

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

**FILE COPY**

**Meeting of the  
Academic Senate Executive Committee  
Tuesday, May 11, 1999  
UU220, 3:00-5:00pm**

- I. Minutes: none.
- II. Communication(s) and Announcement(s):  
**Minutes from Campus Safety and Risk Management Committee: (pp. 2-5).**
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representative:
  - G. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Appointments to Academic Senate committees for 1999-2001:** (p. 6).
  - B. **Appointments to universitywide committees for 1999-2001:** (p. 7).
  - C. **Appointment to the Cal Poly Plan Universitywide/Collaborative Projects Advisory Committee** for the 1999-2001 term (one appointment from any college/UCTE).
  - D. **Approval/disapproval of General Education committee applicants:** (pp. 8-36, additional copies of the four ballots will be distributed at the meeting).
  - E. **(Background Statement on Grading Policy Resolutions) and Resolution on Standard Grading Policy:** Keesey, chair of the Curriculum Committee (pp. 37-39).
  - F. **Resolution on C- Prerequisites:** Keesey, chair of the Curriculum Committee (p. 40).
  - G. **Resolution Principles to Govern Enrollment Growth at Cal Poly:** Kaminaka, chair of the Budget and Long Range Planning Committee (p. 41).
  - H. **Resolution to Discontinue Program Review and Improvement Committee:** Hale, statewide academic senator (p. 42).
  - I. **Resolution on Nonuse of Student Originated Evaluation in Faculty RPT Decisions:** Harris, chair of the Faculty Affairs Committee (p. 43).
  - J. **Resolution on usage of the Cal Poly Professor and Course Evaluations:** Harris, chair of the Faculty Affairs Committee (p. 44).
  - K. **Resolution on Usage of Online Course Syllabus:** Harris, chair of the Faculty Affairs Committee (p. 45).
- VI. Discussion Item(s):
- VII. Adjournment:

→2→  
**RECEIVED**

**MEMORANDUM**

**CAL POLY**

APR 27 1999

Date: 27 April 1999

**Academic Senate**

To: Academic Senate Executive Committee

From: Richard Cavaletto, BRAE Dept. *RAC C*

Subject: Minutes from Campus Safety and Risk Management Committee

Attached are the minutes from the latest Campus Safety and Risk Management Committee. Included is the draft of an Exterior Lighting Policy. If you have any comments on the policy please send them to Ed Johnson, Facilities Planning.

**CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE  
APRIL 22, 1999, MEETING NO. 3  
ADMIN 301  
MINUTES**

Members Present: V. Stover (Chair), J. Risser, E. Naretto, J. Baranek, C. Schaeffer,  
P. Hosegood-Martin, S. Opava, R. Haynes, R. Berrett,  
R. Cavaletto, N. Vilkitis

Guests: S. Anderson, M. Bragg

**I. Y2K UPDATE**

S. Anderson, Campus Project Coordinator for Y2K, reported that there is a campus approved plan for Y2K compliance and implementation of that plan began in June 1998. Inventory, identification and assessment of systems that could potentially have Y2K problems is currently in progress. Of particular concern are those systems where interruption of service/communication could affect personal health and safety. The Chancellor's office is requiring quarterly progress reports and identification of costs associated with inventory, assessment, reporting, hardware/software requirements, etc. The next step in the process is to move forward with contingency plan testing. We need to determine how we will test to make sure that we are Y2K compliant, and what our strategies are going to be from the planning stage to readiness. Anderson distributed a list of things to consider in preparing students for Y2K issues and concerns, and requested that CS&RM committee members review the list and let her know if there are things not identified that we should be thinking about. Additional information on Y2K will be available in Fall 1999 as we get closer to the new millennium.

**II. SAFETY NEWSLETTER**

V. Stover distributed copies of the first issue of Safety News, a safety newsletter that is planned to be published quarterly by Public Safety Services. CS&RM members were asked submit their constituents Q&As, topics for articles, and/or campuswide issues/concerns to be addressed in future newsletters to V. Stover. The next issue will be published Fall Quarter 1999, therefore items for inclusion in that publication should reach V. Stover during the summer quarter.

**III. EMERGENCY LIGHT REVIEW**

V. Stover distributed another copy of the handouts previously distributed by E. Johnson at the February 8 CS&RM meeting. Committee members were asked to respond to either V. Stover or E. Johnson with their comments regarding the proposed Cal Poly Exterior Lighting Policy. E. Naretto reported that some work has been completed and other work is currently in progress in areas needing additional lighting or lighting improvements as identified during the night walk in Winter Quarter. It is anticipated that all work will be completed during the Summer Quarter. There is concern about the use of a dirt footpath behind the

Health Center leading to the Alumni House, particularly at night because there is no lighting. Since this is a service path only for emergency generators, etc., E. Naretto indicated that the access will be blocked during the evening hours. P. Hosegood-Martin suggested signage that indicating "For your safety, this footpath will be closed during the evening hours" would be a good public relations tool in this situation.

#### IV. SAFETY CONCERNS

P. Hosegood-Martin indicated that Foundation safety committees have identified two concerns:

1. Bicycle traffic in the parking lot near the campus dining loading dock. Apparently bicyclists move quickly through the parking lot and barely miss being hit by trucks backing away from loading dock. Committee members suggested signage for the parking lot indicating "restricted access/employees only" or "do not ride bicycles behind trucks", and/or having a second person behind the trucks watching as they back up. C. Campbell will be asked to investigate the parking area behind C-6. E. Naretto will review the signage. R. Berrett suggested a campuswide educational campaign on bicycle safety—he reported that a similar campaign a few years ago did alleviate some of the problems and it might be a good idea to do another campaign.
2. No signage or directional markings for traffic flow on Via Carta. E. Naretto indicated that with the completion of the utilidor, the bike path lanes will soon be marked but unauthorized vehicular traffic on Via Carta is still a problem. E. Naretto agreed to investigate the suggestions that the bollards at both entrances be reinstalled and signage indicating "Not a through street" or "Restricted Access—do not enter" be installed.

#### V. OTHER

R. Berrett reported that Rape Aggression Defense (RAD) training will soon be available on campus for women students, faculty and staff. The cost for the 9 hours of training will be \$12. The program is similar to the Model Mugging training offered in the community, but at a much lesser cost. Berrett will be going out to different campus entities requesting donations to help fund the program and purchase needed equipment.

R. Berrett announced that the campus is currently looking at a 911 system for students and various staff members. Videos and literature describing the system are available from Berrett and he would appreciate input and feedback from the CS&RM.

**NEXT MEETING: AY 1999/00**



**DRAFT**

Cal Poly Exterior Lighting Policy

**DRAFT**

1. Lighting levels for all maintained footpaths and parking areas will be provided per the requirements of applicable laws and regulations. In the absence of applicable regulatory standards, recommendations by the Illuminating Engineering Society of North America (IES) will be used.
2. Public Safety will survey lighting as part of nightly patrols and report all lights out to Facilities Services.
3. All exterior light fixture lenses will be cleaned annually and lamps will be replaced on a scheduled basis as recommended by the lamp manufactures.
4. Shrubbery will be kept below 3 ft and tree limbs will be higher than 6-ft along maintained footpaths to allow for clear visibility. Tree limbs will be trimmed as necessary so as not to block light fixtures.
5. Facilities personnel will conduct annual night walks. The campus community will be invited to participate in these walks. The results of these walks will be addressed as needed.
6. All Faculty, staff, students and visitors are encouraged to report non functioning lights (location, fixture, hazard) by means of the Facilities Services Web Site [http://www.facsrv.calpoly.edu/fac\\_serv/form\\_mnt.html](http://www.facsrv.calpoly.edu/fac_serv/form_mnt.html), or Voice mail (x6-5555).

## Vacancies For 1999-2000

### Academic Senate Committees

#### College of Agriculture

Faculty Affairs Committee  
Faculty Ethics  
US Cultural Pluralism Subcommittee

**Roger Hunt**

#### College of Architecture and Environmental Design

Faculty Affairs Committee  
Faculty Awards Committee  
Faculty Ethics  
Grants Review Committee  
Instruction Committee  
Program Review and Improvement Committee

#### College of Business

Faculty Awards Committee  
Instruction Committee  
Research and Professional Development Committee

#### College of Engineering

Budget and Long Range Planning Committee  
Faculty Awards Committee  
Faculty Ethics  
Program Review and Improvement Committee  
US Cultural Pluralism Subcommittee

#### College of Liberal Arts

Faculty Ethics  
Fairness Board

#### College of Science and Math

Curriculum Committee  
Faculty Affairs Committee  
Faculty Awards Committee  
Fairness Board  
Instruction Committee  
Library Committee  
Program Review and Improvement Committee

**Bob Wolf**

#### PCS

Faculty Ethics

**Eileen Pritchard**

### Senators

College of Architecture and Environmental Design - 1 Vacancy

College of Engineering - 1 Vacancy

College of Liberal Arts - 2 Vacancies

College of Science and Math - 1 Vacancy

**Keith Stowe-Physics**

## University-Wide Committees

### Academic Council for International Programs

(1 Academic Senate Appointment for the 2001-2002 term/1 current vacancy)

### Accommodations Review Board

(2 Academic Senate Appointments/2 current vacancies)

Lucas, Michael

Architecture

1 of 1

### ASI Facilities & Operations Committee

(1 Academic Senate Appointment/1 current vacancy)

### ASI Student Senate

(1 Academic Senate Appointment/1 current vacancy)

### Cal Poly Plan Steering Committee

(3 Academic Senate Appointments/3 current vacancies)

### Campus Fee Advisory Committee

(1 Academic Senate Appointment/1 current vacancy)

Pritchard, Eileen

Library

1 of 1

### Campus Safety and Risk Management Committee

(2 Academic Senate Appointments/2 current vacancies)

Cavaletto, Richard (incumbent)

DeMers, Gerald

Hunt, Roger

Kellogg, Bill

Marlier, John

Mori, Barbara

Shaban, Ali

Biores&AE

PE&K

AniSci

AgEd&Comm

Chem/BioChem

SocialSci

EE

1 of 1

1 of 1

1 of 2

1 of 1

1 of 1

2 of 2

2 of 2

### Student Health Advisory Committee

(1 Academic Senate Appointment/1 current vacancy)

**Ballot for faculty interested in serving on University GE Program**

GE Committee: Two vacancies (Both are three-year terms)

College of Science and Math (one vacancy)

College of Architecture: (one vacancy)

Name	Department	College	Approve	Disapprove
Ralph Jacobson	Chem/Biochem	CSM		
Paul Wack	City/Reg Plan	Arch/Env Design		
Michael Lucas*	Architecture	Arch/Env Design		

**GE Committee/Responsibilities**

is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality.

**GE Committee/Duties**

1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

Current GE Committee			
Name	Department	College	Term Ending
Russell Cummings	Areo Eng	CENG	2000
John Harris	Nat Resource Mgmt	CAGR	2001
Debra Valencia-Laver	Psyc & HD	CLA	2000
Richard Saenz	Physics	CSM	2001
Daniel Williamson	Economics	CBUS	2000
Kendrick Walker	Philosophy	CLA	2001

\*Michael Lucas (GE is choice #1; Area A/C is choice #2; Area D/E is choice #3)

## APPLICATION TO SERVE ON THE GE COMMITTEE/GE AREA COMMITTEE

This form must be received by Friday, April 16.

Mail to General Education Office (01-316) or  
e-mail with Word attachment to gened@polymail.calpoly.edu

The GE Committee is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality. The following specific duties are assigned to the GE Committee: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

A director and eight committee members compose the GE Committee: two from the College of Science and Mathematics, two from the College of Liberal Arts, and one from each of the four professional colleges. Committee members serve three-year renewable terms that are staggered to promote continuity. Committee members must be faculty members with a demonstrated interest in GE and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program. The Provost appoints GE Committee members after consultation with the Academic Senate.

The GE Area Committees advise the GE Committee on courses and programs within each area, and review courses and programs already in place. The three area committees (Communication/Arts and Humanities; Mathematics and Science/Technology; and Social/Behavioral Sciences) are composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the subject area. Committee members serve three-year renewable terms that are staggered to promote continuity. Committee members must have a demonstrated interest in GE and a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program. The GE Committee appoints Area Committee members after consultation with the Academic Senate.

Name: Ralph Jacobson

e-mail: rjacobso@calpoly.edu

Department: Chem & Biochem

College: CSM

Office Phone: 6-2796

Dept Phone: 6-2693

I would like to serve on the

☒ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)

☐ Area A/C Committee: Communication/Arts and Humanities

☐ Area B/F Committee: Science and Math/Technology

☐ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice?

Do you have plans to be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave? may possibly be on leave London Study, 2001 or later

Signature:

(If sending e-mail, type initials here)RJ

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

~10~

REPLY

Dated: 4/15/99 at 11:52

Subject: Re: GE application

Contents: 3

Sender: rjacobso@polymail.cpunix.calpoly.edu

Item 1

FROM: rjacobso@polymail.cpunix.calpoly.edu  
TO: Mary K. Tool /cpslo,employee1  
CC: rjacobso@polymail.cpunix.calpoly.edu

Item 2

ARPA MESSAGE HEADER

Item 3

Katie Thank you for the reminder, here is my application  
If this does not go through clearly, I will get a hard copy to you.

Name: Ralph A. Jacobson  
e-mail: rjacobso@calpoly.edu  
Chem & Biochem CSM  
Office Phone: 6-2796 Dept Phone: 6-2693  
I would like to serve on the

- 1 GE Committee (meets on Wed from 10:00a.m. to 12:00p.m)
- 4 Area A/C Committee: Communication/Arts and Humanities
- 2 Area B/F Committee: Science and Math/Technology
- 3 Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice? Gov Board

Do you have plans do be on leave during the three-year term?

Yes No MAYBE

If so, when are you most likely to be on leave?

One quarter or London Study, spr 2001 or later,

Signature:

(If sending e-mail, type initials here)signed RAJ

Supporting statement:

I have served one year on the area BF committee and currently a 1-year term on the governing board. I feel like I have been in training and now I am ready for a full term appointment. I would also accept a 2-year appointment to the GEB gov board, since that would make it 3 years. If I am not fortunate enough to be on the governing board, I know I could make significant contribution to one of the sub-committees, rank ordered above.

My commitment to GE remains as high as ever, maybe higher. I have created two NEW courses in area F and am working on expanding a science ethics class (SCM 451) to become a GEB course, perhaps in area C, or otherwise for area G.

I have recently been chosen to be a "table leader" for the WPE program, so my interest in writing across the curriculum is also expanding.

My career is at a stage where I find this type of committee work to be both productive and fun.



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Name: Paul Wack, AICP

e-mail: pwack@calpoly.edu

Department: City and Regional Planning

College: Architecture and Environmental Design

Office Phone: 756-6331

Dept Phone: 756-1315

I would like to serve on the

☒ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)

☐ Area A/C Committee: Communication/Arts and Humanities

☐ Area B/F Committee: Science and Math/Technology

☐ Area D/E Committee: Social/Behavioral Sciences.


If you have interest in more than one committee, what is your first choice?

Do you have plans do be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave?

Signature:

(If sending e-mail, type initials here)



**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

**APPLICATION OF PAUL WACK FOR THE THREE YEAR TERM ON THE  
GENERAL EDUCATION COMMITTEE, REPRESENTING THE COLLEGE OF  
ARCHITECTURE AND ENVIRONMENTAL DESIGN**

I wish to be considered for the subject vacancy because of my combined experience and commitment to university level education during my 21-year career at three campuses (Cal Poly, University of California Santa Barbara, and Sonoma State).

My interest in the General Education Program is represented by my attempts to introduce more opportunities for interdisciplinary experiences among students of diverse backgrounds and majors. For example, I have been working with faculty from different departments in our college to establish an interdisciplinary program in "Sustainable Communities". I have been successful in promoting this program to students in other colleges, including engineering and agriculture. In advising my students, I encourage them to gain the maximum amount of knowledge possible from the range of disciplines represented by our general education offerings, which will improve their effectiveness as professional planners.

I believe that the challenges and pending changes coming to our General Education Program represent an opportunity to contribute to the positive advancement of Cal Poly. I appreciate the opportunity to participate in the formulation of the General Education Program for the next millenium. I wish to be part of this effort and work with colleagues from other colleges and the administration.

Thank you for your time and consideration.

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Name: MICHAEL LUCAS

e-mail: mlucas @

Department: ARCHITECTURE

College: CAED

Office Phone: 66-1790

Dept Phone: 66-1316

I would like to serve on the

- ☒ GE Committee (***meets on Wed from 10:00a.m. to 12:00p.m***)  
☒ Area A/C Committee: Communication/Arts and Humanities  
☐ Area B/F Committee: Science and Math/Technology  
☒ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice? 1st. GE 2nd. A/C 3rd. D/E

Do you have plans do be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave?

Signature:  
 (If sending e-mail, type initials here)



**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

Statement of Qualifications

Application to Serve on GE Committee/Area Committees A/C, D/E

4.16.99

**Michael Lucas, AIA**

Assistant Professor of Architecture

CAED

My undergraduate professors always described architecture as "one of the best ways to get a liberal arts education" and while that mid-1970's description may have been more true then than now, I have always thought of it that way. While I had no undergraduate minor, the bulk of my electives during my six year BArch program were in art history and sociology.

I continued this attitude in the pursuit of my Master's degree in Architecture when I was able to make arrangements for my electives to come from the University's Doctoral program in Education. I used this base to spend the bulk of the last ten years of my practice career prior to full time teaching in the construction of educational facilities from preschool to colleges.

By it's nature architecture deals with communication of something to clients, stakeholders, lenders, etc., that is yet to be. I like to think of it as a social art, one that can affirm as well as challenge conventions. As a practicing architect I worked on several award winning structures recognized by the Baltimore and Cincinnati chapters of the American Institute of Architects. Another prototype daycare center for Baltimore's Housing Authority was published in **Progressive Architecture**, a national publication.

I presently teach one of the year-long undergraduate architectural thesis labs centered about the idea of how as people we learn and various settings this can be accomplished within. By nature, this is an umbrella which borrows from developmental psychology, philosophy, anthropology and sociology. I try to remain aware of the evolving nature of these disciplines and their possible contributions to my teaching.

My current research includes compilation of a descriptive catalogue of Puebloan Spatial Culture that will present alternate views to commodity based system dominant in the world that most students come from. Since 1995 I have also participated in the ethnomusicological research of Dr. Ann Lucas on the ceremonial legacy of the Plains Apache Tribe of Oklahoma, acting as photographer and notational recorder of spaces and choreography of dances.

For the last academic year I have served on the U.S. Cultural Pluralism Committee of the Academic Senate which has been involved in the review of courses and content, as well as the Architectural Department's Curriculum Committee reviewing.

**Ballot for faculty interested in serving on Area A/C Committee**

**VACANCIES:**

- (2) Three-year terms (both are open)
- (3) One-year terms (two are open, one outside CLA)

Name	Department	College	Approve	Disapprove
Thomas Ruehr*	Soil Science	Agriculture		
Bruno Giberti	Architecture	Arch/Env Design		
Michael Lucas	Architechture	Arch/Env Design		
Simon Evnine	Philosophy	CLA		
Tal Scriven	Philosophy	CLA		
Irene Hoffman	Library Admin			

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Current Area A/C Committee			
Name	Department	College	Term Ending
William Martinez	Modern Languages	CLA	2000
John Battenburg	English	CLA	2001
Linda Bomstad	Philosophy	CLA	2000
John Hampsey	English	CLA	2001

\*Thomas Ruehr (Area A/C is choice #1; Area B/F is choice #2)

\*Michael Lucas (GE is choice #1; Area A/C is choice #2; Area D/E is choice #3)



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Name: Thomas A Ruehr

e-mail: [truehr@calpoly.edu](mailto:truehr@calpoly.edu)

Department: Soil Science

College: Agriculture

Office Phone: 6-2552

Dept Phone: 6-2261

I would like to serve on the

☐ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)

☒ Area A/C Committee: Communication/Arts and Humanities

☒ Area B/F Committee: Science and Math/Technology

☐ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice? A/C

Do you have plans to be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave?

Signature:

(If sending e-mail, type initials here)

*Thomas A Ruehr*

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**



**Qualifications and Reasons for Applying for  
Service on the GE Committee / GE Area Committee  
By Thomas A Ruehr**

I have served at various times on our department curriculum committee and three times on the College of Agriculture curriculum committee. In addition, I have had extensive experience at the national level regarding curriculum development activities. I served as the co-chairman of the national committee on agricultural ethics and public policy as part of the food, agricultural and natural resources curriculum development project for the United States Department of Agriculture. Because of my role on the ag ethics and public policy committee, I was invited to participate with the agricultural systems (holistic problem-solving) committee for curriculum development nationally. As a consequence of these roles, I helped to lead most of the university teacher training workshops on both agricultural systems and agricultural ethics nationally, regionally and on individual campuses. In addition, I helped lead a world conference on agricultural systems for deans and directors of agricultural colleges sponsored by the U.S. Agency for International Development. I was invited by deans to lead curriculum development workshops for their faculty on the following campuses: Iowa State University, University of Kentucky, University of Connecticut Storrs, Washington State University with the University of Idaho, California colleges offering agricultural programs, Texas consortium of agricultural colleges, Colorado State University, University of Illinois, and University of Missouri.

I have taught the HUM 302 course Human Values in Agriculture since the spring of 1985. For the past four years I have helped to team teach the POLS 326 World Food Politics course. I was one of the founders of this course and emphasized an agricultural systems approach for problem-solving involving very messy and complex social and ethical dilemmas facing our society.

I am very concerned about our general education and breadth having lost the concept of breadth. In fact, it appears to have become even more narrow than was proposed originally before the Academic Senate. C.P. Snow's two cultures seem to be multiplying rather than diminishing. Increasingly, I note on TV advertisements or interviews with people who are proud of the fact they do NOT understand basic science and are ridiculing those who do. Will we be faced with a future society of policy makers who have no knowledge of science? Will scientists and other professionals become disconnected with the rest of society because of the widening communication gap and excessive use of jargon in each specialization? I believe we have a moral responsibility to overcome these problems as best we can on our campus.

We must immerse students in real world problem-solving experiences and use team activities and other group processes plus extensive writing experience to expose them to as many thoughts, approaches, mind sets, and possibilities, while strengthening their communication skills in written and oral communication, especially argumentation skills. I place a very strong emphasis upon writing correct English in my HUM 302 course.

Rather than try to protect turf for any one discipline and maybe lose everything, we should consider ways of joining forces to provide the very strongest balanced applied and theoretical programs in the sciences and in the humanities.

I have just received a National Science Foundation Fellowship to study bioethics at a workshop to be held at Iowa State University at the end of spring quarter. I am a member of the Food, Agriculture and Human Values Society and receive their journal Agriculture and Human Values plus I receive the Journal of Agricultural and Environmental Ethics.

In terms of the sciences, my specialization is in soil microbiology and biochemistry. In addition, I teach a course on fertilizers and plant nutrition and a course on soil vadose zone remediation (clean up of hazardous wastes in the environment). I am a member of the Environmental Biotechnology Institute and of the Irrigation Training and Research Center on the campus. I am a member of the American Chemical Society and receive the journal Environmental Science and Technology. As a member of the American Society for Microbiology, last year I attended the International Society for Microbial Ecology conference in Halifax, Nova Scotia. I receive the journal Applied and Environmental Microbiology. I am a member of the American Association for the Advancement of Science and read Science and Nature weekly. As a member of the American Society of Agronomy and the Soil Science Society of America, I receive the Soil Science Society of America Journal, Agronomy Journal, the Journal of Environmental Quality, Soil Science, and the Journal of Natural Resources and Life Sciences Education. I have received the Teaching Award of Merit from the National Association of Colleges and Teachers of Agriculture plus I was a recipient of Cal Poly Distinguished Teacher Award 1980. I am a member of Sigma Xi and receive the journal American Scientist. Monthly, I read Scientific American to keep abreast of new discoveries in astronomy, atomic and nuclear physics and mathematical recreations. I use calculus in my soil microbiology and biochemistry laboratory manual to explain the derivation of basic concepts used in soil science.

My close association with faculty in biological sciences and in chemistry (Ralph Jacobson and I were both accepted at the Bioethics workshop as a team) and friendships with various mathematicians and statisticians provides me with a good working perspective within the College of Science and Mathematics.

Maybe we should offer a special course on physical sciences and another on biological sciences which is not dumbed down, but which uses these sciences in an integrated fashion across scientific and technological disciplines to explain some of the most fundamental and essential ideas and concepts which are required for an informed citizen to make effective and enlightened decisions in the public policy arena. If we offered these courses for non-science and technology majors, then we could offer a capstone course which would be interdisciplinary at the senior level whereby we could have students from all disciplines argue together in public forums about current and potential public policy decisions with a much more effective consequence than we would have if these people have not had any major holistic training in these areas of concern.

My major concern regarding the areas of science and technology is for students and faculty to realize these areas are NOT value free. We must be honest about all of the good created by these sciences and technologies (which seems to be overemphasized by the current Area B/F Committee) and acknowledge the dark side and potential unintended consequences of our technologies and professions. We must perpetually guard our teaching from only defending our position in science and technology when sometimes those positions are not truly defensible.

*Thomas J. Ruth*

## APPLICATION TO SERVE ON THE GE COMMITTEE/GE AREA COMMITTEE

**This form must be received by Friday, April 16.**

**Mail to General Education Office (01-316) or  
e-mail with Word attachment to gened@polymail.calpoly.edu**

**The GE Committee** is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality. The following specific duties are assigned to the GE Committee: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

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**The GE Area Committees** advise the GE Committee on courses and programs within each area, and review courses and programs already in place. The three area committees (Communication/Arts and Humanities; Mathematics and Science/Technology; and Social/Behavioral Sciences) are composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the subject area. Committee members serve three-year renewable terms that are staggered to promote continuity. Committee members must have a demonstrated interest in GE and a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program. The GE Committee appoints Area Committee members after consultation with the Academic Senate.

Name: Bruno Gibertii

e-mail: bgiberti@bellatlantic.net

Department: Architecture

College: Architecture/Environmental Design

Office Phone:

Dept Phone: 61316

I would like to serve on the

☐ GE Committee (***meets on Wed from 10:00a.m. to 12:00p.m***)

☒ Area A/C Committee: Communication/Arts and Humanities

☐ Area B/F Committee: Science and Math/Technology

☐ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice?

Do you have plans do be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave?


Signature:

(If sending e-mail, type initials here)BG

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

Bruno Giberti

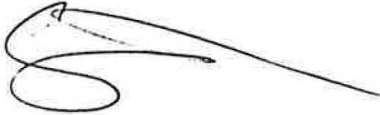
I have a well-demonstrated commitment to curriculum issues, as evidenced by my having served as chair of my department and college curriculum committees. I have a special interest in the GE program, since I teach the History of Architecture, which is a major breadth course drawing 400 students each quarter, half of them from outside of the department. All the courses in my area of History, Theory and Criticism build directly on the GE experience of students in my department, and I have consistently presented these courses as a projection of GE into the major curriculum.

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Name: <u>SIMON EVNINE</u>	
e-mail: <u>SEVNINE@CALPOLY.EDU</u>	
Department: <u>PHILOSOPHY</u>	College: <u>CLA</u>
Office Phone: <u>62064</u>	Dept Phone: <u>62041</u>
I would like to serve on the	<input type="checkbox"/> GE Committee ( <i>meets on Wed from 10:00a.m. to 12:00p.m</i> ) <input checked="" type="checkbox"/> Area A/C Committee: Communication/Arts and Humanities <input type="checkbox"/> Area B/F Committee: Science and Math/Technology <input type="checkbox"/> Area D/E Committee: Social/Behavioral Sciences.
If you have interest in more than one committee, what is your first choice?	
Do you have plans do be on leave during the three-year term? Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>	
If so, when are you most likely to be on leave? <u>Possibly on Leave on Study in Spring 2000</u>	
Signature:  (If sending e-mail, type initials here)	
<b>Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)</b>	

Simon Evnine

→22←

I teach GE classes every quarter and have been involved in preparing course proposals for GEB 2001. In addition, I am the departmental advisor to Philosophy Majors, and was the Philosophy Department's representative at the SAP program last summer. I am thus involved with GE issues from several different perspectives: teaching, advising, and administrative. I have a wide liberal arts background, with a degree in music and a strong interest in all the humanities.

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a long, sweeping horizontal line that ends in a small hook.



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Name: Tal Scriven	
e-mail: <a href="mailto:tscriven@calpoly">tscriven@calpoly</a>	
Department: Philosophy	College: CLA
Office Phone: 61397	Dept Phone: 62041
I would like to serve on the	<input type="checkbox"/> GE Committee ( <i>meets on Wed from 10:00a.m. to 12:00p.m</i> ) <input checked="" type="checkbox"/> Area A/C Committee: Communication/Arts and Humanities <input type="checkbox"/> Area B/F Committee: Science and Math/Technology <input type="checkbox"/> Area D/E Committee: Social/Behavioral Sciences.
If you have interest in more than one committee, what is your first choice?	
Do you have plans do be on leave during the three-year term?    Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
If so, when are you most likely to be on leave?	
Signature: (If sending e-mail, type initials here)TS	
<b>Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)</b>	

## STATEMENT OF QUALIFICATIONS AND INTEREST

Tal Scriven

(Area A/C)

A decent measure of both my qualifications and my on-going interest in GE is my past participation in the bodies responsible for the implementation and governance of the GE program as well as in curriculum matters generally. Here is a summary of my past and current involvement:

1981: Member, School of Communicative Arts and Humanities Ad Hoc Committee on Critical Thinking Requirements

1982: Member, University GEB Subcommittee #2

1983-1988: Director, School of Communicative Arts and Humanities Critical Thinking Program

1984-1988: Chair of the Philosophy Department (which included considerable curriculum work including the proposal of a major program)

1984-1987: Member, University GEB Committee

1984-1985: Chair, University GEB Committee

1987-1988: Member, University GEB Subcommittee for Area C

1988: Chair, University GEB Subcommittee for Area C

1996: Member, University GEB Committee

1996: Member, University GEB Subcommittee for Area A

1999: Chair, CLA Curriculum Committee

Chair, Philosophy Department Curriculum Committee

This represents only a part of the assignments for which I have volunteered.

Aside from these assignments, I have been a Cal Poly representative to both CSU and national conferences about critical thinking and general education and I have also served a total of eight years in the Academic Senate (during which times the GE and curricular issues were extensively debated).

I am well aware of the issues involved with the governance of the GE program and I am well known as an advocate for the importance and the integrity of the GE curriculum. In the past, advocacy along these lines has, far too often, degenerated into transparent turf disputes. I see an opportunity, these days, to get beyond mere partisanship and to build a program with a level of integrity apparent to all on this campus. I hope the reviewers of my application will see my experience and my concern as appropriate qualifications for this assignment.

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Name: Irene Hoffman

e-mail: ihoffman@calpoly.edu

Department: Library Admin

College: Library

Office Phone: 756-5786

Dept Phone: 756-2345

I would like to serve on the

☐ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)

☒ Area A/C Committee: Communication/Arts and Humanities

☐ Area B/F Committee: Science and Math/Technology

☐ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice?

Do you have plans to be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave? may apply for sabbatical Winter 01

Signature:

(If sending e-mail, type initials here)

Irene Hoffman

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

## APPLICATION TO SERVE ON THE GE AREA COMMITTEE

Statement from Irene Hoffman, Library, Kennedy Library

I am interested in applying for this committee for several reasons. As member of the library faculty I have a great interest in literacy issues. I have been a librarian for more than 18 years, and believe that the library plays a critical role in supporting the curricular as well as the co-curricular needs of students.

I am also the faculty liaison to the College of Liberal Arts, Department of Art and Design. In that role, I am responsible for the building and development of sound diverse collections that support the curricular needs of these areas of study. I also assist in the departments' accreditation reviews.

I have been a member of the Cal Poly Plan Steering Committee as a faculty representative for the past three years, which has provided me with a strong understanding of campus administration, policy and funding issues. In my capacity as Library Advancement Director, I have strong relationships with my colleagues across the campus, and have a broad-based understanding of special programs and activities as they relate to private funding. I am also actively involved in the upcoming Centennial Campaign, which I feel provides a framework for understanding the vision of the university as a whole.

I feel that my expertise of knowledge management issues and trends will make a valuable contribution to this committee by bringing a unique perspective that goes beyond the classroom experience.

**Ballot for faculty interested in serving on Area B/F Committee**

**Vacancies:**

- (2) Three-year terms (one must be from subject area, one is open)
- (1) One-year term (open)

Name	Department	College	Approve	Disapprove
Sigurd Meldal	Computer Sci	CENG		
Thomas Ruehr*	Soil Science	CAGR		

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Current Area B/F Committee			
Name	Department	College	Term Ending
Roxy Peck (Chair)	Statistics	CSM	2000
David Keil	Biological Sciences	CSM	2001
James Mueller	Mathematics	CSM	2000
Dan Stearns*	Computer Science	CENG	2001

\*Dan Stearns will be on gone the Fall Quarter, 1999 (The one year appointment is to replace him during this time.

\*Thomas Ruehr (Area B/F is choice is choice #2; Area A/C is choice #1)

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Name: Sigurd Meldal	
e-mail: <a href="mailto:smeldal@calpoly.edu">smeldal@calpoly.edu</a>	
Department: Computer Science	College: CENG
Office Phone: 6-2926	Dept Phone: 6-2824
I would like to serve on the	<input type="checkbox"/> GE Committee ( <i>meets on Wed from 10:00a.m. to 12:00p.m</i> ) <input type="checkbox"/> Area A/C Committee: Communication/Arts and Humanities <input checked="" type="checkbox"/> Area B/F Committee: Science and Math/Technology <input type="checkbox"/> Area D/E Committee: Social/Behavioral Sciences.
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Do you have plans do be on leave during the three-year term?    Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
If so, when are you most likely to be on leave?	
Signature: SM (If sending e-mail, type initials here)	
<b>Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)</b>	



This is a limited application – Dan Stearns will be gone the Fall of 1999, and he suggested that I might be a good replacement for him during that quarter.

I would be interested in a seat on the committee for the whole three-year period, but I suppose two computer science faculty members would be a tad too much.

My interest in curricular issues in general and general education in particular goes all the way back to my undergraduate studies: besides the equivalent of a major in CS and a minor in Mathematics, I garnered the equivalent of 25 units of philosophy, and audited a series of courses on Indo-Iranian Studies.

More formally, I was chairperson of the curriculum committee at the CS Dept. at the University of Bergen, a member of the college-wide graduate studies committee there, and am currently a member of the curriculum and graduate committees at the CS department here.

I have worked with faculty members of COSAM and CAGR to develop a multidisciplinary program in Biotechnology, and will be co-teaching a course in Biocomputing with Dr. Villablanca of the Biological Sciences department the Fall of 1999.

I have also sought to enhance our cultural diversity by setting up collaborative student recruitment programs with universities in other countries, so far succeeding with universities in Norway (essentially recruiting students for our graduate programs).

I firmly believe that a well-rounded, general education is essential for our graduates' success, both as professionals and as private individuals. In my teaching of software engineering I stress the importance of being able to communicate with professionals of other domains, and encourage the students to work on projects that require multidisciplinary expertise for a successful completion.

The exposure of our students to a diverse set of knowledge domains, a broad spectrum of cultural traditions and a good sense of the historical and technological foundations for our and other societies should be important to our University. I would enjoy participating in the framing of a curriculum that would strike the appropriate balance between the specific needs of various program curricula and the general needs of any well-educated graduate.

**Ballot for faculty interested in serving on Area D/E Committee**

**Vacancies:**

(2) Three-year terms (one must be from subject area, one is open)

Name	Department	College	Approve	Disapprove
Craig Harlan	History	CLA		
Dan Bertozzi	Global St./Law	CBUS		
Michael Lucas*	Architecture	Arch/Env Design		

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Current Area D/E Committee			
Name	Department	College	Term Ending
Paul Hiltbold	History	CLA	2000
Jim Coleman	Social Sciences	CLA	2001
Mary Pederson	Food, Sci & Nutrition	Agriculture	2000
Richard Kranzdorf	Political Science	CLA	2001

\*Michael Lucas (Area D/E is choice #3; GE is choice #1; Area A/C is choice#2)

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Name: DAN BERTOLZI

e-mail: dbertolzi@calpoly.edu

Department: Global Strategy and Law College: Business

Office Phone: 6-2874 Dept Phone: 6-5068

I would like to serve on the

- ☐ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)
- ☐ Area A/C Committee: Communication/Arts and Humanities
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- ☒ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice?

Do you have plans to be on leave during the three-year term? Yes ☐ No ☒

If so, when are you most likely to be on leave?

Signature:

(If sending e-mail, type initials here)

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

Dr. Dan Bertozzi  
Global Strategy & Law Area  
College of Business

April 15, 1999

*1. Why are you interested in serving as a GE Committee College rep?*

I believe that a strong, high quality general education program is a central element in a university education. The new GE administrative structure and template recently approved by the Senate holds the promise of improving and streamlining the current program.

One of my goals as a member of the University GE Committee in Area D/E has been to use the "Characteristics of an Educated Person in the 21<sup>st</sup> Century" identified in the Report on Visionary Pragmatism as a guide toward improving our GE program. As a member of the Task Force that prepared the Visionary Pragmatism Report, and who helped develop its recommendations for reform of the GE program (many of which have been adopted by the AD Hoc Committee and/or the Senate), I would appreciate the opportunity to continue working to develop a strong GE program.

Over the past two years, I have served as a member of the GE Area D/E Committee on the Social/Behavioral Sciences. During that time my colleagues and I have spent many hours developing policies and criteria for the learning outcomes and knowledge that would best serve students taking courses in this area. More recently the committee has been involved with providing feedback to faculty who have proposed courses for inclusion in Area D/E. I would welcome the opportunity to continue serving on this committee.

I believe that my record of continuing interest and involvement in the operation and reform of the GE program and in undergraduate curriculum development at the college and university levels will allow me to contribute to the development and implementation of a carefully planned GE program which will benefit our students.

*2. What qualifications do you bring to this position?*

- a. Currently a member of the GE Area D/E Committee on Social/Behavioral Sciences.
- b. Membership on the GEB Area D subcommittee (Social Sciences Distribution Area) for approximately 10 of the 14 years the committee was in existence. Past Chair in the subcommittee.
- c. I have taught one of the upper division GE courses (Governmental and Social Influences of Business) offered within Area D for the past 15 years.
- d. Member, Task Force on the Undergraduate Curriculum and Calendar, which prepared the Report of Visionary Pragmatism.
- e. Member, Academic Senate during a majority of my 23 years at Cal Poly, including 3 years as a member of the Executive Committee.
- f. Current member of the Senate Curriculum Committee.
- g. Member, College of Business Curriculum Committee for 8 years.
- h. Department chair/Area coordinator for the Business Administration Department and Global Strategy and Law area – 5 years.
- i. Undergraduate major in Political Science and Economics, and graduate degrees in Law and Business.

<b>APPLICATION TO SERVE ON THE GE COMMITTEE/GE AREA COMMITTEE</b>	
<p><b><u>This form must be received by Friday, April 16.</u></b>  <b>Mail to General Education Office (01-316) or</b>  <b>e-mail with Word attachment to gened@polymail.calpoly.edu</b></p>	
<p><b>The GE Committee</b> is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality. The following specific duties are assigned to the GE Committee: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.</p> <p>A director and eight committee members compose the GE Committee: two from the College of Science and Mathematics, two from the College of Liberal Arts, and one from each of the four professional colleges. Committee members serve three-year renewable terms that are staggered to promote continuity. Committee members must be faculty members with a demonstrated interest in GE and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program. The Provost appoints GE Committee members after consultation with the Academic Senate.</p> <p><b>The GE Area Committees</b> advise the GE Committee on courses and programs within each area, and review courses and programs already in place. The three area committees (Communication/Arts and Humanities; Mathematics and Science/Technology; and Social/Behavioral Sciences) are composed of seven members each, including one student. At least four of the members and the student must be from departments/colleges in the subject area. Committee members serve three-year renewable terms that are staggered to promote continuity. Committee members must have a demonstrated interest in GE and a thorough understanding of, and deep conviction and commitment to, the philosophy and conceptual goals of the General Education Program. The GE Committee appoints Area Committee members after consultation with the Academic Senate.</p>	
Name: David CRAIG Harlan	
e-mail: charlan@calpoly.edu	
Department: History	College: CLA
Office Phone: 62761	Dept Phone: 62543
I would like to serve on the	<input checked="" type="checkbox"/> GE Committee ( <i>meets on Wed from 10:00a.m. to 12:00p.m</i> ) <input type="checkbox"/> Area A/C Committee: Communication/Arts and Humanities <input type="checkbox"/> Area B/F Committee: Science and Math/Technology <input checked="" type="checkbox"/> Area D/E Committee: Social/Behavioral Sciences.
If you have interest in more than one committee, what is your first choice? <i>GE Committee</i>	
Do you have plans do be on leave during the three-year term? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
If so, when are you most likely to be on leave?	
Signature: (If sending e-mail, type initials here) DCH	
<p><b>Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General</b></p>	

Application to Serve on  
either the  
GE Committee  
or the  
Area D/E Committee  
D. Craig Harlan  
16 April 1999

I would like to serve on the GE Committee (or the Area D/E Committee) because I am deeply interested in and concerned about the future of general education, both at CalPoly and more generally.

I have taught the GE American history course at CalPoly (HISTORY 204) for over ten years now. I also teach a more specialized seminar for History majors, but my real love always has been the challenge of teaching American history to non-majors. I enjoy this course immensely, especially now that I can teach it in the CLA's new multimedia rooms (10-124 and 10-126).

I am particularly interested in the conceptual problems involved with teaching an American history survey in this age of academic over-specialization. My book, The Degredation of American History (University of Chicago Press, 1987), is an examination of the forces that, over the last twenty-five years, have splintered and fragmented American history. That book begins with these two sentences: "Once, not very long ago, history was one of our primary forms of moral reflection. American literary and intellectual historians wrote broad-gauged, morally instructive histories -- histories that taught us how to speak in the first-person plural, histories that reminded us of what we, as a people, have always wished to become." The Degradation argues that if American history is ever to become what it once was, we historians will have to abandon our increasingly narrow specializations and return to writing the kind of histories we used to write: histories that encouraged us to say, "This is what we value and want, and don't yet have. This is how we mean to live and do not yet live."

General Education is the real heart and soul of every great university -- including universities with a technical mission. I want to work on the GE Committee because I want to work with other people who are dedicated -- i.e., who invest huge amounts of their own time -- to ensuring that General Education is, indeed, the heart and soul of our students' experience at CalPoly.




State of California  
**MEMORANDUM**

San Luis Obispo, CA 93407

**To:** All Full Time Faculty

**Date:** March 31, 1999

**From:** John Harrington, Director   
General Education Program

**Copies:** Warren J. Baker  
Paul J. Zingg  
David Conn  
Myron Hood

**Subject:** Application to serve on the GE Committee/Area Committee

The GE Program is coordinated by the GE Committee and three Area Committees: Area A/C Communication/Arts and Humanities, Area B/F Science/Technology, and Area D/E Social/Behavioral Sciences. Each year, one-third of positions on the General Education Committee and on each of the Areas Committees require appointments.

The following vacancies need to be filled for service beginning in the fall of 1999:

**GE Committee (two vacancies)**

- (1) Three-year term - College of Science and Mathematics
- (1) Three-year term - College of Architecture and Environmental Design

**Area A/C Committee: Communication/Arts and Humanities (four vacancies)**

- (2) Three-year terms (both are open)
- (3) One-year terms (two open, one outside CLA)

**Area B/F Committee: Science and Mathematics/Technology (three vacancies)**

- (2) Three-year terms (one must be subject area, one is open)
- (1) One-year term (open)

**Area D/E Committee: Social/Behavioral Sciences (three vacancies)**

- (2) Three-year terms (one must be subject area, one is open)
- (1) One-year term (must be from subject area)

To apply to serve on these committees, please complete the attached "Application to serve on the GE Committee/Area Committee" form. Listed on the form are the duties of the committees, requirements of the committee members, appointment procedures, and term limits. We also ask that you provide a statement indicating your qualifications and reasons for applying. If you prefer, you may use the downloadable version of the "Application to serve on the GE/GE Area Committee" on the GE web site. ([www.calpoly.edu/~acadprog/gened](http://www.calpoly.edu/~acadprog/gened).)

**Application must be received by 5:00 p.m. on Friday, April 16.**

If you have any questions, please call Katie Tool in the General Education office (x62228).

## APPLICATION TO SERVE ON THE GE COMMITTEE/GE AREA COMMITTEE

**This form must be received by Friday, April 16.**

**Mail to General Education Office (01-316) or  
e-mail with Word attachment to gened@polymail.calpoly.edu**

**The GE Committee** is charged by the Provost with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education Program. The GE Committee will make recommendations, through its Director, to the Provost on all matters pertaining to the General Education Program including philosophy, content, format, delivery, and adherence to standards of quality. The following specific duties are assigned to the GE Committee: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

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Name:

e-mail:

Department:

College:

Office Phone:

Dept Phone:

I would like to serve on the

- ☐ GE Committee (*meets on Wed from 10:00a.m. to 12:00p.m*)
- ☐ Area A/C Committee: Communication/Arts and Humanities
- ☐ Area B/F Committee: Science and Math/Technology
- ☐ Area D/E Committee: Social/Behavioral Sciences.

If you have interest in more than one committee, what is your first choice?

Do you have plans to be on leave during the three-year term? Yes ☐ No ☐

If so, when are you most likely to be on leave?

Signature:

(If sending e-mail, type initials here)

**Please attach a statement addressing your qualifications and reasons for applying. (Please comment specifically on your experience in curricular affairs and your interest in General Education.)**

## BACKGROUND STATEMENT ON GRADING POLICY RESOLUTIONS

**THE PROBLEM:** The handful of courses in the catalog which designate C- as a minimum grade required for advancement in a sequence are in violation of the catalog's standard university grading policy, leading to self-contradiction.

**THE SOLUTION:** Either stick with the Standard Grading Policy (the resolution supported by the Curriculum Committee), or footnote the policy in a way that allows an exception for C- Prerequisites for advancement (opposed by the Curriculum Committee).

While it may seem odd that the Senate Curriculum Committee is bringing you two diametrically opposed resolutions, we are doing so because some definitive solution to the grading policy problem must be found. The reasons behind each resolution are outlined in the Whereas clauses. In the case of the resolution in favor of C- Prerequisites, we have tried to present the other side's strongest arguments, even though we oppose this resolution. With regard to the resolution we support—the one upholding the Standard Grading Policy—here is some additional background information and reasoning.

Despite the fact that faculty's first instinct may well be to allow individual departments complete autonomy in deciding how to handle grading in their major courses and that to do anything else may seem counterintuitive, the Curriculum Committee encourages the Senate to consider carefully the rationale (Whereas clauses) for upholding the Standard Grading Policy.

**GRADE INFLATION:** We suspect that one reason some faculty are in favor of C- prerequisites is that these may seem like a way to enforce standards without having to assign tough grades. With C- prerequisites, faculty can avoid giving Fs, but at the same time they can stop students from advancing to the next course in a sequence. But C- prerequisites seem to us like the wrong approach to the problem of grade inflation which has led to lower standards. We believe that faculty should give students the grades they earn instead of giving them higher grades and then telling them they didn't really pass and they cannot advance to the next course. Students who perform failing work in a class should be assigned an F (officially defined as "Non-Attainment of Course Objectives"). It is unjustified and inconsistent for faculty to assign students a D (which officially gives them credit for the course), then tell students they cannot advance to the next course.

**INTERDEPARTMENTAL STRIFE:** The C- prerequisite is likely to create problems and conflicts between departments. Consider: students from department 1 are taking support classes in a sequence from department 2. Department 2 institutes a prerequisite whereby students cannot advance in the sequence unless they earn a C-. Department 1 may disagree with this policy, but department 2 is enforcing its prerequisite on department 1's students—a prerequisite that departs from the standard university grading policy—and slowing these students' progress toward the degree.

CREDIT/NO CREDIT: It has been noted that, if a C- is necessary for credit in a class taken Credit/No Credit, then it is inconsistent to grant credit for a D received by a student in a graded class. However, part of the trade-off that students make when they take a class Credit/No Credit is that, in return for the protection that doing so gives to their GPA, they must actually earn a higher grade (at least a C-) in order to pass the course than would be necessary if they were taking the class for a grade. Thus, the discrepancy between these letter-grade and Credit/No Credit minimums is built into the concept of Credit/No Credit. Furthermore, even if one grants the argument that there should not be an inconsistency between letter-grade and Credit/No Credit minimums, the way to fix this structural problem would hardly seem to be to institute C- prerequisites on an ad hoc, course-by-course basis, which would provide a piecemeal and confusing solution to the problem.

ADVISING: A footnote under the standard university grading policy in the current catalog states that students who receive below a C- in a class that is a prerequisite for another course are encouraged to repeat the prerequisite class before attempting the next course in the sequence. Nothing precludes departmental advisors from stressing this point. We believe that this is a matter for internal advising and not something that should be institutionalized through ad hoc, course-by-course exceptions to the catalog's standard grading policy.

RESOLUTION ON  
STANDARD GRADING POLICY  
(supported by the Senate Curriculum Committee)

WHEREAS, The handful of courses in the catalog which designate C- as a minimum grade required for advancement in a sequence are in violation of the catalog's standard university grading policy, leading to self-contradiction; and

WHEREAS, The C- prerequisite may hold up a student's progress toward the degree by at least two quarters and as much as one full year, because a student required to repeat a class must wait until the next time that course is offered; and

WHEREAS, Students who perform failing work in a class should be assigned an F (officially defined as "Non-Attainment of Course Objectives"). It is unjustified and inconsistent for faculty to assign students a D (which officially gives them credit for the course), then tell students they cannot advance to the next course; and

WHEREAS, The C- prerequisite is likely to create problems and conflicts between departments, with one department enforcing its C- prerequisite on students in another department whose faculty disagree with this departure from standard university grading policy; and

WHEREAS, Students should retain the right (which they have under the current grading policy) to decide how to make up deficiencies in a class. Students who receive a D should have the option of studying independently or working with a tutor to prepare to do better in the next course; and

WHEREAS, Students receive low grades in courses for many reasons, including conflicts in learning/teaching styles with particular instructors. A student required to repeat a course may not be able to avoid retaking the class with the same instructor, where the same conflicts may recur; and

WHEREAS, Enforcing a C- prerequisite violates the spirit of CSU grade-for-graduation policy. In order to graduate, a student needs a 2.0 grade point AVERAGE in higher education units, in Cal Poly units, and in the major column. This is an average that could include some Ds and Bs which would average out to a C; it is not a 2.0 (or 1.7) minimum per individual course; and

WHEREAS, Attaching a C- prerequisite to certain courses on an ad hoc, course-by-course basis is likely to confuse and frustrate advisors and students, creating a complex and chaotic situation of different grading standards for different courses; therefore let it be

RESOLVED, That departments should follow the standard university grading policy specified in the catalog, which states that (1) a D- or above is a passing grade and that (2) students who receive below a C- in a class that is a prerequisite for another course are encouraged to repeat the prerequisite class before attempting the next course in the sequence.

Proposed by the Academic Senate  
Curriculum Committee  
April 30, 1999

RESOLUTION ON  
C- PREREQUISITES  
(not supported by the Senate Curriculum Committee)

WHEREAS, The handful of courses in the catalog which designate C- as a minimum grade required for advancement in a sequence are in violation of the catalog's standard university grading policy, leading to self-contradiction; and

WHEREAS, It can be legitimately argued that the level of competence required of students for a course in a sequence may be set higher than that required for a terminal course; and

WHEREAS, Students may have performed poorly in a class, demonstrating insufficient knowledge to advance to the next course, but still have done well enough to receive a passing grade of D. A C- prerequisite would stop advancement, but still grant credit; and

WHEREAS, Departments should have the right to stop students from advancing to the next course in a major sequence if students are unprepared to do the work, particularly since such students take up classroom space and instruction time that ought to be devoted to more prepared students; and

WHEREAS, Two kinds of students might take a major class: students in the major, and students from outside the major who are taking the class as support in their own major or for other reasons. The instructor may need a way to grant the non-major students credit for the course by assigning a D, while also stopping the major students from advancing to the next course by enforcing the C- prerequisite; therefore let it be

RESOLVED, That departments may designate a C- as the minimum grade required for students to advance to the next course in a sequence if the C- minimum is clearly indicated under the catalog description for the class; and

RESOLVED, That "or consent of instructor" be included along with the C- prerequisite in sequenced courses to allow individual students the opportunity to make a case for exceptions; and

RESOLVED, That a footnote under the university grading policy in the catalog be added to alert students to the possibility that certain sequenced courses may have a C- prerequisite for advancement; and

REVOLVED, That C- prerequisites be enforced by departmental faculty or advisors (not the Records Office) during the Add/Drop period.

Proposed (but not supported) by the Academic Senate  
Curriculum Committee  
April 30, 1999



Adopted:

ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

AS-\_\_\_-99/B&LRPC  
RESOLUTION ON PRINCIPLES TO GOVERN  
ENROLLMENT GROWTH AT CAL POLY

**Background:** In concert with the current Cal Poly Master Plan Update, the Budget & Long Range Planning Committee of the Academic Senate was asked to review two documents from the past and to update them as needed to reflect today's concerns. The two documents that were reviewed were:

1. Academic Senate resolution AS-279-88/LRPC, *Resolution on Enrollment Growth to 15,000 FTE and Beyond*, adopted: March 8, 1988; and
2. *Demographic Factors Affecting Cal Poly Enrollment*, dated February 8, 1988. The Committee felt that most of the text of the original documents was still relevant and elected to re-emphasize what it felt to be some important basic principles that should be considered whenever enrollment growth is discussed.

WHEREAS Cal Poly is engaged in a major update of its Campus Master Plan; and

WHEREAS Enrollment growth will have significant impacts upon academic quality, facilities utilization, and resource allocations; therefore be it

- RESOLVED
1. That Enrollment growth at Cal Poly should not adversely affect Academic Quality.
  2. That Enrollment growth at Cal Poly should not adversely affect the academic progress of those students who were enrolled at the time of growth.
  3. That Enrollment growth at Cal Poly should be fully funded for any additional students admitted (either on this campus, at satellite facilities, or at programs taught through distance learning or other technological means).
  4. That Enrollment growth at Cal Poly should not occur until the facilities needed to support the additional students are in place.
  5. That Enrollment growth at Cal Poly should occur in planned phases to allow for analysis of the effect of this growth on the campus.
  6. That Enrollment growth at Cal Poly should acknowledge Cal Poly's role as a polytechnic university and the adopted mission statement of the University.
  7. That Enrollment growth at Cal Poly must be sensitive to Cal Poly's impact on its surrounding communities and environment.

Proposed by: Academic Senate Budget & Long Range  
Planning Committee  
Date: April 21, 1999

Adopted:

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

**AS-\_\_-99  
RESOLUTION TO DISCONTINUE  
PROGRAM REVIEW AND IMPROVEMENT COMMITTEE**

- WHEREAS, All programs are now subject to external review, thus making much of the work of the Program Review and Improvement Committee superfluous; and
- WHEREAS, The Program Review and Improvement Committee consumes an inordinate amount of faculty time and energy; therefore be it
- RESOLVED: That the Program Review and Improvement Committee be eliminated.

Proposed by: Thomas Hale, statewide academic senator  
Date: April 29, 1999

Adopted:

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

**AS-\_\_-99  
RESOLUTION ON NONUSE OF STUDENT ORIGINATED  
EVALUATION IN FACULTY RPT DECISIONS**

- WHEREAS, Student originated procedures for evaluating faculty are not systematic inventories of the opinions of students taking a given professor's class; and
- WHEREAS, These procedures do not compare all faculty within a given department; and
- WHEREAS, Some of these procedures do not have any mechanism for determining that the opinions are contributed by students enrolled in the class; and
- WHEREAS, The evaluation of faculty ought to be based on systematic inventories of student opinion; therefore be it
- RESOLVED: That student originated evaluations (Cal Poly Professor and Course Evaluations) cannot be cited by department chairs/heads nor by administrators at any level in making recommendations or decisions in any faculty personnel action.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: April 30, 1999

Adopted:

ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

AS-\_\_\_-99  
RESOLUTION ON USAGE OF THE *CAL POLY*  
*PROFESSOR AND COURSE EVALUATIONS*

- WHEREAS, The Academic Senate Faculty Affairs Committee has assessed the *Cal Poly Professor and Course Evaluations* questionnaire; and
- WHEREAS, The Academic Senate Faculty Affairs Committee has expressed many concerns with the appropriate ASI representatives; and
- WHEREAS, All concerns brought to the attention of ASI representatives have not been resolved; and
- WHEREAS, Some of the concerns are potentially substantive (reliability, confounding, assurance of student attendance, use of the findings, etc.); therefore be it
- RESOLVED: That the Academic Senate of Cal Poly not approve the use of the *Cal Poly Professor and Course Evaluations* (CP PACE) proposed by ASI.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: April 30, 1999

Adopted:

ACADEMIC SENATE  
Of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA 93407

AS-\_\_-99  
RESOLUTION ON USAGE OF *ONLINE COURSE SYLLABUS*

- WHEREAS, The Academic Senate Faculty Affairs Committee has assessed the *Online Course Syllabus* draft developed by the ASI; and
- WHEREAS, The Academic Senate Faculty Affairs Committee has suggested specific changes to the *Online Course Syllabus*; and
- WHEREAS, The *Online Course Syllabus* provides useful, objective information for students considering a class prior to attending the class; therefore be it
- RESOLVED: That the Academic Senate of Cal Poly endorse the usage of an objective *Online Course Syllabus* with syllabi provided by faculty; and be it further
- RESOLVED: That permission to use a course syllabus be given by each faculty member, in writing (with signature and date), before appearing on *Online Course Syllabus*.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: April 30, 1999

Adopted:

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

**AS-\_\_\_-99/  
RESOLUTION OF  
COMMENDATION FOR PRESIDENT WARREN J. BAKER**

- WHEREAS, In March of 1999, the faculty of the CSU rejected a contract that they felt was disrespectful of the faculty and a serious threat to collegiality and academic freedom; and
- WHEREAS, On March 17, 1999, the Board of Trustees of the CSU imposed salary and working conditions on the faculty that had most of the same attributes as the rejected contract; and
- WHEREAS, Following the implementation of the imposed working conditions, the morale of the faculty of the CSU fell to depths that led to various work actions including picketing, student strikes, work-to-rule, and talk of a faculty strike; and
- WHEREAS, President Baker recognized the depth of faculty despair and realized that it posed a serious threat to the functioning of the CSU; and
- WHEREAS, President Baker took action to see that bargaining between the CSU and CFA was resumed and that he was part of the negotiating team representing the CSU; and
- WHEREAS, On May 10, 1999, CFA and CSU announced a new tentative agreement that is fair to the faculty, preserves academic freedom, and maintains collegiality; and
- WHEREAS, President Baker played a significant role in forging the new tentative agreement; therefore, be it
- RESOLVED: That the Academic Senate of Cal Poly extend a special commendation to President Warren J. Baker for his efforts in improving the morale of the faculty and for his leadership role in the recent negotiations; and be it further
- RESOLVED: That the Academic Senate of Cal Poly express its appreciation to the bargaining teams of both the CFA and CSU, and their respective leaders Susan Meisenhelder and Charles Reed, for giving the faculty a new, reasonable tentative agreement.

Proposed by: The Academic Senate Executive Committee  
Date: May 11, 1999