Cal Poly Mission Statement:** The Chair provided background to the resolution. Several suggestions were made to clarify the intent and scope of the resolution. The revised resolution will be emailed to the Executive Committee before being sent to the Senate. M/S/P to agendize.

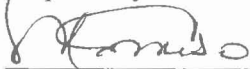
- C. **Resolution on Academic Senate Fairness Board Description and Procedures:** This document was approved earlier by the Senate. It is being returned to the Senate because minor changes were made to the document after approval, and at the time of approval, the procedural flowchart was not conformed to the language in the document. M/S/P to agendize.
- D. **Resolution on Cheating and Plagiarism Policy:** The Cheating and Plagiarism Policy was previously approved by the Senate, but legal changes were made after approval. Rein asked that a markup copy of the changes be included with the resolution when it comes before the Senate. M/S/P to agendize.

VI. Discussion Item(s):

- A. **Sustainability project:** This project has received \$400,000 in grant monies to take 100 students from the university and work on issues of sustainability in a problem-based learning environment for one year. Without further details as to how the experiment will work, it appears to represent a substantial change in mode of instruction and has not undergone the campus process of curriculum approval. The organizers of the project would like to start registering students in spring 2011; however, the curriculum approval process cannot be completed before 2012 at the earliest. It was agreed that the new mode of instruction for the proposed courses needs to go through the curriculum process. The Chair will send a letter to those involved in the project notifying them of same.
- B. **Cal Poly home page:** A concern was made to the Senate office that the Cal Poly home page does not have a link to the Academic Senate website. The Chair consulted with several faculty members on this matter and most did not have a strong opinion whether the Senate should have a link or not. Those consulted did think that decisions regarding the Cal Poly home page should have faculty input. Chip Visci, Associate Vice President for Strategic Communications, has invited the Senate to appoint a representative to his consultation committee for the Cal Poly home page. It was agreed that the following four individuals—Ken Brown, Lewis Call, Steve Lewis, and Phil Nico—will get together and choose a representative.

VII. Adjournment: 5:00pm

Prepared by:



Margaret Camuso
Academic Senate



One Grand Avenue
San Luis Obispo, CA 93407-0282

Instruction Committee, Academic Senate

October 21, 2010 Minutes: Academic Calendar 2012-2013

Present: B. Biehl, J. Harris, L. Sandy, C. Sunata, F. Vuotto, M. Whiteford (for E. Smith), K. Lertwachara (Chair), K. Jensen (Guest)

Unable to Attend: X. Jin, N. Havandijian

Discussions and Action Items: Academic Calendar 2012 – 2013

The Instruction Committee met with Kay Jensen to review academic calendar proposals for Summer, Fall, Winter, and Spring 2012 – 2013. A summary of the proposed calendar options is presented below (see the attached memorandum from the Registrar's Office for full details).

<i>Proposal</i>	<i>Break spring/ summer 2012</i>	<i>Break summer/ fall 2012</i>	<i>Start of fall 2012</i>	<i>Fall 2012 1st day of class</i>	<i>Break fall 2012 /winter 2013</i>	<i>Class day changed to a Monday schedule</i>	<i>Mon holiday observed on Fri</i>	<i>Break Spring/ summer 2013</i>
Summer 2012	1 week							
Fall 2012 Option 1		1 week	Sept 10	Tues Sept 18	4 weeks			
Fall 2012 Option 2		2 weeks	Sept 17	Mon Sept 24	3 weeks			
Winter 2013 Option 1a						Fri Jan 18		
Winter 2013 Option 1b						Tues Jan 22		
Winter 2013 Option 1c						Tues Feb 19		
Winter 2013 Option 2							Fri Feb 15. Classes held on Mon Feb 18	
Spring 2013 Option 1a						Fri May 24		
Spring 2013 Option 1b						Tues May 28		1-3 days*

The committee unanimously approved the schedule for **Summer 2012** as it is proposed (first row in the summary table shown above). The proposed 1-week break between Spring and Summer 2012 allows adequate time for the preparation of Summer courses and is consistent with our past calendar schedules. The committee also made recommendations to adopt the **Fall 2012 Option # 2, Winter 2013 Option #1b, and Spring 2013 Option 1b**. Our discussions of these decisions are presented below.

Fall 2012:

For the Fall 2012 quarter, two options were presented and discussed during our meeting. With Fall 2012 Option # 1, the Fall Conference will start on September 10th, 2012, and with Rosh Hashanah falling on Monday, September 17th,

the first day of class will be on Tuesday, September 18th. After Thanksgiving, there will be one week of instruction left before final exams.

With the Fall 2012 Option #2, the Fall Conference will be during the week of September 17th, 2012. The first day of class will be on Monday, September 24th, 2012. There will be two weeks of instruction after Thanksgiving. The committee believes that The Fall Conference 2013 can be scheduled to accommodate Rosh Hashanah. In addition, the Fall Conference activities usually do not fill up the entire week. The committee discussed these options and their implications and concluded that starting the first day of instruction on a Monday and having two weeks of instruction after Thanksgiving are preferable. **As a result, the committee voted to approve the Fall 2012 Option #2.**

Winter 2013:

For the Winter 2013 quarter, four proposed options were offered and listed as Winter 2013 Options # 1a, 1b, 1c, and 2.

Option 2 (i.e., holding classes on Washington's Birthday (Monday, February 18th) and taking Friday, February 15th as a holiday) did not receive any support from the committee members. The University had implemented this option in the past, but it caused considerable difficulties among faculty and staff members with children in school and among students with a work schedule off-campus. In addition, this option will be implemented during the sixth week of the Winter quarter, and as a result, could cause a problem with the midterm exam schedule.

The Winter 1a Option (i.e., holding Monday's classes on Friday, January 18th) was also considered. But this option will affect lab preparation for a number of science and engineering classes. In addition, many evening classes are usually held on a Monday schedule; adopting Option 1a would move these classes to a Friday evening, potentially causing problems among students travelling or working off-campus.

The Committee voted and approved the Winter 2013 1b Option to hold Monday's classes on Tuesday, January 22nd following Martin Luther King's birthday (Monday, January 21st). This option is consistent with what the University has implemented during the past few years and appears to be the least problematic. In addition, this option does not affect the Add/Drop deadline. The only concern the committee members have is to communicate and remind the students, faculty, and staff of the schedule change. Therefore, we recommend that the University utilize a number of communication channels (e.g., email, announcements on A SI billboards, campus cable TV channel, and the notification channel on my.calpoly.edu) to make sure that the students, faculty, and staff are informed and reminded. Option 1C for Winter 2013 (i.e., holding Monday's classes on Tuesday, February 19th) was considered, but this option would take place during the sixth week of the quarter. The committee decided that implementing the change early in the quarter is preferable and therefore chose Option 1b.

Spring 2013:

For the Spring 2013 quarter, two options were presented. Option 1a proposes to hold Monday's classes on Friday, May 24th (preceding Memorial Day). As mentioned above, this option would affect lab preparation for science and engineering classes and would move Monday's evening classes to Friday evening. As a result, the committee did not vote for this option.

The committee voted unanimously to approve the Spring 2013 1b option to hold Monday's classes on Tuesday, May 28th (following Memorial Day). This option is consistent with the University's schedule for the past few years.

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



To: Rachel Fernflores, Academic Senate Chair
College Deans (Academic Deans' Council)
Sarah Storelli, President of ASI, Student Senate
Cornel Morton, Student Affairs Council

Date: October 8, 2010

From: Cem Sunata
Registrar

Cc: D. Arsenau
R. Glidden
K. Ikeda
L. Kelley
R. Koob
A. Liddicoat
B. Melvin
B. Murphy
S. Olivas
E. Smith

Subject: Academic Calendar Options for Summer Quarter 2012 to Spring Quarter 2013

With the reorganization of Academic Affairs, responsibility for the Academic Calendar has moved to the Office of the Registrar.

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter, 2012. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2012 to Spring Quarter 2013, with displays of the relevant months on which are indicated (by shading or color) key dates such as final examination periods and academic holidays. They are accompanied by a summary of the major considerations that were taken into account in developing each option. Please see Campus Administrative Policies 211 (<http://policy.calpoly.edu/cap/200/cap210.htm>) for pertinent policies and guidelines that influence the calendar.

Ultimately, the calendar for the entire year will be a combination of the selected proposals for each quarter.

The key differences among the proposals are summarized as follows:

<i>Proposal</i>	<i>Break spring/ summer 2012</i>	<i>Break summer/ fall 2012</i>	<i>Start of fall 2012</i>	<i>Fall 2012 1st day of class</i>	<i>Break fall 2012 /winter 2013</i>	<i>Class day changed to a Monday schedule</i>	<i>Mon holiday observed on Fri</i>	<i>Break Spring/ summer 2013</i>
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Winter 2013 Option 1c						Tues Feb 19		
Winter 2013 Option 2							Fri Feb 15. Classes held on Mon Feb 18	
Spring 2013 Option 1a						Fri May 24		
Spring 2013 Option 1b						Tues May 28		1-3 days*

* Not to be approved with this calendar year. For possible consideration next year for Summer 2013: Allow for one full week between spring and summer if there's not a 10-week session requiring a finals week (e.g., only 5- & 8-week sessions are offered as in recent years).

Hopefully, the above table is reasonably self-explanatory (please contact Kay Jensen at kjensen@calpoly.edu or 6-2227 if you have questions). Some additional clarification/consideration follows:

Fall Quarter 2012. With regards to major religious holidays, Rosh Hashana is Monday, September 17. With Option #1, fall quarter classes begin on Tuesday, September 18. With Option #2, fall quarter classes begin on Monday, September 24.

Winter Quarter 2013. Classes begin on Monday, January 7 for all options, and two holidays would potentially interfere with Monday classes.

Winter Option #1a changes Friday, January 18, to a Monday schedule, a change to one class day to offset interference with two Mondays.

Winter Option #1b changes Tuesday, January 22, to a Monday schedule for the same reason as Option #1a.

Winter Option #1c changes Tuesday, February 19, to a Monday schedule, for the same reason as Option #1a, but later in the quarter.

Winter Option #2 moves the observance of Washington's Birthday from Monday, February 18 to Friday, February 15, for the same reason as Option #1a. Classes are held on Monday, February 18.

Spring Quarter 2013. Because winter quarter does not begin closer to January 1, spring instruction does not begin until the first week of April. And the observance of Cesar Chavez's birthday on Monday, April 1 moves the first day of classes to Tuesday, April 2. So two holidays would potentially interfere with Monday classes.

Spring Option #1a changes Friday, May 24, to a Monday schedule, to offset interference with two Mondays.

Spring Option #1b changes Tuesday, May 28, to a Monday schedule for the same reason as Option #1a.

For both options, spring commencement is scheduled on the third weekend in June (the second weekend in June is usually preferred).

In accordance with Campus Administrative Policies (CAP) 210.1 and 211, the Provost, or his/her designee, proposes a calendar to the President for approval following consultation with the Academic Deans' Council, Academic Senate Executive Committee, Academic Senate Instruction Committee, ASI, Academic Personnel, Enrollment Support Services, Human Resources, Cal Poly Corporation, and Student Affairs. Following any suggestions from these groups, the calendar can be modified to incorporate their recommendations or submitted to the President as proposed, along with a notation of recommended modifications.

By copy of this letter we are requesting that all recipients, **except for the Academic Senate Chair, please send any reactions and/or recommendations to Kay Jensen, Registrar's Office** (email kjensen@calpoly.edu) **on or before Friday, October 29, 2010.**

We are then requesting that the Academic Senate, after reviewing the proposals and any comments and/or recommendations made by other parties, make its recommendation on or before **Friday, December 3, 2010.**

If you have any questions regarding the calendar development, please contact Kay Jensen.

Attachments

PROPOSED - ACADEMIC CALENDAR: JUNE 2012 TO JUNE 2013

Summer 2012:
49 Instructional Days

JUNE 2012						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend for Shading

	Academic Holiday		Holiday Moved; Classes held this day		Commencement Day(s)		Instructional Planning Day (No Classes)
	Final Examination Period		Change to a Monday Schedule		Evaluation Day (No Classes)		
	Fall Conference / WOW		First Day of Classes		Grades Due Day (No Classes)		

PROPOSED - ACADEMIC CALENDAR: JUNE 2012 TO JUNE 2013

Fall 2012: Option #1
50 Instructional Days

SEPTEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Fall 2012: Option #2
51 Instructional Days

SEPTEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Legend for Shading

	Academic Holiday		Holiday Moved; Classes held this day		Commencement Day(s)		Instructional Planning Day (No Classes)
	Final Examination Period		Change to a Monday Schedule		Evaluation Day (No Classes)		
	Fall Conference / WOW		First Day of Classes		Grades Due Day (No Classes)		

PROPOSED - ACADEMIC CALENDAR: JUNE 2012 TO JUNE 2013

Winter 2013 Option #1a, 1b, or 1c
48 Instructional Days

JANUARY 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	1a	19
20	21	1b	23	24	25	26
27	28	29	30	31		

FEBRUARY 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	1c	20	21	22	23
24	25	26	27	28		

MARCH 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Winter 2013 Option #2
48 Instructional Days

JANUARY 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

MARCH 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Legend for Shading

	Academic Holiday		Holiday Moved; Classes held this day		Commencement Day(s)		Instructional Planning Day (No Classes)
	Final Examination Period		Change to a Monday Schedule		Evaluation Day (No Classes)		
	Fall Conference / WOW		First Day of Classes		Grades Due Day (No Classes)		

PROPOSED - ACADEMIC CALENDAR: JUNE 2011 TO JUNE 2012

Spring 2013: Option # 1 a or 1b
48 Instructional Days

APRIL 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	1a	25
26	27	1b	29	30	31	

JUNE 2013						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legend for Shading

Academic Holiday		Holiday Moved; Classes held this day		Commencement Day(s)
Final Examination Period		Change to a Monday Schedule		Evaluation Day (No Classes)
Fall Conference		First Day of Classes		Grades Due Day (No Classes)

- 17 -
PROPOSED ACADEMIC CALENDAR CONSIDERATIONS
For the June 2012 to June 2013 Academic Calendar

Summer Term 2012 (49 instructional days)	
<p>(June Commencement is Saturday and possibly also Sunday, June 9-10.) There is a 1-week break between spring and summer terms. Summer classes begin Monday, June 18. First 5-week term: June 18-July 20; a second 5-week term, if scheduled: July 23-August 24; 8-week term: June 18-August 10; 10-week term, if scheduled: June 18-August 24. Independence Day, July 4, an Academic Holiday, falls on Wednesday. Last day of classes is Friday, August 24. Labor Day is Monday, September 3.</p>	
Fall Term 2012 (50/51 instructional days)	
<p>(Ramadan begins July 20; Eid-al-Fitr is August 19; Rosh Hashanah begins September 17, Yom Kippur is September 26.) Veterans Day is observed on Monday, November 12. Thanksgiving holiday is observed Wednesday, November 21 through Sunday, November 25.</p>	
Option #1 (50 instructional days)	Option #2 (51 instructional days)
<p>There is a 1-week break between the end of summer term and the beginning of fall term. Monday, September 17 is an Instructional Planning Day. Fall classes begin on Tuesday, September 18. There is one week of instruction after Thanksgiving before finals. Last day of classes is Friday, November 30; finals are December 3-7. Commencement is on Saturday, December 8. There is a 4-week break between the end of fall term and the beginning of winter term.</p>	<p>There is a 2-week break between the end of summer term and the beginning of fall term. Fall classes begin on Monday, September 24. There are two weeks of instruction after Thanksgiving before finals. Last day of classes is Friday, December 7; finals are December 10-14. Commencement is on Saturday, December 15. There is a 3-week break between the end of fall term and the beginning of winter term.</p>
Winter Term 2013 (48 instructional days)	
<p>Winter classes begin on Monday, January 7. Martin Luther King's birthday is observed on Monday, January 21. Washington's birthday is observed on Monday, February 18. Last day of classes is Friday, March 15; finals are March 18-22. An Evaluation Day is scheduled for Monday, March 25. (Faculty work day; not a class day.) There is a 1-week break between winter and spring terms.</p>	
Option #1a	Option #1b
<p>January 18 (Friday) is changed to a Monday schedule, preceding Martin Luther King's birthday. Considerations: 1) Fewer classes displaced on a Friday 2) Can affect part-time faculty with other jobs off-campus (e.g., at Cuesta) and students' jobs off-campus. 3) Can affect lab prep time.*</p>	<p>January 22 (Tuesday) is changed to a Monday schedule, following Martin Luther King's birthday. Consideration: Can affect part-time faculty with other jobs off-campus (e.g., at Cuesta) and students' jobs off-campus.</p>
Option #1c	Option #2
<p>February 19 (Tuesday) is changed to a Monday schedule, following Washington's birthday. Considerations: 1) Can affect part-time faculty with other jobs off-campus (e.g., at Cuesta) and students' jobs off-campus. 2) Occurrence later in term may affect mid-term schedules.</p>	<p>February 15 (Friday) Observance of Washington's birthday is moved to the Friday before. Classes are held Monday February 18. Considerations: 1) Fewer classes displaced on a Friday. 2) Can affect faculty and students with young children. 3) Occurrence later in term may affect mid-term schedules.</p>

*Usually, lab techs will use Fridays to set up classrooms for labs that will occur the following week (Monday thru Thursday). When we follow a Monday schedule on a Friday, this gives the lab techs one afternoon/evening to set up classrooms for labs that will begin the next day (Friday) and run through Thursday of the following week. As such, it's preferable from a lab prep standpoint to follow a Monday schedule on a Tuesday.

Spring Term 2013 (48 instructional days)	
Cesar Chavez's birthday is observed on Monday, April 1. Spring classes begin on Tuesday, April 2. Memorial Day is observed on Monday, May 28. On Tuesday, May 28 classes follow a Monday schedule. Last day of classes is Friday, June 7; finals are June 10-14. Commencement is on Saturday-Sunday, June 15-16.	
Option #1a	Option #1b
May 24 (Friday) is changed to a Monday schedule, preceding Memorial Day. Considerations: 1) Fewer classes displaced on a Friday 2) Can affect part-time faculty with other jobs off-campus (e.g., at Cuesta) and students' jobs off-campus. 3) Can affect lab prep time.*	May 28 (Tuesday) is changed to a Monday schedule, following Memorial Day. Consideration: Can affect part-time faculty with other jobs off-campus (e.g., at Cuesta) and students' jobs off-campus.
Summer Term 2013 * Provisional dates (to be reviewed/approved Fall 11/W12)	
There would be a short break between the end of spring term and the beginning of summer term. The first day of summer classes would begin on Tuesday/Wednesday/Thursday, June 18/19/20. Or: Allow for one full week between spring and summer if there's not a 10-week session requiring a final's week (e.g., only 5- & 8-week sessions are offered as in recent years).	

Note: Please refer to Academic Calendar Guidelines – Campus Administrative Policies (CAP) 211. See <http://policy.calpoly.edu/cap/200/cap210.htm> .

*Usually, lab techs will use Fridays to set up classrooms for labs that will occur the following week (Monday thru Thursday). When we follow a Monday schedule on a Friday, this gives the lab techs one afternoon/evening to set up classrooms for labs that will begin the next day (Friday) and run through Thursday of the following week. As such, it's preferable from a lab prep standpoint to follow a Monday schedule on a Tuesday.

SUMMARY OF CALENDAR DAYS

Academic Year (fws)

	Summer 2012	Fall 2012	Winter 2013	Spring 2013
Beginning Year/Term	--	5	--	--
MWF Days	29	29 or 30	28	28
TR Days	20	21	20	20
Total Qtr Instructional Days	49	50 or 51	48	48
Exams	5	5	5	5
Commencement	--	1	--	1
Instructional Planning Day		1 or 0		
Evaluation Day	--	--	1	--
Grades Due Day	--	--	--	--
Total Qtr Academic Work Days	54	62	54	54

- Total Academic Year Instructional Days (F-W-Sp) = 146 or 147
- Total Academic Year Work Days (F-W-Sp) = 170

ACADEMIC SENATE COMMITTEE VACANCIES

College of Agriculture, Food and Environmental Science

BUDGET & LONG RANGE PLANNING COMMITTEE – 2010-2011

GRANTS REVIEW COMMITTEE – 2010-2012

LAUREN GARNER

College of Architecture and Environmental Design

GRANTS REVIEW COMMITTEE – 2010-2011

INSTRUCTION COMMITTEE – 2010-2011

WASC-Senate STRATEGIC PLAN TASK FORCE – Fall Quarter 2010-2011

CHRIS YIP

College of Liberal Arts

GRANTS REVIEW COMMITTEE – 2010-2011

INSTRUCTION COMMITTEE replacement for Havandjian (retiring in Dec) - 2011-2012

RONALD DEN OTTER

College of Science and Mathematics

INSTRUCTION COMMITTEE – 2010-2011

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE – 2010-2012

WASC-Senate STRATEGIC PLAN TASK FORCE – Fall Quarter 2010-2011

UNIVERSITY COMMITTEE VACANCIES

ACCOMMODATION REVIEW BOARD – one vacancy

CAL POLY HOUSING CORPORATION BOARD - one vacancy

CAL POLY PLAN STEERING COMMITTEE – one vacancy

COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT) – one vacancy

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION – one vacancy

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – one vacancy

INTELLECTUAL PROPERTY REVIEW COMMITTEE – one **CSM vacancy** for 2010-2011

UNIVERSITY UNION ADVISORY BOARD – one vacancy

Statement of Interest

Name: Ronald C. Den Otter

College: CLA

Department: Political Science

Status – please check one:

☒ Tenure track

☐ Lecturer

☐ Tenured

☐ FERP

Number of Years at Cal Poly: 5 (this is the beginning of my 6th year)

Which committee do you wish to serve on? INSTRUCTION
COMMITTEE _____

Senate committees ONLY

Would you be willing to chair the committee if released time was available? ☐ Yes ☒ No

Incumbent? ☐ Yes ☒ No

If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest

Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee's charge.

Last academic year, I received an early promotion to associate professor. In each of the last three quarters, my teaching evaluations were over 3.8. As such, I believe that I am qualified to serve on this committee. In addition to my ability to contribute to this committee, I am interested in learning more about how the Academic Senate operates.

Guidelines for writing a Statement of Interest available at < <http://www.calpoly.edu/~acadsen/documents.html> >

Faculty Affairs Committee

Membership:

Shall include a voting General Faculty representative from each college and Professional Consultative Services. The Academic Senate Chair is an ex officio, nonvoting member. Voting ex officio members of the Faculty Affairs Committee shall be the Associate Vice President for Academic Personnel or designee and an ASI representative.

The Chair of the Faculty Affairs Committee will be appointed annually by the Chair of the Senate, with the approval of the Executive Committee.

Meetings:

- 1- A simple majority of the voting members shall constitute a quorum for a meeting. Quorum is required to conduct business.
- 2- Meetings shall be called at the discretion of the chairperson or upon the request of three members of the committee. Committee is required to meet at least once per quarter during the academic year. Regular meetings shall be scheduled during normal work hours.
- 3- Notification of meetings shall be sent by the chairperson at least three (3) working days before the meeting date. Committee may establish regular meeting times. Upon committee agreement, a regular meeting time shall constitute notice.
- 4- A vote by the majority of the voting members attending a meeting would reflect the recommendations of the committee. Members may not vote by proxy. Voting shall take place by a show of hands unless one attending member requests a secret ballot. The record shall show the resulting vote.
- 5- A committee report addressing actions and recommendations of the committee shall be filed at the Academic Senate office at least once each quarter. Minority reports also may be filed with that office.

Procedures for selecting issues to be addressed by the committee:

The committee will select issues to be addressed from two primary sources: The committee members and the Senate Executive Committee. The final selection of issues to be addressed will be made in consultation and with the approval of the Senate Executive Committee.

Reporting Procedures:

Faculty Affairs Committee shall report to the Senate. Committee's recommendations shall not be considered policy statements until formally approved by the Senate.

Adopted:

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

AS-___-10

**RESOLUTION ON FACULTY AFFAIRS
REVIEW OF RETENTION PROMOTION
AND TENURE FOCUS GROUP REPORT**

- 1 WHEREAS, The Academic Senate Research and Professional Development Committee during 2009 did a
2 review of the *Retention Promotion and Tenure (RPT) Focus Group Report*; and
3
4 WHEREAS, On May 1 2009 the Academic Senate Research and Professional Development Committee
5 endorsed recommendations 1, 2, 3, 6, 7, 8, and 9 of the *RPT Focus Group Report*; and
6
7 WHEREAS, On June 2 2009 the Academic Senate endorsed recommendations 1, 2, 3, 6, 7, 8, and 9 of
8 the *RPT Focus Group Report*; and
9
10 WHEREAS, On March 16 2010 the Academic Senate Instruction Committee submitted its comments to
11 recommendations 4, 5, 10, and 11 of the *RPT Focus Group Report*; and
12
13 WHEREAS, On April 6 2010, recommendations 4, 5, 10, and 11 of the *RPT Focus Group Report* were
14 forwarded to the Academic Senate Faculty Affairs Committee for its review; and
15
16 WHEREAS, The Academic Senate Faculty Affairs Committee concluded its review and submitted its
17 comments to recommendations 4, 5, 10, and 11 of the *RPT Focus Group Report*; therefore
18 be it
19
20 RESOLVED: That the Academic Senate endorse the Faculty Affairs Committee comments on items 4, 5,
21 10, and 11 of the *RPT Focus Group Report* as attached; and be it further
22
23 RESOLVED: That the Faculty Affairs Committee's comments be forwarded to the Provost Koob and the
24 members of the Retention Promotion and Tenure Focus Group for attachment in the *RPT*
25 *Focus Group Report*.

Proposed by: Academic Senate Faculty Affairs Committee
Date: October 25 2010

Focus Group's Recommendation #4. "The implementation of an online student evaluation pilot program in the College of Liberal Arts and the Orfalea College of Business to study and evaluate the effectiveness, benefits, and disadvantages of online student evaluation."

FAC observations:

The Faculty Affairs Committee agrees with the Focus Group's Recommendation #4. However the FAC members have the following concerns:

1. As in the current system, only students that are actually attending class should be permitted to evaluate the faculty.
2. The Provost designated committee should contain significant faculty involvement.
3. The Provost designated committee should include ASI representation.
4. Faculty must volunteer to participate in the pilot study.
5. A faculty member's student evaluation results are confidential. The confidentiality of the data must be ensured.
6. To aid in data mining, a student's eventual grade in the class should be linked to their evaluation.
7. Automatically normalizing or scaling the results should be controlled by faculty committee.
8. The pilot study should consider whether it is necessary for the students to enter the data online or if similar results and efficiencies can be gained through an improved scanned form.
9. The evaluation of the effectiveness of the pilot study must be accomplished with significant faculty involvement.

Focus Group's Recommendation #5. "The University should explore the use of electronic faculty evaluation processes and set up a pilot process in one college."

FAC observations:

Faculty Affairs Committee agrees with the Focus Group's Recommendation #5. However the FAC members have the following concerns:

1. Faculty must volunteer to participate in the pilot study.
2. The Administration must provide appropriate support to the faculty to ensure that faculty workload does not increase due to participation in the pilot study.
3. The Provost designated committee should contain significant faculty involvement.

4. As in the current system, WPAF files must be returned to the faculty member. The system must ensure that no copies are maintained elsewhere.
5. The pilot study must allow for, and support, a reviewer who wants to use paper copy instead of the electronic format.
6. The evaluation of the effectiveness of the pilot study must be accomplished with significant faculty involvement.

Focus Group's Recommendation #10. "The University or colleges should articulate a policy indicating how learning assessment can be linked to teaching, service, professional development, or some combination of them all."

FAC observations:

Faculty Affairs Committee agrees with the Focus Group's Recommendation #10, provided that the recommendation refers to faculty participation in learning assessment rather than learning assessment itself. The policy should be articulated at the department level, rather than college or University.

FAC Recommendations on Focus Group recommendation #10:

The departments should articulate policies indicating how or if faculty participation in assessment can be linked to teaching, service, professional development or some combination of them all.

Focus Group's Recommendation #11. "The University or colleges should provide direction for faculty members to better evaluate teaching effectiveness."

FAC observations:

Faculty Affairs Committee agrees with the Focus Group's Recommendation #11, as formulated in the above sentence. FAC members, however, do not agree with linking "instructor's process of defining learning outcomes for their courses" to the RPT process.

FAC opposes the Focus Group's assertion that "All faculty members should include the course learning outcomes in their syllabi so that teaching effectiveness can be evaluated against course learning outcome."

FAC opposes the standardization of "student evaluations, grade distributions, and other relative evaluative parameters," as recommended by the Focus Group. FAC recommendation:

Departments and colleges should continue their work to update and further clarify their RPT criteria and processes and provide direction for faculty members to evaluate teaching effectiveness in the peer review framework.

Retention Promotion and Tenure Focus Group Report

February 5, 2009

Chair: Al Liddicoat, Assistant Vice President for Academic Personnel
Phil Bailey, Dean College of Science and Mathematics
Bruno Giberti, Professor of Architecture
Linda Halisky, Dean College of Liberal Arts
Mike Miller, Dean of the Library Services
Mike Suess, Associate Vice President for Academic Personnel
Brian Tietje, Associate Dean Orfalea College of Business

Overview

The Retention, Promotion, and Tenure (RPT) Focus Group instituted by Provost Durgin was given the task to review the RPT procedures and policies throughout the University, to identify best practices and issues, and to make recommendations for areas of improvement. Faculty members and administrators with a broad range of experiences and diverse backgrounds were selected to participate in this focus group. The group began by reviewing campus policies, committee reports, and faculty survey results including the *Collaborative On Academic Careers in Higher Education* (COACHE) survey conducted during the 2006-2007 academic year, the "Academic Senate Subcommittee on Research and Professional Development report to the Academic Senate" dated May 8, 2007, and the "Recommendations on Providing Workload Relief for the College of Engineering Faculty Engaged in Scholarly Activities", January 4, 2007. The committee then identified a set of issues that affect probationary faculty members engaged in the RPT process and their ability to be successful as teacher-scholars at Cal Poly. Next, the committee reviewed RPT policies, criteria, and practices, identified best practices, and considered an electronic RPT evaluation process. Finally, the focus group compiled a set of recommendations included in this report to improve faculty success and the RPT policies, procedures, and processes at Cal Poly.

Collaborative on Academic Careers in Higher Education

In winter 2007, Cal Poly participated in the Collaborative on Academic Careers in Higher Education (COACHE) project endorsed by the Harvard Graduate School of Education. The purpose of the project was to determine factors that are important to the success and job satisfaction of probationary faculty, as well as to enhance the programs that best serve the needs of new faculty members at Cal Poly. The COACHE survey was designed to solicit the perspectives of full-time, tenure-track faculty members and to study aspects of tenure and promotion, the nature of work, policies and practices, as well as culture, climate, and collegiality. Fifty-six universities across the country participate in the survey, including seven California State University Campuses- San Luis Obispo, Pomona, Fullerton, Long Beach, San Bernardino, San Marcos, and Sonoma State University.

The COACHE survey results indicate that the probationary faculty members at Cal Poly feel that the criteria for tenure in the area of professional development and service are less clear and reasonable as compared to the faculty members at the other institutions that participated in the survey. Specifically, faculty members from Cal Poly expressed lower satisfaction in the following areas:

1. Cal Poly faculty members rate the **tenure standards** (acceptable threshold) in their departments to be **less clear** than faculty members in the CSU and at other institutions (what is expected is clear and reasonable as **a scholar**, as a **campus citizen**, and as **an advisor to students**.)
2. Cal Poly faculty members report **less satisfaction** with resources and support for scholarly activities than faculty members in the CSU and at other institutions (**time, number of courses, facilities, computing services, and research services**.)
3. Cal Poly and CSU faculty members expressed **concern** over the effectiveness of a policy on the **upper limit on teaching and service obligations** and the balance between family and personal time.
4. Cal Poly faculty reports **less satisfaction** with **opportunities for collaboration and professional interaction with senior faculty** than faculty in the CSU and at other institutions.

The 2008 report of the Academic Senate Research and Professional Development Committee indicates that the understanding of the Teacher-Scholar Model needs strengthening on this campus and that at times there is a lack of consistency among various levels of review in applying the standards for tenure and promotion. Furthermore, this report indicates that the University should provide clearer guidance on the expectations for Professional Development Plans (PDP) and a process to approve and hold faculty members accountable to their plans. Peer advising and/or mentorship may provide an avenue for feedback as faculty members develop as teacher-scholars.

The Focus group reflected on the time demands of the probationary faculty. In order for faculty members to be successful as teacher-scholars, the group felt that probationary faculty should have sufficient time and resources to engage in scholarly activities, particularly during their first two years at Cal Poly. This sentiment was reinforced in the Research and Professional Development Committee's report. Furthermore, the committee affirmed that reduced service obligations, a more efficient RPT process, and better guidance on preparing working personnel action files and professional development plans will increase faculty members' time for professional development.

Best Practices

The focus group identified several best practices that could be used to guide college and university recommendations. These practices include personnel policies and criteria processes, a practical definition of the Teacher-Scholar Model, faculty professional development support, digital archival of faculty work and accomplishments, faculty development, online student evaluations, and faculty mentoring. This section presents a brief overview of these best practices.

Personnel Policies, Procedures, and Evaluation Criteria. The College of Science and Mathematics "Personnel Policies Procedures and Evaluation Criteria" is an example of an efficient and consistent RPT process that has been established for all departments in the college. The focus group identified the following positive aspects of this document:

- Reduced the number of performance evaluations during the tenure process (Part III-B).
- Guidance on developing Working Personnel Action Files (WPAFs) for periodic reviews (Part IV-A) and for performance reviews (Part V-B).
- Example outline for preparing WPAFs (Appendix A).
- Criteria for reappointment, tenure, and promotion (Part V-D).
- Periodic review of newly promoted tenured associate professors in 3rd Year (Part VII-A).

- Procedures for student evaluations (Part X).
- Candidates for promotion are expected to submit a professional development plan with a plan to sustain their role as teacher-scholars.

The “Library Faculty Handbook of Personnel Policies and Procedures” Section III-4 provides an example of the evaluation criteria for other factors of consideration. This document provides an excellent discussion of collegiality, professionalism, and successful interaction with coworkers. The document states that, “*Collegiality represents a reciprocal relationship among colleagues and a value system that views diverse members of a university community as critical for the progress and success of its academic mission.... Moreover, collegiality among associates involves appreciation of and respect for differences in expertise, ideas, background, and viewpoints.*”

Teacher-Scholar Model. The Orfalea College of Business’ “Faculty Annual Report” (*FAR*) provides an approach to college-wide resource allocation based on a quantitative review of the accomplishments and the professional development plans of the faculty. The *FAR* document has also defined the Teacher-Scholar Model in a flexible way that allows faculty members to vary their emphasis on teaching, research and service throughout their careers. In the *FAR* evaluation process a weighting based on the faculty members’ work emphasis is used in conjunction with an established numeric criteria to compute a composite score. The locus of service obligations changes from department to University as faculty members progress through the ranks. For example, tenured faculty members are often expected to serve on Peer Review Committees and in leadership positions within the department, college, and the University. The Orfalea College of Business uses an electronic tool, Digital Measures, to track faculty achievement and activities for resource allocation and accreditation purposes.

Faculty Professional Development Support. Recently, the College of Liberal Arts has established a system to support faculty members in their professional development and scholarly activities. Faculty members submit proposals to the College of Liberal Arts requesting one or more course release(s), student assistant support, or funds for travel that will enable them to bring their scholarly work to completion and present it to the community of scholars. The College provides some funds and support for course releases, and in some cases the College partners with departments to provide student assistant time and additional financial support for faculty professional development. At times, CLA has been able to support special unexpected faculty professional development opportunities in addition to their regularly supported activities. Examples of this supplemental support include a course release to finish a textbook, travel support to allow faculty members to present their work at prestigious invited engagements such as concerts or performances, and support for student assistance in the collection and analysis of research data. In several cases, resources are used to supplement partial support provided through the State Faculty Support Grant Program or other similar funding sources. The College of Liberal Arts reports that their support has been highly effective and not only has it enabled faculty members to be successful in their scholarly activities, but also the support has enhanced faculty morale and their sense of scholarly community within the college.

Digital Repository of Faculty Work and Accomplishments. Many universities use electronic tools to capture faculty accomplishments which can be used for dissemination of knowledge, accreditation, alumni communications, advancement, and RPT purposes. Cal Poly is in the process of implementing the Digital Commons to provide a repository for faculty work and accomplishments. Faculty members voluntarily enter their work into the Digital Commons to allow students, faculty members, staff, administrators, and the community to access their scholarly work through an electronic portfolio. The Digital Commons provides an example of an institutional repository capable of capturing information and making it available in an electronic

portfolio. There may be opportunities to apply information technology such as the Digital Commons to the RPT process and in some cases for program accreditation. Academic software tools such as Digital Measures may interface directly with the library's Digital Commons and if adopted this would create a seamless workflow from the college to the library, thus avoiding duplicate effort.

Faculty Development. The COACHE survey included custom questions used to solicit feedback on faculty support that is provided through the Center for Teaching and Learning (CTL). 84%, 60%, and 29% of faculty reported that participating in CTL activities have strongly enhanced or somewhat enhanced their teaching, professional development, and service respectively. More strikingly 92%, 86%, and 58% of female faculty report that participating in CTL activities have strongly enhanced or somewhat enhanced their teaching, professional development, and service respectively. These results indicate that the majority of probationary faculty members find that their involvement in CTL has benefited their teaching and professional development. Furthermore, an overwhelming majority of female faculty report that their involvement with CTL has enhanced their teaching, professional development, and service to the University.

Online Student Evaluations. Information provided through student evaluations is of particular interest to the University since the data provides both formative feedback that can be used to improve teaching effectiveness and summative feedback used for personnel actions. Some departments in the College of Liberal Arts have been using online student evaluations for their online courses and are interested in exploring the use of online student evaluations in face-to-face courses. The CSU, CFA, and Academic Senate CSU formed a joint committee to investigate student evaluations in response to Article 15.19 of the Collective Bargaining Agreement dated May 15, 2007. This committee was charged to study the "best and most effective practices for the student evaluation of faculty teaching effectiveness." The study evaluated instruments used for student evaluation and the use of online student evaluations. The committee documented their findings in the "Report on Student Evaluations of Teaching," dated March 12, 2008. This report provides suggestions for implementing online student evaluations and interpreting the results of these evaluations. Furthermore, the report encourages campuses to carry out research to assess the validity and reliability of online student evaluations.

San Diego State University conducted a two-year formal study of online student evaluations during the 2004-2005 and 2005-2006 academic years. Their study investigated the response rate and mean ratings for traditional and online student evaluations conducted for courses in the College of Professional Studies and Fine Arts. Paper and pencil and online student evaluation results from forty-four courses that used five instruments with 5,972 respondents were analyzed. The results of this study are documented in the "EDTEC 798: Independent Study – Effort Report." The results of this study show that online student evaluations generated higher response rates for four of the five instruments analyzed. The researcher notes that the form that did not demonstrate a higher online response rate had the smallest sample size: two courses with 176 responses. The aggregate response rate for online evaluations was 82% as compared to 73% for paper and pencil evaluations. No significant difference was found in the mean ratings for online versus paper and pencil evaluations: 4.238 and 4.294 respectively.

San Jose State University's "Interpretation Guide for Student Opinions of Teaching Effectiveness" documents a method to normalize the student evaluation results by departments and colleges so that valid comparisons can be made. The affects of grade level, course size, and major versus non-major courses were also analyzed. This report provides insight and methods that can be used to gather and interpret student evaluation data. These methods could be used to compare traditional and online student evaluations and to help the University transition to online student evaluations.

Faculty Mentoring. The College of Agriculture, Food, and Environmental Sciences has developed a formal faculty mentoring program for their faculty. This is a volunteer mentoring program that has evolved over a period of seven years. The college mentoring program coordinator meets with interested faculty members in the fall quarter to explain the mentoring program and the roles and responsibilities of the faculty involved. Faculty members wishing to be mentored fill out a survey to identify specific area of mentoring interest. These areas of interest include teaching, professional development, establishing a research program, faculty advising, Cal Poly culture, or other faculty defined topics. Similarly, faculty mentors fill out a form that includes their strengths and identifies the areas that they feel qualified and comfortable mentoring faculty members. The mentoring program coordinator then pairs mentees with mentors and asks them to work together to define their expectations, goals, and plan to accomplish these goals. The program coordinator tracks the mentoring relationships and coordinates a recognition event in the spring quarter for the faculty participants.

Several faculty members have reported benefits from the program and several faculty members who have been mentored later become mentors themselves. The program coordinator commented on non-traditional pairings such as an instance when a senior faculty member requested mentoring for the use of technology in his classroom and was paired with a junior faculty member who was a technology expert. The mentoring program coordinator plans to formally evaluate the impact of the program using survey instruments in the near future.

Committee Recommendations

This section presents a list of recommendations identified by the committee and an implementation table that includes champions and a rough timeline to guide the implementation. The first five recommendations focus on enhancing University and college procedures, and the remaining six recommendations include suggestions to clarify, support, and evaluate faculty professional development, teaching, and service accomplishments.

1. **The University should provide clear guidelines and a common format for the Working Personnel Action File (WPAF).** A common format will facilitate the preparation and review of Working Personnel Action Files. The committee recommends that the University standardize a template of required materials which should be submitted in a small binder and allow faculty members to submit additional supporting materials in a separate binder as needed. The small binder would include a summary of teaching and work assignments, student evaluations, a list of scholarly activities and research projects, and service activities.
2. **Each college should establish common faculty evaluation procedures to be used for all departments within the college.** Many departments within a college have similar but different RPT procedures. This adds to confusion of probationary faculty members within a college and unnecessarily complicates the work of the college peer review committee which is required to review and understand the documents for all of the departments they review. Departments should use the college procedures and amplify the college criteria used to evaluate teaching, professional development, and service within the discipline.
3. **The University should recommend that colleges consider the multiyear appointment procedure for probationary faculty that has been developed by the College of Science and Mathematics.** The multiyear appointment procedure developed by CSM allows three 2-year appointments for probationary faculty. In the first year of each two year appointment a periodic review is conducted to provide faculty formative feedback as they make progress

towards promotion and tenure. During probationary years two and four, summative performance reviews are conducted for retention to a subsequent two-year appointment. In year six, faculty members undergo a performance review for promotion and tenure. This procedure reduces the time faculty members spend preparing voluminous WPAF files for performance reviews, as well as the time faculty members and administrators spend reviewing materials, while providing formative feedback each year to help develop and prepare the faculty to be successful as teacher-scholars.

4. **The implementation of an online student evaluation pilot program in the College of Liberal Arts and the Orfalea College of Business to study and evaluate the effectiveness, benefits, and disadvantages of online student evaluation.** Online student evaluations have been successfully implemented University-wide at San Diego State University with no significant decrease in response rate or change in mean ratings. Online student evaluations provide a convenient mechanism for students to provide feedback of teaching effectiveness, do not take time from course instruction, and give all students an opportunity to submit feedback. The data collected via online student evaluations can be stored directly into an electronic database or faculty e-portfolio. On-line student evaluations significantly reduce the time required to prepare and process evaluation packages by the department staff, faculty, and ITS. Online student evaluations allow easily customizable instruments that may include common questions defined by the University, college, department and/or instructor. Electronic reports can automatically normalize or scale the results by factors such as course level, modes of instruction, enrollment, or major versus non-major course. Thus electronic data analysis and interpretation of student evaluations may better inform instructors and reviewers of faculty teaching effectiveness. The Provost should designate a committee to develop an RFP, evaluate potential vendors, and report recommendations to the Deans' Council. Members of the vendor selection committee should include a college dean or associate dean, and representatives from the Academic Senate, Academic Personnel, ITS, and the Library.

5. **The University should explore the use of electronic faculty evaluation processes and set up a pilot process in one college.** Several software tools are available that facilitate electronic review of faculty members via e-portfolios; the committee briefly reviewed the *Activity Insight* software package from *DigitalMeasures*.¹⁰ There appear to be several advantages to using an e-portfolio for faculty evaluations. These advantages include extracting and archiving information directly from University databases such as teaching assignments, grading patterns, student evaluation results, and scholarly work included in the Digital Commons; consistent organization, categorization, and presentation of materials; the ability to run reports and summarize data electronically; and electronic control over the evaluation process (online access to personnel files, deadline notification, verification of process requirements, automatic WPAF access logs, and security to protect personnel information). The Provost should designate a committee to develop an RFP, evaluate potential vendors, and report recommendations to the Deans' Council. Members of the vendor selection committee should include a college dean or associate dean, and representatives from the Academic Senate, Academic Personnel, ITS, and the Library.

6. **The University should produce a comprehensive statement on scholarship and professional development to reflect the University's vision of the Teacher-Scholar Model.** This statement should define the Teacher-Scholar Model within the context of Cal Poly and it should be in concert with the Teacher-Scholar section of the WASC self-study and the various other University documents on this subject. The statement will provide guidance to faculty members as they develop as teacher-scholars at Cal Poly and should include the benefits of the Teacher-Scholar Model to the students, faculty and the University.

7. **The University should establish guidelines to assist faculty in the development of Professional Development Plans to encompass teaching, scholarship/professional development, and service, and to clarify the method by which they will report the progress they have made toward their goals.** Probationary faculty members are expected to write and maintain Professional Development Plans (PDP) that communicate their scholarly goals and state what they intend to accomplish by the time they are considered for tenure and promotion. The PDP should include a timeline for activities that support their tenure and promotion requests, short- and long-term goals, scholarly activities of substantial quality, and intended external validation of their work. In addition, the University should define a common process for faculty to submit Professional Development Plans, gain the endorsement of their peers and approval by their dean/provost, update and archive the plans as they progress, and define how faculty members report their accomplishments against their plans in the RPT process. Candidates for promotion should be expected to submit a five-year plan indicating how they will sustain their development as teacher-scholars.
8. **The University should establish an environment and develop the resources to support faculty members in their endeavor to become successful teacher-scholars.** Policies should include reduced teaching and service assignments for new faculty members to allow them to focus on developing their teaching and scholarly activities as they begin their careers at Cal Poly. Deans should dedicate funds to provide assigned time for scholarly activities. Departments should be encouraged to schedule courses such that faculty members have blocks of time to focus on scholarly activities.
9. **Specific criteria and expectations regarding service should be included in college RPT guidelines.** The COACHE survey indicates that the University should better define the service expectations for tenure. A lack of clarity of criteria leads to misaligned priorities and unnecessary anxiety for the faculty. The college RPT documents should include a discussion about the expectation of service contributions and the roles and responsibilities of faculty members as they progress from assistant to full professor.
10. **The University or colleges should articulate a policy indicating how learning assessment can be linked to teaching, service, professional development, or some combination of them all.** Faculty members have a significant role in learning assessment for the courses they teach, program curricula, program accreditation, and the scholarship of teaching. Currently college and department RPT documents are silent and ambiguous on faculty expectations in the area of learning assessment. Clarity of faculty expectations with respect to learning assessment will lead to a better understanding and implementation of learning assessment.
11. **The University or colleges should provide direction for faculty members to better evaluate teaching effectiveness.** Peer Review Committee evaluators need guidance in how to best determine if instructors are effective teachers. Examples might include evaluating the instructor's process of defining learning outcomes for their courses, developing appropriate measures to assess learning, and developing course content and activities that achieve student learning. All faculty members should include the course learning outcomes in their syllabi so that teaching effectiveness can be evaluated against course learning outcomes. Quantitative data related to teaching effectiveness such as student evaluations, grade distributions, and other relevant evaluative parameters should be standardized. Student evaluation surveys could be rewritten to place greater importance on learning and the instructor's role in facilitating student learning in order to better assist faculty members in evaluating effective teaching and learning. In accordance with the MOU requirement to consult with the faculty of a department or equivalent unit, college deans should address the expectation of

probationary faculty to evaluate all courses and amend college guidelines accordingly. Colleges should expect probationary faculty to include a constructive narrative statement reflecting and interpreting the results of their student evaluations.

Recommendation Implementation Table

Recommendation	Champion	Develop	Implementation
1. WPAF common format	Academic Personnel	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
2. Common college-wide RPT procedures	College Deans	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
3. Multiyear appointments	College Dean and Academic Personnel	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
4. Pilot online student evaluations	Provost Committee	Winter and Spring 2009	Spring 2009
5. Pilot Electronic RPT evaluations	Provost Committee	Winter and Spring 2009	AY 2009-2010
6. Statement on scholarship	Provost	Winter and Spring 2009	Summer 2009
7. PDP guidelines	Academic Personnel and College Deans	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
8. Support for scholarship	Provost	Winter and Spring 2009	AY 2009-2010
9. Clear RPT criteria	College Deans and Departments	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
10. Learning assessment policy	Provost and/or College Deans	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011
11. Evaluation of teaching effectiveness	Provost and/or College Deans	Winter 2009 -- Spring 2010	AY 2009-2010 and AY 2010-2011

Bibliography

1. The *Collaborative On Academic Careers in Higher Education* (COACHE) survey conducted at Cal Poly during the 2006-2007 academic year.
2. The Research and Professional Development committee report to the Academic Senate dated May 8, 2007.
3. "Recommendations on Providing Workload Relief for the College of Engineering Faculty Engaged in Scholarly Activities," January 4, 2007.
4. The College of Science and Mathematics "Personnel Policies Procedures and Evaluation Criteria," July 21, 2006.
5. Library Faculty Handbook of Personnel Policies and Procedures, June 2008.
6. The Orfalea College of Business "Faculty Annual Report."
7. "Report on Student Evaluations of Teaching; Joint Committee: The California State University, California Faculty Association, and the Academic Senate CSU," March 12, 2008.
8. "EDTEC 798: Independent Study – Effort Report" by Daniel Novak, Spring 2007.
9. "Interpretation Guide for Student Opinion of Teaching Effectiveness (SOTE) Results" prepared by the Student Evaluation Review Board, October 2004.
10. Digital Measures Website: <http://www.digitalmeasures.com/>

Adopted:

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

AS-__-10

**RESOLUTION ON ACADEMIC SENATE
OPERATING PROCEDURES FOR ITS COMMITTEES**

1 WHEREAS, The current set of operating procedures for Academic Senate standing and ad hoc
2 committees was adopted in 1989 as Resolution AS-306-89 (attached); and
3

4 WHEREAS, The procedures outlined in AS-306-89 contain outdated information; and
5

6 WHEREAS, New operating procedures are needed that conform to changes made to the
7 *Bylaws of the Academic Senate*, Section VIII.D "Operating Procedures" and to
8 acknowledge the widespread use of electronic communications for committee
9 deliberations; and
10

11 WHEREAS, Confusion over the definition of "meeting" has occurred due to the widespread use
12 of electronic communications for committee deliberations, and providing a
13 definition of "meeting" will improve the reading of bylaws section VIII.D,
14 "Operating Procedures"; and
15

16 WHEREAS, Robert's Rules of Order 10th edition requires that efforts to conduct the
17 deliberative process by asynchronous means (not all at the same time) must be
18 expressly authorized by the organization's bylaws and supported by standing rules
19 since many procedures common to parliamentary law are not applicable; therefore
20 be it
21

22 RESOLVED: That Academic Resolution AS-306-89, "Resolution to Provide a Generic Set of
23 Operating Procedures for Academic Senate Standing and Ad Hoc Committees" be
24 repealed; and be it further
25

26 RESOLVED: That the operating procedures appearing in section VIII.D of the *Bylaws of the*
27 *Academic Senate* supersede AS-306-89; and be it further
28

29 RESOLVED: That the attached modifications to sections VIII.D and VIII.E of the *Bylaws of the*
30 *Academic Senate* be adopted by the Academic Senate of Cal Poly.

Proposed by: Academic Senate Executive Committee
Date: September 21 2010
Revised: October 19 2010

Bylaws of the Academic Senate

VIII.D. [COMMITTEES:] OPERATING PROCEDURES

Operating procedures for Academic Senate standing and ad hoc committees are as follows:

A committee meeting is defined as a deliberative gathering of individuals—either physically or electronically, as appropriate—for the purpose of reviewing, discussing, or deciding on matters assigned by the Academic Senate Executive Committee. Electronic meetings are appropriate where simple, straight-forward decisions can be considered. They do not lend themselves to items that need detailed discussion and the exploration of options.

Meetings shall be called at the discretion of the committee chair or upon the request of three members of the committee. Committees are required to meet at least once per quarter during the school year.

Special rules and procedures must be approved by the Executive Committee, included in the committee's description, and on file with the Academic Senate office.

VIII.D.1 Physical Meetings

1. A simple majority (51%) of the voting members shall constitute a quorum for a meeting. A quorum is required to conduct business.
2. ~~Chairpersons serve until the end of the academic year.~~ In the event that a chair must miss a meeting, s/he shall appoint a substitute chair for that meeting.
3. ~~Meetings shall be called at the discretion of the chair or upon the request of three members of the committee. Committees are required to meet at least once per quarter during the school year.~~ Regular meetings shall be scheduled during normal work hours.
4. Notification of meetings shall be sent by the committee chair at least three working days before the meeting date. Committees may establish regular meeting times. Upon committee agreement, a regular meeting time shall constitute notice.
5. Members may not vote by proxy.
6. A vote by the majority of the voting members attending a meeting shall be the decision of the committee.
7. Minutes shall be kept for each meeting and a copy transmitted to the Academic Senate office.
8. ~~Special rules and procedures must be approved by the Executive Committee, included in the committee's description, and on file with the Academic Senate office.~~

VIII.D.2 Electronic Meetings (e-meetings)

1. A simple majority (51%) of the voting members shall constitute a quorum for an e-meeting. A quorum is required to conduct business.
2. The decision to use an e-meeting should be made with due regard to the nature of the work to be undertaken. If a member of the committee objects to the use of an e-meeting for a particular business item, then the committee shall discuss that matter at a physical meeting.
3. A variety of technologies may be adopted as available, subject to the needs of the meeting and compliance with these procedures. No special requirements should be imposed on members other than having suitable access to meeting communications and documents.

4. Committee e-meetings are open to the public and when a member of the public wishes to attend, the committee shall make reasonable efforts to accommodate the attendance of that person.
5. A vote by the majority of the voting members of the committee shall be the decision of the committee.
6. The chair of the committee shall:
 - a. Control the committee's flow of business
 - b. Maintain a current list of members
 - c. Provide a notice of meeting with agenda and instructions for members about what is required (e.g., "members are asked to read and consider each item in the agenda, then [vote, comment, recommend, etc.]"). Notice shall include a time line for discussion and action
 - d. Members shall respond to the notice of meeting indicating their presence
 - e. The committee chair shall prepare a final record of each meeting (minutes) and transmit a copy to the Academic Senate office.

VIII.E. MEETINGS OPEN TO PUBLIC

Physical and electronic meetings of all committees, except those dealing with confidential and/or personnel matters of individuals, shall be open. The time, place, and manner and place of each meeting shall be announced in advance.

Adopted:

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

AS-__-10

RESOLUTION ON THE ESTABLISHMENT OF A SUBCOMMITTEE OF THE
ACADEMIC SENATE CURRICULUM COMMITTEE TO REVIEW GRADUATE
CURRICULA

1 WHEREAS, Faculty members who serve on the Academic Senate Curriculum Committee, who
2 are always experienced in undergraduate education, do not always have experience
3 teaching in graduate programs or in thesis supervision; and
4

5 WHEREAS, Some recent newly proposed graduate programs have been nontraditional
6 programs, offered to working professionals, in special session, or online; and
7

8 WHEREAS, Cal Poly anticipates more graduate programs, traditional and nontraditional, over
9 the next several years; and
10

11 WHEREAS, Newly proposed graduate programs and courses warrant careful review by faculty
12 members with experience in graduate teaching and thesis supervision; therefore be
13 it
14

15 RESOLVED: That the Academic Senate establish a standing subcommittee of the Academic
16 Senate Curriculum Committee to review graduate course and program proposals;
17 and be it further
18

19 RESOLVED: That the *Constitution of the Faculty and Bylaws of the Academic Senate* be
20 amended as follows:
21

22 To be added under VIII.H.2
23

24 2. Curriculum (and its subcommittees: U.S. Cultural Pluralism and Graduate
25 Programs subcommittees)
26

27 To be added under I.2.b.
28

29 Graduate Programs Subcommittee
30

31 There will be a standing subcommittee of the Curriculum Committee responsible
32 for the review of proposals for new/revised graduate courses and programs. As
33 with the Cultural Pluralism subcommittee of the Curriculum Committee (AS-396-
34 92-CC), Graduate Programs subcommittee members shall not be comprised of a

35 subset of the Curriculum Committee, but instead, members shall include one
36 faculty member from each college with experience in graduate level teaching and
37 supervision, the chair of the Academic Senate Curriculum Committee (or a
38 designee of the chair), and as an ex officio member, the Dean of Research and
39 Graduate Programs. Recommendations from this subcommittee will be forwarded
40 to the Curriculum Committee who will, in turn, submit them to the Academic
41 Senate for approval.

Proposed by: Academic Senate Executive Committee
Date: October 27 2010

adopted December 1, 1992
AS-396-92/CC

RESOLUTION ON THE FORMATION OF A SUBCOMMITTEE OF THE
CURRICULUM COMMITTEE

Background Statement:

This resolution is a companion to that above and addresses the composition and responsibilities of the committee which will evaluate the content of courses submitted for fulfillment of the cultural pluralism baccalaureate requirement. We propose a subcommittee of the Curriculum Committee because all new courses and substantial changes to old ones should be considered by the CC; yet this is a specific area of review which merits its own deliberations.

WHEREAS, The establishment of a subcommittee of a standing academic senate committee involves a change in the Constitution and By-Laws of the Academic Senate; be it

RESOLVED, That said Constitution and By-Laws be amended as follows:

To be added under 1.3.b.

(1) Cultural Pluralism Requirement Subcommittee:

There will be a standing subcommittee of the Curriculum Committee for the initial review of courses proposed to fulfill the Cultural Pluralism Baccalaureate requirement. This subcommittee shall consist of seven voting members, one from each college and one from the professional staff.

Terms shall be for two years, staggered to ensure continuity.

Senate caucuses will solicit and receive application for membership. The slate of V12licants will be forwarded to the Curriculum Committee who will appoint members.

A chair of this subcommittee will be elected from the subcommittee members each academic year.

Ex officio members shall be the Director of Ethnic Studies and a representative from the General Education and Breadth Committee and the Curriculum Committee.

Selection of courses to fulfill the requirement shall follow the criteria listed in AS-395-920

Recommendations from this subcommittee will be forwarded to the Curriculum Committee who will, in turn, submit them to the Academic Senate for a vote.

submitted by the Academic Senate Curriculum Committee
Christina A. Bailey, Chair