

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

Executive Committee
Academic Senate Agenda
Tuesday, April 18, 1989
UU220 3:00-5:00 p.m.

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APR 20 1989
APR 14 1989
Academic Senate
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| <u>Member:</u> | <u>Dept:</u> | <u>Member:</u> | <u>Dept:</u> |
|-------------------------|--------------|--------------------------------|--------------|
| Aceto, Jeanne (Secty) | Placemt | Moustafa, Safwat | MechEngr |
| Andrews, Charles ((CH)) | Acctg | Murphy, James | IndTech |
| Borland, James | ConstMgt | Terry, Raymond | Math |
| Burgunder, Lee | BusAdm | Vilkitis, James | NRM |
| Crabb, A. Charles | IntAsDn,SAGR | Weatherby, Joseph | PoliSci |
| Dobb, Linda | Library | Wilson, Malcolm | VPAA |
| Gooden, Reg | PoliSci | Zeuschner, Raymond | SpCom |
| Kersten, Timothy | Econ | Copies: Warren J. Baker | |
| Lutrin, Sam (VC) | StLf&Actvs | Bill Rife | |
| | | Howard West | |

- I. Minutes:
Approval of the March 14, 1989 Executive Committee Minutes (pp. 3-4).
- II. Communication(s) and Announcement(s):
Memo/Attachment from Geigle to Campus Chairs re "Support for Efforts to Modify or Eliminate Article XIII-B (Gann Limit) of the California State Constitution" (pp. 5-7).
- III. Reports:
A. President
B. Academic Affairs Office
C. Statewide Senators
- IV. Consent Agenda:
- V. Business Item(s):
A. General Education and Breadth Course Proposals-Culver, Chair of the GE&B Committee (pp. 8-12). *5 courses*
B. Resolution on Procedures for Nominating Students to the CSU Student Research Competition-Richards, Chair of the Student Affairs Committee (p. 13).
C. Resolution on Policy for the Provision of Services for Students with Disabilities-Richards, Chair of the Student Affairs Committee (pp. 14-16).
D. Resolution on Foreign Language Exit Requirement-Terry, Chair of the Instruction Committee (pp. 17-18).
E. Resolution on Bicycle and Skateboard Use on Campus (pp. 19-23).

3.14.89
minutes
removed

to agendaize
w/ curriculum
when ready

- F. Selection of nominees to review the Multi-Criteria Admissions (MCA) Program pursuant to Resolution AS-116-81. (This will be a university-wide ad hoc committee formed to review the requirements of the MCA program and the criteria used in making MCA decisions.) **Please bring the names of nominees from your school to this meeting.**
- G. Selection of nominees to serve on an ad hoc committee to develop a graduate survey to implement Resolution AS-104-80/LRP. (This will be a university-wide ad hoc committee formed to develop a questionnaire to survey Cal Poly alumni.) **Please bring the names of nominees from your school to this meeting.**
- H. Selection of nominees to act as statewide coordinators for the Institute on Teaching and Learning. Nominees are needed from the disciplines of Physics, Psychology, Engineering, and Critical Thinking. (Persons will be appointed at the state level to be statewide coordinators for their discipline. Statewide coordinators will be expected to attend a seminar in North Carolina from 5/30/89 to 6/3/89.) **Please bring the names of nominees from your school to this meeting** (pp. 24-29).
- I. Ad Hoc Review Committee's Report on Academic Senate Structure. **PLEASE BRING THE COMMENTS/SUGGESTIONS OF YOUR CAUCUS TO THIS MEETING, IN WRITING.**
- J. Academic Senate/Committee Vacancies (p. 30).
- K. Selection of Foundation Board Nominees. (Due to the confidential nature of these nominations, submitted applications have not been attached to this agenda but are included separately.)

VI. Discussion Item(s):

VII. Adjournment: time certain 4:55pm

Special Mtg 4-25-89
3 from instruction



**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

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MAR 13 1989

400 Golden Shore, Suite 134, Long Beach, California 90802-4275 • (213) 590-5578 or 5550, ATSS: 635-5578 or 5550

Academic Senate

Office of the Chair

M E M O R A N D U M

TO: Chairs, Campus Academic Senates **DATE:** March 7, 1989

FROM: Ray Geigle, Chair *Ray Geigle*
Academic Senate CSU

SUBJECT: "Support for Efforts to Modify or Eliminate
Article XIII-B (Gann Limit) of the California State Constitution"

At its March 2-3, 1989 plenary session, the statewide Academic Senate of the California State University unanimously approved resolution AS-1846-89/GA, referenced above (copy enclosed).

We urge your support of "efforts such as 'Project 90' to eliminate or modify Article XIII-B of the California State Constitution".

2394g

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1846-89/GA
March 2-3, 1989

SUPPORT FOR EFFORTS TO MODIFY OR ELIMINATE
ARTICLE XIII-B (GANN LIMIT) OF THE CALIFORNIA STATE CONSTITUTION

- WHEREAS, Article XIII-B (Gann Limit) of the California State Constitution limits the growth of state expenditures to about 6.5% per year, while minimum required budget growth for CSU to maintain its programs' "status quo" is about 8.9% per year; and
- WHEREAS, It is very unlikely that the California State University will gain necessary additional funds in this era of fiscal constraints; and
- WHEREAS, According to the legislative analyst, recently adopted Proposition 98 requires that approximately \$400,000,000 be transferred from other state supported programs to augment K-14 education fiscal support; and
- WHEREAS, The adverse budgetary impact in the first year of Proposition 98 on the CSU has been estimated at \$135,000,000; and
- WHEREAS, The fiscal impact of both Proposition 98 and the Gann Limit on CSU is likely to grow larger as years pass; and
- WHEREAS, The CSU enrollment projection for the year 2005-6 is 406,000 FTE students, compared with an expected 267,000 FTE in the 1989-90 academic year; and
- WHEREAS, The CSU will shoulder additional responsibilities as a consequence of the revision of the California Master Plan for Higher Education amounting to approximately \$50,000,000 initially and growing as years pass; and
- WHEREAS, Costs of acquiring new equipment, buildings, library books, and periodicals are all increasing; and
- WHEREAS, Costs of compensation and support necessary to attract and retain a high quality faculty (especially women and minorities) will necessarily increase; and
- WHEREAS, The Academic Senate of the California State University has twice opposed Article XIII-B of the Constitution because of its fiscal impact on CSU programs; and

(OVER)

- WHEREAS, There currently are broad-based efforts such as "Project 90" to modify Article XIII-B of the California State Constitution; therefore be it
- RESOLVED: That the Academic Senate of the California State University urge the CSU Board of Trustees to support efforts such as "Project 90" to modify or eliminate Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge the Chancellor to lend her most vigorous effort to movements such as "Project 90" for the elimination or modification of Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge campus academic senates to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution; and be it further
- RESOLVED: That the Academic Senate CSU urge the Alumni Council to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution (Gann Limit); and be it further
- RESOLVED: That the Academic Senate CSU urge the California State Student Association to support efforts such as "Project 90" to eliminate or modify Article XIII-B of the California State Constitution (Gann Limit).

APPROVED UNANIMOUSLY

March 3, 1989

GENERAL EDUCATION AND BREADTH PROPOSAL

| | |
|---|--------------------------------|
| 1. PROPOSER'S NAME Susan Currier | 2. PROPOSER'S DEPT. English |
| 3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3 | |
| 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) ENGL 335 British Literature: Twentieth Century (4): Selected prose, poetry, and drama reflecting major movements of British Literature from Modernism through Postmodernism. Representative authors include Conrad, Joyce, Woolf, Waugh, Amis, Drabble, Yeats, Eliot, Smith, Stoppard. Prerequisite: ENGL 230/231/240/251/252/253 or consent of instructor. 4 lectures. | |
| 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approval recommended for this new course; Justification and Rationale: The English 330-334 sequence of period courses in British Literature stops with the Victorian period, leaving out nearly a century of British Literature. A parallel course covering American Literature from WWI to the present (ENGL 342) has long been an integral part of the Engl curriculum for majors, minors, and GE&B. | |
| 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approval recommended (2/17/89) | |
| 7. ACADEMIC SENATE RECOMMENDATION | |

GENERAL EDUCATION AND BREADTH PROPOSAL

| | |
|---|--------------------------------|
| 1. PROPOSER'S NAME Kathleen Lant | 2. PROPOSER'S DEPT. ENGLISH |
| 3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3 | |
| 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) ENGL 345: Women Writers (4): Literature by women with attention to the woman artist and the creative process. Discussion of women writers and the dominant literary tradition with consideration of the existence of a women's literary tradition. 4 lectures. | |
| 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approval recommended for this new course. Justification and Rationale: Cal Poly is the only campus in the CSU without a permanent women writers course. The last 20 years' scholarship in the works of women writers indicates the legitimacy and significance of this field and their contributions to American and British literature. | |
| 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approval recommended (2/17/89) | |
| 7. ACADEMIC SENATE RECOMMENDATION | |

GENERAL EDUCATION AND BREADTH PROPOSAL

| | |
|--|--------------------------------|
| 1. PROPOSER'S NAME Kathleen Lant | 2. PROPOSER'S DEPT. ENGLISH |
| 3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3 | |
| 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) ENGL 346 Ethnic American Literature (4): Literature by Black, Latino, Asian American, and Native American writers. Discussion of historical contexts which affected these writers and of the effect of marginalization to the creative process. Relationship of such writers to the American canon and revised canon. 4 lectures | |
| 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approval recommended for this new course; Justification and Rationale: Cal Poly is one of the few campuses in the CSU without permanent ethnic writers courses. The last 20 years' scholarship in the works of writers of color indicates the legitimacy and the significance of this field. These writers are now receiving the literary attention long denied them. | |
| 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approval recommended (2/17/89) | |
| 7. ACADEMIC SENATE RECOMMENDATION | |

GENERAL EDUCATION AND BREADTH PROPOSAL

| | |
|--|----------------------------------|
| 1. PROPOSER'S NAME Cliff Swanson | 2. PROPOSER'S DEPT. MUSIC |
| 3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.2 | |
| 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) (as proposed) MU 101 Introduction to Music Theory (3): For the non-Music major. Introduction to the elements of music and their use by composers and performers. Intended for students with little or no prior musical experience in Music Theory. This course introduces notation of pitch and rhythm, scales, intervals and chords. 3 lectures. | |
| 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Subcommittee <u>approves</u> of title change but <u>disapproves</u> of changes in course description, particularly the elimination of mention of music history. (note: the chair of Music, Cliff Swanson, felt that the cat. description change was minor and that music history would indeed be included in the course content; he does not see the need to alter the proposed wording). | |
| 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS The GE&B Committee recommends approval of the changes as proposed by the Music Department. We are not troubled by the catalog description changes. | |
| 7. ACADEMIC SENATE RECOMMENDATION | |

GENERAL EDUCATION AND BREADTH PROPOSAL

| | |
|--|------------------------------------|
| 1. PROPOSER'S NAME John Harrington | 2. PROPOSER'S DEPT. ENGLISH |
| 3. SUBMITTED FOR AREA (include section, and subsection if applicable) C.3 | |
| 4. COURSE PREFIX, NUMBER, TITLE, UNITS, DESCRIPTION, ETC. (use catalog format) (new) ENGL 372 Film Directors (4): Significant film directors, from the western world and non-western world, and their cinematic and technical achievements. Demonstrates relationships of twentieth-century modes of thought. 3 lectures, 1 activity. Prerequisite: ENGL 114 and ENGL 230/231/240/251/253 or consent of instructor. | |
| 5. SUBCOMMITTEE RECOMMENDATION AND REMARKS Approval recommended, Justification and Rationale: the CAPTURE system will not allow both lecture and lecture/activity classes to be offered under the same course number. It is therefore necessary to rename and renumber what has been existing practice for the department's film courses. <u>This represents a change in numbering only, not a change in departmental offerings.</u> (old course # was ENGL 380--Contemporary Literary Ideas (3-4)). | |
| 6. GE & B COMMITTEE RECOMMENDATION AND REMARKS Approval recommended after considerable discussion about the number of film courses which should be included in this category. Final action 3/10/89. | |
| 7. ACADEMIC SENATE RECOMMENDATION | |

Adopted: _____

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

AS-____-89/____

**RESOLUTION ON
PROCEDURES FOR NOMINATING STUDENTS TO THE
CSU STUDENT RESEARCH COMPETITION**

WHEREAS, A timetable for review of student research topics, procedures, and guidelines was developed for the 1988/89 competition by the Office of the Chancellor; and

WHEREAS, The Student Affairs Committee of the Academic Senate has discussed this timetable and the December 22, 1988 memorandum from Robert Lucas, Cal Poly Associate Vice President for Graduate Studies, Research, and Faculty Development; therefore, be it

RESOLVED: That the Student Affairs Committee recommends to the Academic Senate that ~~for the 1989/90 Student Research Competition~~, information regarding the competition be more widely distributed during the early part of the Fall Quarter by way of information printed in the Cal Poly Report, Mustang Daily, and Pony; letters to student clubs via ASI; letters to departmental senior project coordinators, deans, and department heads.

Proposed By:
Student Affairs Committee
March 15, 1989

Adopted: _____

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

AS-____-89/____

**RESOLUTION ON
POLICY FOR THE PROVISION OF SERVICES
FOR STUDENTS WITH DISABILITIES**

WHEREAS, A policy is required by state and federal resolution and legislation regarding the provision of services to students with disabilities in postsecondary education; and

WHEREAS, The Student Affairs Committee of the Academic Senate has discussed the policy for the provision of services for students with disabilities as outlined in the January 9, 1989 letter from Lee R. Kerschner, Vice Chancellor for Academic Affairs; therefore, be it

RESOLVED: ~~That the Student Affairs Committee recommends to the Academic Senate that they support the implementation of this policy for the provision of services for students with disabilities.~~ *that*
of AB 746 is provided by the Legislature, when funding for full implementation

Proposed By:
Student Affairs Committee
March 15, 1989

specify

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Academic Senate

THE CALIFORNIA STATE UNIVERSITY

Office of the Chancellor

400 Golden Shore

Long Beach, California 90802-4275

(213) 590- 5992

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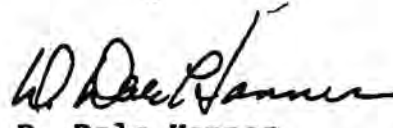
Academic Senate CSU
Chancellor's Office

Code: AAES 89- 07
BP 89- 08

Date: January 9, 1989

To: Presidents

From: Lee R. Kerschner
Vice Chancellor
Academic Affairs


D. Dale Hanner
Vice Chancellor
Business Affairs

Subject:

Policy for the Provision of Services to Students with Disabilities

Attached is a copy of The California State University Policy for the Provision of Services to Students with Disabilities. The policy has undergone extensive review by the systemwide Advisory Committee on Services to Students with Disabilities, campus directors of the disabled student services program, and appropriate staff within the Chancellor's Office to ensure full compliance with AB 746 (Chapter 829, Statutes of 1987), Section 504 of the Rehabilitation Act of 1973, and the Report of The Trustees' Audit Staff entitled "#88-08 Handicapped Access Systemwide, July 26, 1988."

This policy, which supercedes SA 80-17(P)/BA 80-14, includes several important changes:

1. Students with learning disabilities shall be provided diagnostic assessment, including both individual and group assessment, necessary to determine the functional or educational levels or to certify specific disabilities.
2. Disability-related counseling and advising may be offered.
3. Students with disabilities may receive specialized tutoring services related to their disability that are not available to all students through learning assistance programs.

(more)

Distribution:

ATTN: VICE PRESIDENTS/DEANS OF STUDENT AFFAIRS
DIRECTORS, DISABLED STUDENT SERVICES
Vice Presidents, Academic Affairs
Vice Presidents, Administration
Business Managers
Deans/Directors, Admissions and Records
Registrars
Chancellor's Office Staff

AAES 89- 07
BP 89- 08
Page Two
January 9, 1989

4. Request for State funding shall be based on relatively fixed costs for administrative and operational costs, variable costs for direct support services and one-time costs for equipment and specialized supplies.

5. Several reports and evaluations are now required by State law.

The CSU is committed to serve the needs of students with disabilities. Staff will continue to actively participate in statewide committees and communicate with other state agencies to ensure the needs of students with disabilities are being met.

In recognition of the serious need for adequate support for disabled students, especially those with learning disabilities, campuses have been using miscellaneous resources to provide a modicum level of the three newly identified essential services. For the time being, it is expected that campuses will continue to provide services within existing resources. However, since 1987 the CSU has received a minimal amount of funding from the State to provide diagnostic assessment and intensified levels of recognized services to students with learning disabilities. Additional funds are necessary to serve the growing number of students with learning disabilities. For that reason, the 1989 Trustees' budget includes a request for an additional \$967,000 to more adequately fund services for students with learning disabilities and comply with AB 746.

This policy will be reviewed on a regular basis by the systemwide advisory committee. Questions relating to this policy should be addressed to Ms. Judy Klein Osman, Acting Systemwide Coordinator (213) 590-5992 or ATSS 635-5992.

LRK/DDH/JKO:bn

Attachment

Adopted: _____

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

Background statement: In 1983-1984 the CSU Task Force Report on Foreign Language Requirement recommended that the system establish a graduation requirement equivalent to two semesters of lower division foreign language instruction, to be applied to students in all disciplines.

The ASI Student Senate of California Polytechnic University, San Luis Obispo, opposed the requirement in Resolution #84-08 (November 30, 1983); the California Polytechnic State University, San Luis Obispo, Academic Senate likewise opposed the requirement in its Resolution AS-155-84/IC (January 31, 1984). The requirement was not implemented.

On April 15, 1988, the CSU Foreign Language Council approved a proposed new Foreign Language Baccalaureate Requirement involving an exit examination, not specifically course work. The FLC agreed to await the release of a "needs assessment" to be completed by the Office of the Chancellor before submitting the new proposal to the CSU Academic Senate. On November 17, 1988, the FLC-CSU unanimously passed the motion: "The FLC-CSU shall undertake immediately a campaign to cause the CSU to adopt and implement the proposed CSU Foreign Language Baccalaureate Requirement adopted unanimously by the FLC at its meeting in Sacramento on April 15, 1988."

The FLC-CSU believes that the need for a foreign language exit requirement has become more acute in the interim; that the CSU is at a disadvantage in Intersegmental Committee deliberations on foreign languages in view of the absence of a foreign language requirement; and further, that the absence of a foreign language exit requirement is a serious anomaly in view of the recently-implemented CSU foreign language admission requirement.

A Committee on Testing was established to accelerate the dissemination of information about competency-based examinations, as well as the training of CSU foreign language faculty in such procedures. A proposed implementation schedule for the proposed requirement would hold entering freshmen to the requirement in 1992; freshmen and sophomores in 1993; freshmen, sophomores and juniors in 1994, and all CSU students in 1995. Such phasing-in would additionally permit foreign language departments to prepare for the implementation of the requirement and to develop methods in consultation with community colleges for assisting upper-division transfer students.

AS-____-89/____

RESOLUTION ON
FOREIGN LANGUAGE EXIT REQUIREMENT

- WHEREAS, The needs assessment to be performed by the Office of the Chancellor has not yet been completed; and
- WHEREAS, Proficiency examinations necessarily lead to additional course work in the prescribed subject for most students; and
- WHEREAS, Curricula on this campus are typically heavily encumbered; and

- WHEREAS, Proficiency examinations in foreign languages necessarily focus on mechanical aspects of the language rather than the larger values such as cultural knowledge and sensitivity; and
- WHEREAS, Proficiency examinations in foreign languages are typically of a low and perhaps insignificant level or require considerable course work to pass (which would pose enormous quantitative and qualitative problems for our curriculum); and
- WHEREAS, Justifiable emphases on foreign language can be accommodated via general education requirements; and
- WHEREAS, Many programs on this campus are impacted and thousands of otherwise qualified students are denied admission to this University, and such a proficiency examination would impede the flow of students through our programs; therefore, be it
- RESOLVED: That our CSU academic senators be directed to vote in the negative on the addition to the requirements for graduation in the CSU system of any required level of proficiency in a foreign language.

Proposed By:
Instruction Committee
March 17, 1989
Vote: 7-1-1

~~*The Instruction Committee consists of 8 regular members plus 4 ex officio members. The SAED caucus has not yet filled its vacancy on this committee. Thus, there are at this time 11 members (7 regular plus 4 ex officio). At the March 17, 1989 meeting of the Instruction Committee, 9 members were present (5 regular plus 4 ex officio).~~

Adopted: _____

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

AS-____-89/____

RESOLUTION ON
BICYCLE AND SKATEBOARD USE ON CAMPUS

- RESOLVED:** That the Academic Senate endorse the attached report of the Public Safety Advisory Committee; and be it further
- RESOLVED:** That the use of bicycles should be prohibited within the inner core of the California Polytechnic State University campus which is defined as the area of the campus bound by North Perimeter and South Perimeter Streets/ Roads (commonly identified as outer perimeter roads); and be it further
- RESOLVED:** That the use of skateboards on the California Polytechnic State University campus be prohibited.

Proposed By:
Executive Committee
April 18, 1989

*Student Affairs
did not respond to
this request*

BICYCLE AND SKATEBOARD USE ON CAMPUS

INTRODUCTION

The problems of bicycles and skateboards were highlighted when each campus president receive BA-88-06 from Vice Chancellor Dale Hanner. The content of the document centered around the concern for potential legal liability when campuses do not enforce adequate regulations to control bicycle and skateboard use. It was requested that each campus review individual bicycle and skateboard regulations and procedures to control the potential for accidents. An accident at Cal State Chico involving a bicycle and pedestrian (faculty member) resulted in permanent injury to the pedestrian and subsequent legal action. Accidents involving skateboards have also been publicized system-wide.

PROBLEM AT CAL POLY - BACKGROUND

SKATEBOARDS

The present "Skateboard Policy" at Cal Poly is as follows:

"The use of skateboards, roller skates, coasters or similar devices on the California Polytechnic State University campus is prohibited:

- A. In any building
- B. On any roadway
- C. In any bicycle lane
- D. Anywhere in the academic core, which is defined as the area bound by North Perimeter Road around South Perimeter Road to College Avenue, the west boundary of which is described as College Avenue, north to and including the walkways which line College Avenue with North Perimeter Road. This area shall include both sidewalks and bicycle lanes of the boundary streets. The prohibition of Section D applies only from 2400 hours on Sunday through 2400 hours on Friday and during special campus events occurring on weekends such as Poly Royal and homecoming."

Exemption

Special events involving skateboards, roller skates, coasters or similar devices which have been authorized by the Student Life and Activities and cleared through the university police office are exempted from the above prohibition.

THE PROBLEM

Cal Poly has become a very popular area for skateboarders, in particular, to off-campus youngsters. Strict regulations in the City of San Luis Obispo have highlighted the campus as a skateboard area and even more in recent years. The regulations are very difficult for many to understand as only a portion of the campus is restricted. Many persons who are stopped for violation of the regulations state that they were unaware that they were operating their skateboard in a restricted area.

Calls to Public Safety are continuous, especially during the summer and immediately following the end of the public school days. Most calls are in the area of the Student Union/Administration buildings. Near misses of pedestrians are the majority of calls.

Attempts to Solve the Problem

Public Safety police officers respond to all calls. First offenders are generally provided with educational information, i.e., regulations, dangers, consequences of future contact, etc. Second offenders are most times cited and in some cases, the skateboard is confiscated. Release of the skateboard is to the parent. Special enforcement techniques have been utilized to solve the problem.

Violators are most difficult to apprehend as they are very mobile, both on a skateboard and on foot. At the present time, it is the procedure of Public Safety to attempt to stop all persons operating a skateboard in the restricted areas. This is time consuming and from experience, not effective.

Public Safety Advisory Committee - Health and Safety Subcommittee - Parking-Traffic Subcommittee

The problem of skateboards on campus has been discussed numerous times at Health and Safety Subcommittee meetings. Near misses have been reported to members. The consensus over the past few years has been to prohibit the use of skateboards on campus. The issue has also been discussed at Parking-Traffic Subcommittee meetings the past several years. At the most recent meeting of the Subcommittee (March, 1988), a motion was made and seconded that skateboards should be eliminated from the campus; the motion passed.

RECOMMENDATION

That the use of skateboards on the campus of California Polytechnic State University be prohibited. This would eliminate the present regulations.

Impact of Approval of Recommendation

1. A consistent regulation. Public Safety will not have to explain regulations, i.e., areas where skateboards are permissible, etc.
2. Easier regulation to enforce.
3. Positive action in preventing injury to pedestrians and skateboarders.
4. Reduce the possibility of legal action against the University.

BICYCLES

At the present time, bicycles are allowed throughout the campus. Exceptions are on sidewalks and the provision that bicycle lanes will be used. In that bicycles are defined as a vehicle, sections of the vehicle code can be enforced, i.e., stopping at stop signs, etc.

THE PROBLEM

The problem is that the operators of bicycles fail to abide by the laws. On campus the main violations are failure to stop for stop signs, speed and failure to utilize bike lanes, i.e., riding on sidewalks and in roadways. The most serious problem occurs on the Inner Perimeter Road, easterly-westerly, where bicycles travel downhill attaining unreasonable rates of speed. This area is impacted with pedestrian traffic which results in a serious safety problem.

Attempts to Solve the Problem - Outer Perimeter Road

For several years the Public Safety Department has operated a student bicycle patrol whose main goal is to present safety awareness programs to the bicyclist. Safety issues are discussed with emphasis on obeying traffic regulations.

At least twice each year (past two years) special enforcement programs have been administered by the Police Section. After advertising regarding times and places of enforcement, citations are issued to violators. Approximately 75 citations were issued each day of the program.

Inner Perimeter Road

The bike patrol has concentrated on this location since its inception. Members have gone to the point of walking on the roadway, keeping pedestrians out of the bike lanes and bicyclists off the walkways. Enforcement is most difficult as police vehicles cannot be used. Lack of police manpower has limited foot patrol in the area. Inner Perimeter Road presents the biggest safety problem as it relates to possible injury to both pedestrians and bicyclists.

Public Safety Advisory Committee - Health and Safety Subcommittee - Parking-Traffic Subcommittee

The potential safety problems of bicyclists operating on the Inner Perimeter Road has been an issue discussed by the Health and Safety Subcommittee for years. In 1988, the Committee membership voted to send a letter to the Chairperson of the Parking-Traffic Subcommittee voicing this concern and requesting that the issue be studied and recommendations be made to solve the problem.

The issue has been a constant discussion item at the Parking-Traffic Subcommittee meetings. At the March, 1988, meeting a motion was made and seconded to recommend that **bicycle riding be restricted within the campus core**. The specific motion was that, "the riding of bicycles within the Inner Core of the campus as defined by the Outer Perimeter Road be restricted to Via Carta in a north/south direction;" the motion passed.

RECOMMENDATION

That the riding of bicycles within the Inner Core of the campus is defined by the Outer Perimeter Road be restricted to Via Carta in a north/south direction. It is further recommended that the appropriate consultation with student and faculty organizations take place during the Spring Quarter 1989 with anticipated implementation of the final resolution to begin during the Summer Quarter 1989 with the emphasis in the Fall Quarter of the 1989/90 academic year.

Impact of Approval of Recommendation

1. Reduction, with the goal of elimination, of safety hazards which could result in serious injury to pedestrians and bicyclists.
2. Possible negative impact by a segment of the campus population.
3. Adherence to B.A. 88-06.
4. Easier for Public Safety to enforce regulations.

CONCLUSION

This report has outlined the problems of the use of skateboards on campus and the operation of bicycles on the Inner Perimeter of campus. It has also listed recommendations agreed upon by members of the Public Safety Advisory Committee. It is felt that all alternatives to solve a problem have been attempted and strong actions are now needed.

Attachments

Memorandum

To: Ray Geigle, Chairman
CSU Academic Senate

Date: March 24, 1989

From: Helen Roberts *Helen Roberts*
Associate Dean
Institute for Teaching and Learning
*Academic Senate
Chancellor's Office*

Subject: Request for Nominees for ITL Discipline Coordinators
in Physics, Psychology, Engineering, and Critical Thinking

The Advisory Board of the CSU Institute for Teaching and Learning has announced that the ITL will sponsor discipline seminars in Physics, Psychology, Engineering, and Critical Thinking to be held in the fall of 1989. We ask the assistance of the Academic Senate in identifying a CSU faculty member to serve as the coordinator in each of the four disciplines.

The Institute for Teaching and Learning is a systemwide research and dissemination organization devoted to improvement of teaching and learning in the CSU. Our primary mechanism for establishing the research agenda is through the academic disciplines, and so we periodically sponsor discipline seminars in which faculty from all twenty campuses can develop discipline-specific research agendas for improving teaching and learning. Such seminars have already begun in the fields of Biology, Business Administration, History, and Mathematics.

We ask that the Academic Senate identify one individual in each of the next four disciplines - Physics, Psychology, Engineering, and Critical Thinking - who can serve as the convener and coordinator of the statewide discipline seminar to be held next fall. We would expect the discipline coordinators to be respected faculty members who have knowledge of the issues and concerns on teaching and learning in their disciplines. Each discipline coordinator will receive the equivalent of one class release for the fall term as well as a modest summer stipend to provide time for planning and

follow-up for the seminar. In addition, we hope that all of the coordinators will be available to attend the summer meeting of the National Center for Research to Improve Postsecondary Teaching and Learning, which will be held in North Carolina May 30-June 3, 1989.

During the summer, the coordinators will work closely with ITL staff to plan the seminar agenda, select materials to be distributed in advance, and establish communications with faculty participants and disciplinary organizations. Administrative support and travel costs will be handled by the Institute for Teaching and Learning. Discipline coordinators will be expected to provide a written report on the research agenda in their discipline, preferably in the form of a publishable journal article.

We are very enthusiastic about the potential of the seminars for identifying needs and attracting resources to address the significant teaching and learning issues in the CSU, and I look forward to working with the faculty coordinators as we develop the Institute's R&D agenda.

Attached is a copy of the Institute's mission statement, a list of our Advisory Board members, and some information about the organization of ITL programs. Please let me know if I can provide any further information to you.

HRR/na

attachments

cc: Dr. Lee R. Kerschner
Dr. Arlene Okerlund
ITL Advisory Board
Dr. Ralph D. Mills
Dr. Sally Loyd Casanova

INSTITUTE FOR TEACHING AND LEARNING MISSION STATEMENT

The mission of the CSU Institute for Teaching and Learning is to assist faculty in teaching their disciplines to students. The Institute is committed to making positive improvement in the instructional processes on every campus in the California State University. Using the initiatives and strengths of the faculty of the member institutions of the CSU, the ITL serves as a coordinating agency which addresses selected issues of teaching and learning and supports campus programs and efforts in these areas. As a priority concern, the ITL will address the teaching and learning issues involved in the education of ethnic and other minorities and women.

The Institute for Teaching and Learning fosters and conducts research within disciplines, addresses the variables which contribute to effective teaching and learning, and investigates differences in learning style. Institute research projects study the effectiveness of various teaching strategies with differing student ages, ethnic groups, and learning styles. As a rule, the ITL supports research and projects which are done more efficiently or better on an inter-campus or multi-campus basis.

Under the guidance of a Systemwide Advisory Board, the ITL works with the campuses to stimulate the interests and promote the involvement of faculty in studying the teaching and learning process. Faculty involvement is essential to the success of Institute programs. Therefore, research emphases and activities of the Institute originate from the CSU faculty and are coordinated centrally among all the nineteen campuses.

The ITL works with the campuses to develop mechanisms for system-wide dissemination of information on teaching and learning strategies. The Institute also evaluates the effectiveness of various dissemination techniques. Through publications, meetings and seminars, and other information networks, the Institute provides vehicles for the sharing of effective methods of teaching and learning among the faculty of the CSU.

ORGANIZATION OF THE INSTITUTE

The CSU Institute for Teaching and Learning is governed by an eleven-member systemwide Advisory Board made up of four faculty members, two campus presidents, two vice presidents for academic affairs, one student, and two representatives of the Office of the Chancellor. All members are appointed by the Chancellor on an annual basis. The Systemwide Advisory Board reviews and recommends revisions in the mission statement of the Institute, develops and recommends goals for the Institute, proposes strategies for funding, and ensures campus representation within the Institute.

Staff support for the Systemwide Advisory Board is provided by the Associate Dean for Academic Affairs, Research and Development, Institute for Teaching and Learning. The staff of the Institute for Teaching and Learning serve as a clearinghouse and dissemination network for research on teaching and learning within the CSU. Institute staff also supervise the design and implementation of multi-campus research and development projects in teaching and learning.

Policy liaison between the Institute and the nineteen campuses of the CSU is through the Presidents. Program coordination is through the Vice Presidents for Academic Affairs. Institute staff also communicate with the faculty of the CSU through the Academic Senate, subject matter councils, and campus-based teaching and learning centers.

Projects and programs of the Institute for Teaching and Learning are normally planned and conducted under the guidance of discipline-based or other specialized advisory committees, appointed for terms of service consistent with project needs.

FACULTY INVOLVEMENT IN INSTITUTE PROGRAMS

Institute staff work with faculty in disciplinary organizations and groups to determine appropriate systemwide teaching and learning projects to pursue. Such multi-campus projects may include basic research on teaching and learning, development and field testing of innovative educational methods, or dissemination of teaching and learning research results through telecommunications, publications, or workshops. As a rule, every program sponsored by the Institute has a designated faculty leader serving as the project director.

During 1988, the Institute worked with faculty in Anthropology, Biology, Business Administration, Education, Engineering, English, Ethnic Studies, Japanese, and Mathematics to develop systemwide projects for the improvement of teaching and learning. The Institute also assists interdisciplinary faculty groups working in areas such as critical thinking, English as a second language, adult learning, culture and learning, or applications of technology.

Systemwide proposals for external funding are developed under the auspices of the CSU Foundation in cooperation with the campuses involved. Involvement of CSU faculty members in Institute projects is cleared through their individual campus department chairs and vice presidents for academic affairs.

INSTITUTE FOR TEACHING AND LEARNING ADVISORY BOARD

Dr. Arlene Okerlund, Co-Chair
Academic Vice President
San Jose State University
One Washington Square
San Jose, CA 95192

Dr. Lee R. Kerschner, Co-Chair
Vice Chancellor, Academic Affairs
Office of the Chancellor
400 Golden Shore, Suite 316
Long Beach, CA 90802-4275

Dr. Tomas Arciniega, President
California State University,
Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099

Dr. Hugh O. La Bounty
President
California State Polytechnic
University, Pomona
3801 West Temple Ave.
Pomona, CA 91768

Dr. Carol Barnes, Professor
Department of Teacher Education
California State University,
Fullerton
Fullerton, CA 92634

Dr. Paul S. Spear, Professor
Department of Psychology
California State University, Chico
First and Normal Streets
Chico, CA 95929

Dr. Judith M. Ekstrand
Associate Professor
Department of Mathematics
San Francisco State University
1600 Holloway Ave.
San Francisco, CA 94132

Dr. Bob H. Suzuki,
Vice President, Academic Affairs
California State University,
Northridge
Northridge, CA 91330

Mr. Michael Hughes
Graduate Student, Psychology
California State
Student Association
Sonoma State University
10483 Old Redwood Highway
Penngrove, CA 94951

Dr. Perry D. Weddle, Professor
Department of Philosophy
California State University,
Sacramento
6000 J Street
Sacramento, CA 95819

Dr. Judith A. Hunt
State University Dean,
Faculty Affairs
Office of the Chancellor
400 Golden Shore, Suite 218
Long Beach, CA 90802-4275

Dr. Helen R. Roberts, Staff Liaison
Associate Dean, Institute for
Teaching and Learning
Office of the Chancellor
400 Golden Shore
Long Beach, CA 90802-4275

April 18, 1989

ACADEMIC SENATE COMMITTEE VACANCIES

School of Architecture and Environmental Design

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| Constitution & Bylaws | VACANCY |
| Elections | VACANCY |
| Instruction | VACANCY |
| Status of Women | VACANCY |

School of Professional Studies and Education

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| Elections | VACANCY |
| Personnel Policies | VACANCY |

School of Science and Mathematics

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| Constitution & Bylaws | VACANCY |
| Status of Women | VACANCY |
| UPLC (replacement for Peck) | VACANCY |

ACADEMIC SENATE VACANCIES

School of Architecture and Environmental Design

Replacement for Botwin
Replacement for Dwyer

School of Liberal Arts

Replacement for Simmons

School of Science and Mathematics

Replacement for Peck

Mary LaPorte - Art & Design
John Rogers (Statistics Department)