



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 4 2011
01-409, 3:10 to 5:00pm

- I. Minutes:
Approval of Executive Committee minutes for October 26, November 2, and November 9 2010 (pp. 2-5).
- 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):
 - A. **Academic Senate and University Committee Vacancies for 2010-2012:** (p. 6).
 - B. **Election of three candidates to the Academic Senate Curriculum Appeals Committee:** (pp. 7-8).
 - C. **Resolution on the Teacher-Scholar Model:** Steinmaus, chair of the Teacher Scholar Model (TSM) Task Force (pp. 9-10).
 - D. **Resolution on a Working Definition of Learn By Doing:** Trice, chair of the Learn by Doing (LBD) Task Force (p. 11).
- VI. Discussion Item(s):
- VII. Adjournment:

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

MINUTES OF
The Academic Senate Executive Committee
Tuesday, October 26, 2010
UU220, 4:55-5:10 p.m.

- I. Minutes: none.
- II. Communications and Announcements: none.
- III. Reports: none.
- IV. Consent Agenda: none.
- V. Business Items:
Selection of faculty to the Consultative Committee for Selection of VP/University Advancement: The following tenured faculty were selected:
Al Hauck, Construction Management Department/CAED
Chris Kitts, Biological Sciences Department/CSM
- VI. Discussion Items: none.
- VII. Adjournment: Meeting was adjourned at 5:10 p.m.

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, November 2, 2010
01-409, 3:10-5:00 p.m.

- I. Minutes: The minutes of September 13, September 21, and October 5 were approved as presented. The minutes of October 12 were approved with the following correction:
Discussion Item B. – last sentence should read: It was agreed that the following four individuals--Ken Brown, Lewis call, Steve Lewis Rein, and Phil Nico--will get together and choose a representative.
- II. Communications and Announcements: none.
- III. Reports:
 - A. Academic Senate Chair: Fernflores reported that the Strategic Plan Task Force discussions are going in a different direction now asking that we do not endorse the document in its original form. They like the idea of strategic planning but not necessarily the Strategic Plan. They like several of the key ideas in the Strategic Plan, however, they would like to see more faculty involvement in the development of the plan and more concrete direction.
 - B. President's Office: none.
 - C. Provost: Koob reported that Cal Poly was forced to accept application for spring term and then asked by the Chancellor's office to accept additional students from that pool. In order to offset one time funding, the Chancellor will request to the Board of Trustees at its November meeting for the additional 5% fee increase for next year. The net effect of this increase should yield more income than the one-time funding.
 - D. Statewide Senate: none.
 - E. CFA Campus President: none.
 - F. ASI Representative: Storelli reported that Cal Poly registered 2,422 students to vote in the November 2 election. That is 14.5% of the students body, placing Cal Poly as the number one campus in the CSU and the best ever in Cal Poly's ASI history. The UU Advisory Board will begin its outreach project to various clubs regarding the Rec Center uses. The Executive Cabinet is working on a health and wellness fair, which will encompass issues from campus safety to Cal Poly organic farm. This is scheduled for Tuesday, January 18, 2011.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Items:
 - A. **Approval of Academic Calendar for 2012-2013 (Instruction Committee):** Lertwachara explained the difficulties for the Theater Department and the Fall 2012 calendar option 2. After some discussion, the instruction committee decided to amend their recommendation and recommend option 1 for Fall 2012. M/S/P to approve the revised recommendation.

- B. **Academic Senate and University Committee Vacancies for 2010-2012:** The following were approved:
- | | |
|---|--|
| <u>College of Agriculture, Food and Environmental Science</u> | |
| Grants Review Committee | Lauren Garner, Horticulture/Crop Science |
| <u>College of Architecture and Environmental Design</u> | |
| Grants Review Committee | Chris Yip, Architecture |
| <u>College of Liberal Arts</u> | |
| Instruction Committee | Ronald Den Otter, Political Science |
- C. **Approval of Faculty Affairs Committee Procedures (Faculty Affairs Committee):** M/S/P to approve procedures.
- D. **Resolution on RPT Report (Faculty Affairs Committee):** Fernflores, this resolution requests that the Academic Senate endorse the Faculty Affairs Committee comments on items 4, 5, 10, and 11 of the *RPT Focus Group Report* and that it be forwarded to the Provost and the members of the Retention Promotion and Tenure Focus Group for attachment in the *RPT Focus Group Report*. The following change was made:
RESOLVED: That the Faculty Affairs Committee's comments be forwarded to the Provost ~~Keob~~ and the members of the Retention Promotion and Tenure Focus Group for attachment in the RPT Focus Group Report.
M/S/P to agendize.
- E. **Revision of Resolution on Academic Senate Operating Procedures for Its Committee (Executive Committee):** Fernflores, this resolution states that modifications to sections VIII.D and VIII.E of the *Bylaws of the Academic Senate* supersede AS-306-89 "Resolution to Provide a Generic Set of Operating Procedures for Academic Senate Standing and Ad Hoc Committees" The following change was made to the Bylaws of the Academic Senate:
VIII.D.2.5 A vote by the majority of the ~~voting members of the committee~~ quorum shall be the decision of the committee
Discussion will continue at the next meeting.
- F. **Resolution on the Establishment of a Subcommittee of the Academic Senate Curriculum Committee to Review Graduate Curricula (Executive Committee):** Fernflores, this resolution establishes a standing subcommittee of the Academic Senate Curriculum Committee to review graduate course and program proposals. M/S/P to agendize.
- G. **Formation of Certificate Programs Task Force:** Fernflores will authorize the committee to begin its work with the current membership.
- H. **CONFIDENTIAL:** Naming of Building.
- VI. Discussion Items: none.
- VII. Adjournment: Meeting was adjourned at 5:00 p.m.

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, November 9, 2010
01-409, 4:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
 - A. **Approval of Advertisement for Dean, College of Engineering:** Fernflores announced that the Academic Senate Office will hold the election for four CENG representatives and the Executive Committee will select two faculty representatives to serve on the search committee. Advertisement was approved.
 - B. Revision of **Resolution on Academic Senate Operating Procedures for Its Committees (Executive Committee):** Fernflores, this resolution states that modifications to sections VIII.D and VIII.E of the *Bylaws of the Academic Senate* supersede AS-306-89 "Resolution to Provide a Generic Set of Operating Procedures for Academic Senate Standing and Ad Hoc Committees." The following changes were made to the *Bylaws of the Academic Senate*:
 - VIII.D.2 Electronic Meetings (e-meetings and e-consultations)
 - 1. ~~A simple majority (51%) of the voting members shall constitute a quorum for an e-meeting. A quorum is required to conduct business.~~
 - 6.d ~~Members shall respond to the notice of meeting indicating their presenee~~
- VI. Discussion Item(s): none.
- VII. Adjournment: 5:00 pm

Submitted by,


Gladys Gregory
Academic Senate

ACADEMIC SENATE COMMITTEE VACANCIES

College of Agriculture, Food and Environmental Science

BUDGET & LONG RANGE PLANNING COMMITTEE – 2010-2011

Orfalea College of Business

SUSTAINABILITY COMMITTEE

Norm Borin replaces Kate Lancaster
for winter and spring quarters 2011

College of Liberal Arts

GRANTS REVIEW COMMITTEE – 2010-2011

College of Science and Mathematics

INSTRUCTION COMMITTEE – 2010-2011

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE – 2010-2012

COMMITTEE CHAIR REPLACEMENT

INSTRUCTION COMMITTEE – committee chair replacement needed for spring quarter 2011

UNIVERSITY COMMITTEE VACANCIES

ACCOMMODATION REVIEW BOARD – one vacancy (2010-2011)

CAL POLY HOUSING CORPORATION BOARD - one vacancy (2010-2012)

CAL POLY PLAN STEERING COMMITTEE – one vacancy (2010-2011)

COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT) – one vacancy (2010-2012)

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION – one vacancy (2010-2012)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – one vacancy (2010-2013)

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

UNIVERSITY UNION ADVISORY BOARD – one vacancy (2010-2011)

December 8 2010 (mc)

NOMINATIONS FOR ACADEMIC SENATE CURRICULUM APPEALS COMMITTEE 2010-2011

[Highlighted information is the stated criteria for this committee.]

HARVEY GREENWALD (Math Dept):

I have served two terms as Academic Senate Chair. I have also served two terms as chair of the Academic Senate Curriculum Committee, which included two catalog cycles. I have also served as a member of the Academic Senate Curriculum Committee.

While I have not served on the GE Committee, I have served as the Academic Senate representative on the GE Program Review that was conducted during the fall of 2006. Moreover, I was the Chair of the Academic Senate during the period when the GE Program was reorganized.

I have had a long-standing interest and involvement in curriculum at the department level, the college level, and the university level.

Similarly, while I have not had formal membership on any GE Committees, I have had a long-standing interest and involvement with GE. In addition, the Mathematics Department teaches a number of GE courses.

DAVE HANNINGS (Horticulture & Crop Sci Dept):

As most of you know, I served as the chair of the Academic Senate Curriculum Committee for seven years. That service was interrupted by two years' service as Chair of the Academic Senate. Before that I was Senate Vice Chair for two years and served as caucus chair for my college starting sometime in the early 1990s.

Among many other resolutions, policies, and procedures, I authored the campus Diversity Learning Objectives, and co-authored the proposal and resolution establishing this appeals committee. I pay attention and do my homework.

On a technical note, I am now a FERP. I am on campus fall and spring quarters teaching. Winter quarter I would be available for service on this committee after I return from South America on January 25.

I would be pleased to serve on this committee and help improve the curriculum appeals process.

JOHN HARRIS (Natural Resources Mgt Dept):

- I was a member of the GE Governance Board for 9 years.
- I was a member of the Senate Curriculum Committee for 2 years.

ELENA KEELING (Biological Sciences Dept):

Summary of involvement in curriculum:

Biological Sciences Department

Curriculum & Scheduling Committee member: Fall 2003-present (except during sabbatical)

Curriculum Chair & Scheduler: Summer 2005- Summer 2006

Curriculum Chair (not Scheduler): Fall 2010- present

Biology Minor Coordinator: Fall 2005- present

College of Science and Mathematics

CSM Curriculum Committee member: Fall 2007- present

University

I have served on a GE committee almost continuously since Fall 2001, mostly on the Area B/F subcommittee. I have been Chair of that subcommittee on and off for a total of about two years, plus some continuing unofficial responsibilities over the past year while there has not been an official committee (for example, I continue to approve course substitution requests). The specific dates are as follows:

Chair, GE Area B/F Subcommittee: Winter 2004-Spring 2005, Winter 2007, Fall 2008- Summer 2009

Member, GE Area B/F Subcommittee: 2003-2005 and 2006-2009

General Education Governance Board: 2001 - 2003

References for curriculum work at the College and University levels:

Dane Jones, Associate Dean, College of Science and Mathematics

Doug Keesey, GE Director and Professor of English

MICHAEL LUCAS (Architecture Dept):

Served four years on the GE Governance Board

TAL SCRIVEN (Philosophy Dept):

Here's a list of GE and curriculum work:

- Department Chair (1984-88, 2004-present): supervised six departmental curriculum packages
- CLA Curriculum Committee (chair in 1998-2000, member in 2006): supervised college curriculum package during the GE 2000 revisions—there were well over 200 course proposals from CLA in that package
- GE Area B/F Subcommittee (1982)
- GE Area C Subcommittee (chair in 1988, member in 1987)
- GE Committee (chair in 1984-85, member in 1986-87 and 1995-96)
- GE Area A Committee (1996-97)
- GE Area A/C Committee (chair in 2000-01, member in 1999-2000)
- GE Governance Board (2006-10)

Additionally, I was in the senate in 1981-1985, 1987, 1994-1996, 1998-2001 and was caucus chair (and, thus, on the Executive Committee) in 1999-2001.

Adopted:

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

AS-__-10

RESOLUTION ON THE TEACHER-SCHOLAR MODEL

1 WHEREAS, Cal Poly is a predominantly undergraduate university committed to the highest
2 possible quality of education; and
3

4 WHEREAS, In support of the mission of Cal Poly, the faculty engage in teaching; research,
5 scholarship, and creative activities (RSCA); and service; and
6

7 WHEREAS, A balance of faculty talents and activities is essential to meet the objectives and
8 goals of the institution, resulting in a range of duties and responsibilities among
9 faculty; and
10

11 WHEREAS, Continued intellectual/professional growth of faculty, such as through Research
12 Scholarship and Creative Activities, is central to providing a vibrant learning
13 environment for students; and
14

15 WHEREAS, The Teacher-Scholar Model as proposed in Boyer (1990) characterizes the
16 engagement of faculty in both teaching and scholarship; therefore, be it
17

18 RESOLVED: That Cal Poly faculty adopt the Teacher-Scholar Model, defined as active
19 participation in both teaching and scholarship; and be it further
20

21 RESOLVED: That the Teacher-Scholar Model include, when possible, meaningful student
22 engagement in faculty scholarly activity and inclusion of scholarship in teaching to
23 create vibrant learning experiences for students; and be it further
24

25 RESOLVED: That scholarship be defined in general terms as the scholarships of discovery,
26 application, integration, and teaching/learning (Boyer 1990), implemented in a
27 discipline-specific manner while mindful of Cal Poly's mission; and be it further
28

29 RESOLVED: That the Teacher-Scholar Model allow for individual variations in the balance
30 between teaching and scholarly activities.

Proposed by: WASC/Academic Senate Teacher Scholar Model
Task Force

Date: November 16 2010

BACKGROUND:

This essay begins by recognizing that though Cal Poly is a teaching-centered institution, scholarship has taken on a greater importance as the mission of the institution has evolved. The essay finds that Cal Poly faculty and staff appear to engage in a high level of scholarly activity that enhances student learning, according to the results of the 2009 Cal Poly Student and Faculty/Staff Surveys, the Department Head/Chair Survey, and the literature. Progress toward enacting the teacher-scholar model at Cal Poly, however, has been hampered by the lack of: 1) a comprehensive understanding of scholarship, and 2) an accepted working definition of the model.

Cal Poly has traditionally been a teaching-centered institution, but, over the last thirty years, scholarship has gradually taken on a role of greater importance. The University's mission is tied to that of the CSU, and the system's mission has changed significantly since the days when faculty scholarship was proscribed in keeping with the strict vision of the 1960 California Master Plan for Higher Education. In 1989, with significant leadership provided by Cal Poly and the Cal Poly President's Cabinet, the Joint Committee for Review of the Master Plan for Higher Education concluded that research, scholarship, and creative activity are central to the mission of the CSU, and the Educational Code was changed to reflect this conclusion. The Cornerstones Report of 1997 acknowledged this change when it stated that "faculty scholarship, research and creative activity are essential components" of the CSU's teaching-centered mission (Principle 4). A decade later, the 2007 CSU Provosts' Statement asserted the economic value of what has come to be known as the "teacher-scholar model," whereby teaching and scholarship are understood to be mutually reinforcing. The statement identified the model as an important way to keep California's citizens competitive in a global marketplace based on human capital economies—an important consideration for an institution that has always played a major role in preparing the state's workforce. In turn, Cal Poly's current mission statement emphasizes fostering teaching and scholarship.

The literature on student learning supports the value of an increasing emphasis on scholarship within the CSU and at Cal Poly. Student involvement in undergraduate research is a form of active learning, and it has been deemed a high impact practice that enhances student retention and engagement. Though undergraduate research is more common in the sciences, student involvement in faculty scholarship is possible in all disciplines and yields encouraging results. According to the provosts, it increases the frequency of meaningful interactions with faculty and peers; encourages students to spend more time and effort on research, writing, and analytic thinking; and involves them in more collaborative forms of learning.

Scholarship also benefits student learning by helping to maintain faculty and staff enthusiasm. As the CSU Provosts have stated, "When faculty [members] are at the cutting edge of their disciplines, they remain connected with the source that feeds their intellectual curiosity and creative abilities and are able to establish and maintain partnerships with other scholars around the world." This scholarly currency, in turn, enhances faculty teaching and interactions with students, from freshman through doctoral levels.

Adopted:

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

AS-__-10

**RESOLUTION ON A WORKING
DEFINITION of LEARN BY DOING**

Background: Pages 11-16 of the WASC Capacity and Preparatory Review Report describe a two year effort to develop a definition of “learn by doing” based on: the analysis of pedagogical theories and current practices by the WASC Learn By Doing Working Group; campus surveys and focus groups conducted for all campus constituencies; and student research. Additional efforts to refine the definition through committee efforts and faculty solicitation have occurred since the December 2009 submittal of the Preparatory Review Report.

1 WHEREAS, The Cal Poly community has never adopted a working definition of learn by doing;
2 and
3

4 WHEREAS, Learn by Doing was one of the four major themes of Cal Poly’s WASC Self Study
5 Committee approved by WASC; and
6

7 WHEREAS, The WASC Review Team encouraged Cal Poly to provide an evaluative definition
8 of our Learn by Doing educational philosophy following its initial review in early
9 2010; and
10

11 WHEREAS, Programs may use this definition of Learn by Doing to assess the diverse ways in
12 which Cal Poly’s signature pedagogy contributes to student learning at Cal Poly;
13 and
14

15 WHEREAS, Learn by Doing is an educational model that represents all disciplines at Cal Poly
16 and thus is in need of a definition that reflects this diversity; therefore it be
17

18 RESOLVED: That the Academic Senate of Cal Poly adopt the following definition of Learn by
19 Doing:
20

21 “Learn by doing is a deliberate intellectual process whereby students acquire and
22 apply essential knowledge and skills through self-reflective, active engagement in
23 their education inside the classroom and beyond it.”

Proposed by: WASC/Academic Senate Learn by Doing
(LBD) Task Force
Date: November 15 2010