

Academic Senate

805.756.1258

<http://academicsenate.calpoly.edu/>

Meeting of the Academic Senate

Tuesday, May 20 2014

UU 220, 3:10 to 5:00pm

I. **Minutes:** Approval of minutes for the meeting of April 29 2014 (pp. 3-4).

II. **Communication(s) and Announcement(s):**

III. **Reports:**

- A. Academic Senate Chair:
- B. President's Office:
- C. Provost:
- D. Vice President for Student Affairs:
- E. Statewide Senate:
- F. CFA:
- G. ASI:

IV. **Consent Agenda:**

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE

Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
CPE 133 Digital Design (4), 3 lectures, 1 laboratory (existing course proposed to be offered online)	Reviewed 5/1/14; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		
EE 112 Electric Circuit Analysis I (2), 2 lectures (existing course proposed to be offered online)	To be reviewed 4/17/13; recommended for conditional approval.	Placed on consent agenda for 5/20/14 meeting.		
KINE 297 Medical Terminology (3), 3 lectures	Reviewed 5/1/14; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		
KINE 308 Motor Development (3), 3 lectures (existing course proposed to be offered online)	Reviewed 4/3/14; additional information requested from department. Reviewed 4/17/14; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		
KINE 323 Sport and Gender (4), 4 lectures, GE Area D5, USCP (existing course proposed to be offered online)	Reviewed 4/17/13; additional information requested from department. Reviewed 5/1/14; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		
ME 341 Fluid Mechanics (3), 3 lectures (existing course proposed to be offered online)	Reviewed 5/1/14; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		
SPAN 307 Spanish and Latin American Film (4), 3 lectures,	Reviewed 4/17/13; recommended for approval.	Placed on consent agenda for		

1 activity, GE Area C4 (existing course proposed to be offered online)		5/20/14 meeting.		
B.S. Liberal Studies (add option for Individualized Course of Study)	To be reviewed 4/17/13; recommended for approval.	Placed on consent agenda for 5/20/14 meeting.		

V. **Business Item(s):**

- A. **[TIME CERTAIN 3:40 p.m.] Resolution on New Masters of Science Degree in Fire Protection Engineering:** Andrew Schaffner, chair of Curriculum Committee and Christopher Pascual, Mechanical Engineering Department, second reading (pp. 5-10).
- B. **[TIME CERTAIN 3:55 p.m.] Resolution on Sustainability:** Neal MacDougall, chair of Sustainability Committee and Josh Machamer, chair of GE Governance Board, first reading (pp. 11-12).
- C. **[TIME CERTAIN 4:10 p.m.] Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo:** Harvey Greenwald, professor of Mathematics and Katie Hoselton, 4th Year Political Science Student, second reading (pp. 13-18).
- D. **Resolution Supporting the ASCSU Efforts to Reconsider the 120/180 Unit Limits for Many Discipline Degrees:** Doris Derelian, Food Science and Nutrition Department, first reading (p. 19).
- E. **Resolution to Amend Faculty Office Hours Policy:** Dustin Stegner, chair of Instruction Committee, first reading (p. 20).

VI. **Discussion Item(s):**

VII. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE COMMITTEE
Tuesday, April 29 2014
UU220, 3:10 to 5:00pm

- I. Minutes: The minutes from April 15 were approved as presented with the some minor changes.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair:** (Rein) none.
 - B. **President's Office:** (Kinsley) none.
 - C. **Provost's Office:** (Enz Finken) none.
 - D. **Vice President for Student Affairs:** (Humphrey) There was a letter sent to the Downtown Association requesting to reduce or no bar service on the mornings of commencement. I will meet with Mayor Marx in two weeks.
 - E. **Statewide Senate:** (LoCascio) The last Statewide Academic Senate meeting will be in two weeks to select a Statewide Academic Senate chair. There is continuing discussion about junior colleges offering bachelor's degrees.
 - F. **CFA Campus President:** (Thorncroft) Salaries have been proposed in bargaining.
 - G. **ASI:** (Prestininzi) Joi Sullivan was elected ASI President.
- IV. Special Reports:
 - A. Joel Neel, Director of Facilities Planning and Capital Projects and Julie Moloney, Campus Planner for Facilities Planning and Capital Projects, presented on the Cal Poly Master Plan Update and is requesting feedback. Presentation available: http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/acadsen_comm_reports/yearend12-13/master_plan_update_ye13-14.pdf
 - B. Josh Machamer, chair of GE Governance Board, presented on General Education Program Learning Outcomes and is requesting feedback. Presentation available: <http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/presentations/GE%20PLOs%20%28draft%29.pdf>
- V. Consent Agenda: The following course/program was approved by consensus: IME 435 Reliability for Design and Testing.
- VI. Business Items:

- A. **Resolution on Sustainability:** Neal MacDougall, chair of Sustainability Committee, presented the Resolution on Sustainability, which requests that the Academic Senate Sustainability Committee be directed to develop a list of classes based on an assessment process that meets the Sustainability Learning Objectives. This resolution will continue as first reading.
- B. **Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo:** Katie Hoselton, 4th-year Political Science student, presented the Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo, and asks that the Academic Senate request that the Office of Contract and Procurement Services publish a statement on its website stating its awareness of the conflict in Congo and its commitment to purchasing conflict-free products when available. This resolution will come back as second reading.
- C. **Resolution on New Masters of Science Degree in Fire Protection Engineering:** Christopher Pascual, Mechanical Engineering Department, presented this resolution proposing a permanent implementation of a Masters of Science in Fire Protection Engineering from a pilot program, and is asking that the Academic Senate approve the proposal and that it be sent to the Chancellor's Office for final approval. This resolution will return as a second reading.
- D. **Resolution Supporting the ASCSU Efforts to Reconsider the 120/180 Unit Limits for Many Discipline Degrees.** Due to lack of time, this was not discussed.
- VI. Discussion Item(s): none.
- VII. Adjournment: 5:00 pm

Submitted by,


Melissa Rodriguez

Academic Senate Student Assistant

Adopted:

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

AS-__-14

**RESOLUTION ON
NEW MASTERS OF SCIENCE DEGREE IN
FIRE PROTECTION ENGINEERING**

- 1 WHEREAS, The College of Engineering is proposing the implementation of a Masters of
2 Science in Fire Protection Engineering; and
3
- 4 WHEREAS, The Masters of Science in Fire Protection Engineering has been a successful
5 pilot program for the past four years; and
6
- 7 WHEREAS, The College of Engineering now proposes to convert this program to permanent
8 status; and
9
- 10 WHEREAS, There are no Fire Protection Engineering Masters programs in the Western
11 United States; and
12
- 13 WHEREAS, There is significant industry demand and support for such a program at Cal
14 Poly; and
15
- 16 WHEREAS, The Academic Senate Curriculum Committee has carefully considered this
17 proposal and recommends its approval; and
18
- 19 WHEREAS, A summary of the proposal is attached to this resolution with the full proposal
20 available in the Registrar's office; therefore be it
21
- 22 RESOLVED, That the Academic Senate of Cal Poly approve the proposal for a Masters of
23 Science in Fire Protection Engineering and that the proposal be sent to the
24 Chancellor's Office for final approval.

Proposed by: Academic Senate Curriculum Committee
Date: April 15 2015

Cal Poly, San Luis Obispo

**Summary Statement of Proposed New Degree Program for
Academic Senate**

April 9, 2014

1. Title of proposed program: MS in Fire Protection Engineering

2. Reason for proposing the program

Fire Protection Engineering is an interdisciplinary profession that applies engineering sciences, technologies and management techniques to help make the world safer from fire. Fire Protection Engineering is recognized as a unique discipline by the National Council of Examiners for Engineering and Surveying (NCEES), the nationally recognized organization dedicated to advancing professional licensure for engineers and surveyors. Currently, 46 states, including California, and the District of Columbia recognize professional licensure in the Fire Protection Engineering discipline. Despite this almost universal recognition in the United States of Fire Protection Engineering as a distinctly licensed engineering discipline, and its important role in reducing the impact of fire on society and the environment, Cal Poly is currently only one of three academic institutions with Fire Protection Engineering programs. The MS degree program in Fire Protection Engineering at Cal Poly is designed to build on the skills, knowledge, and broad engineering principles students acquire in an undergraduate engineering program or related technical field. The required and elective courses composing the MS degree in Fire Protection Engineering address the specific body of knowledge required by the fire protection engineering profession. Students completing the program will possess the technical knowledge, skills and tools required to practice fire protection engineering in a variety of local, national and international settings. Graduates will also possess the necessary knowledge and skills to pursue professional certification and licensure in the fire protection engineering discipline.

The Fire Protection Engineering MS degree program at Cal Poly was developed and approved during the 2009-2010 academic year as a self-support pilot program offered by the College of Engineering through Special Session. With this approval, the FPE MS degree program was launched during the Fall 2010 term. The FPE program is the first self-support graduate program offered through Special Session by the College of Engineering at Cal Poly. This program is also the first to be offered in a hybrid on-campus/online format, with some students attending classes on-campus and others attending classes online. Due to its successful implementation as a pilot program for the past four years, the FPE program is widely considered to be the prototype for other self-support and distance programs offered through Special Session at Cal Poly.

3. Expected student learning outcomes and methods for assessing outcomes

The educational objective of the Fire Protection Engineering program is to provide students with the knowledge, skills and tools needed to solve fire protection engineering problems and develop fire safety design solutions in a variety of professional settings. Upon completing the requirements for a Master of Science degree in Fire Protection Engineering, students should be able to:

- a) Identify relevant fire safety codes, standards and regulations, comprehend the fire safety performance objectives and criteria associated with these documents, and apply these fire safety objectives and criteria to a broad range of applications.
- b) Analyze the flammability characteristics of different materials, interpret the results of standard and non-standard fire test methods and evaluate the fire hazards associated with different materials in a range of anticipated settings.
- c) Analyze the dynamics of fires in and around buildings and other structures through the application of fundamental principles and the use of state-of-the-art computer-based fire simulation models.
- d) Explain how people interact with fire conditions in buildings and calculate evacuation times through the application of fundamental principles of people movement and the use of state-of-the-art computer-based evacuation models.
- e) Design and evaluate fire detection and alarm systems, fire suppression systems, smoke management systems, egress systems and structural fire protection to achieve specified performance objectives.
- f) Perform comprehensive fire and life safety evaluations of buildings and other structures through application of the knowledge, skills and tools acquired in this program and effectively communicate the results and findings of such evaluations.

Evaluation of the capstone project (FPE 596) is used as the primary assessment tool for the student learning outcomes. Capstone projects include elements of all the student learning outcomes; a scoring rubric has been developed to assess the proficiency of students in applying the different learning outcomes to their capstone projects. This scoring rubric is used by external FPE professionals from academia and industry invited to evaluate the students' final project. Program evaluation surveys are used as a tool for graduates to assess the achievement of the course learning objectives and the extent to which the course contributed to meeting the overall program goals and student learning outcomes. Program evaluation surveys are also used as a tool for employers to determine if curricular modifications are necessary to keep the program goals and courses aligned with the needs of the profession. Finally, the percentage of graduates who pursue and obtain professional engineering licensure in the fire protection engineering discipline or a related field will be used to assess achievement of the program goals.

4. Student Demand

The FPE program was launched in Fall 2010 with 27 students. In the current academic year, 2013-2014, there are 64 students matriculated in the MS program, 3 students in the graduate certificate program (FPE Applications), and 19 non-matriculated students. Most non-matriculated students end up applying and being admitted into the program.

The numbers provided below are based on data from the first four years of Fire Protection Engineering program operation as a pilot program along with the assumption that the program goal is to have 30 graduates from the MS degree program each year under steady state.

	Number of Students		
	<u>at initiation</u>	<u>3 years after initiation</u>	<u>5 years after initiation</u>
Number of Majors	20	30	30
Number of Graduates	20	30	30

5. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitments(s) to allocate them

Because this is a pilot program conversion, all faculty positions, staff support positions, and operating budget needed to implement the Fire Protection Engineering program are already in place. Because the Fire Protection Engineering program is self-supporting, all program expenses are supported by revenues generated by the program.

6. Societal and Public Need

The Society of Fire Protection Engineers (SFPE) projects growing demand for qualified fire protection engineers especially in the western United States. This is due to increased retirements in the field, population growth and related development in the western part of the country, and new fire protection standards in California.

The Department of Fire Protection Engineering at the University of Maryland maintains a listing of available jobs on its website (<http://www.fpe.umd.edu/employment/jobs.html>). A recent review (March 2014) of this website indicated the availability of more than 45 post-graduate jobs across a broad spectrum of private and public sector employers. Since many of the graduates of the existing fire protection programs are hired directly out of school by a few well-known employers, these job postings provide an indication of the types of job opportunities that commonly go unfilled due to a lack of more fire protection engineering graduates.

It is difficult to quantify the demand for fire protection engineering graduates because many prospective employers have stopped trying to hire new graduates after years of unsuccessful attempts. More fire protection engineering graduates entering the work force, particularly on the West Coast, will be likely to reinvigorate the demand for fire protection engineers among those employers with a need but with little likelihood of success in the past.

The public sector in particular has been hampered by the lack of available fire protection engineering graduates. With the increasing use of performance-based building fire safety design and regulation, increasing demands are being placed on the technical qualifications of building and fire officials. Many jurisdictions would like to hire fire protection engineers, but have not been able to compete effectively in the marketplace due to the limited supply of graduates. Similarly, the fire service is a virtually untapped employment opportunity for fire protection engineers in the United States. This program will help to alleviate this shortage of qualified fire protection engineers in the public sector, particularly in California and other western states.

7. Briefly describe how the new program fits with the mission and/or strategic plan for the department, college and/or university

This program will not impede the successful operation and growth of existing programs on campus. As a special session program offered under Executive Order 1047, the program will be administratively and academically completely financially self-supporting. No general fund resources from either the College of Engineering or any other academic units will be used to support this program. The program's interdisciplinary structure, application of theory to practice, and outreach and engagement features support and advance the missions of Cal Poly, the College of Engineering, and Extended Education.

Cal Poly's Mission Statement

Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Mission Statement of the College of Engineering

The College of Engineering provides an excellent Learn by Doing education and graduates in-demand, Day One-ready professionals.

8. Attach a display of curriculum requirements

Required Courses	Units	Prerequisite
FPE 501 Fundamental Thermal Sciences	4	Grad Standing or consent
FPE 502 Fire Dynamics	4	FPE 501 or consent
FPE 503 Flammability Assessment Methods	4	FPE 502
FPE 504 Fire Modeling	4	FPE 502, FPE 503
FPE 521 Egress Analysis and Design	4	Grad Standing or consent
FPE 522 Fire Detection, Alarm and Communication Systems	4	Grad Standing or consent
FPE 523 Water-based Fire Suppression	4	Grad Standing or consent
FPE 524 Structural Fire Protection	4	Grad Standing or consent
FPE 596 Culminating Experience in Fire Protection Engineering	5	FPE 504, advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, & consent
FPE 599 Design Thesis (May be taken in lieu of FPE 596 and one elective course)	(9)	Advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, & consent
TOTAL	37	
Elective Courses	Units	Prerequisite
FPE 551 Fire Safety Regulation and Management	4	Grad Standing or consent
FPE 552 Smoke Management and Special Hazards	4	FPE 502, FPE 504
FPE 554 Forensic Fire Analysis	4	Grad Standing or consent
FPE 555 Fire Protection Management in the Wildland-Urban Interface	4	Grad Standing or consent
Choose a total of 8 units from the elective courses	8	
TOTAL NUMBER NEEDED FOR DEGREE	45	

Adopted:

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

AS-__-14

RESOLUTION ON SUSTAINABILITY

- 1 WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and
2
3 WHEREAS, In August 2003, President Warren Baker signed the Talloires Declaration; and
4
5 WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for
6 environmentally responsible citizenship and on fostering environmental literacy; and
7
8 WHEREAS, The University has as one of its University Learning Objectives that graduates of
9 Cal Poly should “Make reasoned decisions based on an understanding of ethics, a
10 respect for diversity, and an awareness of issues related to sustainability”; and
11
12 WHEREAS, The University has established Sustainability Learning Objectives which, among
13 other things, state that students should be able to “Define and apply sustainability
14 principles within their academic programs”; and
15
16 WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of
17 the University Learning Objectives nor the Sustainability Learning Objectives; and
18
19 WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability
20 element of the University Learning Objectives and the Sustainability Learning
21 Objectives; and
22
23 WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of
24 sustainability; and
25
26 WHEREAS, There is a need to refine and develop more classes to help students meet the
27 sustainability element of the University Learning Objectives and to meet the
28 Sustainability Learning Objectives; and
29
30 WHEREAS, There is not currently an established system that designates and communicates
31 whether a class meets the Sustainability Learning Objectives; and
32
33 WHEREAS, A list of University sustainability classes would be helpful to students and faculty;
34 and

- 35
36 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to
37 incorporate sustainability into their curricula; and
38
- 39 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags
40 for these classes; and
41
- 42 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a
43 procedure to determine whether a class meets the Sustainability Learning Objectives;
44 therefore be it
45
- 46 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of
47 classes based on an assessment process that meet the Sustainability Learning Objectives
48 and, by extension, the relevant portion of the University Learning Objectives; and be it
49 further
50
- 51 RESOLVED: That faculty should be encouraged to develop new sustainability classes and
52 to modify existing courses by including sustainability, especially interdisciplinary
53 courses as well as courses satisfying General Education requirements; and be it further
54
- 55 RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for
56 Teaching, Learning and Technology shall provide support for faculty seeking to teach
57 classes involving sustainability; and be it further
58
- 59 RESOLVED: That the Academic Senate Sustainability Committee be directed to work with
60 student and campus organizations, as well as Facilities, to identify opportunities to
61 promote alternative approaches to sustainability education on campus that would
62 further facilitate students explicitly meeting the learning objectives addressing
63 sustainability.

Proposed by: Sustainability Committee and Josh
Machamer, Chair of the GE
Governance Board

Date: April 15, 2014

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

AS-__-14

**RESOLUTION ON THE USE OF CONFLICT MINERALS IN THE
DEMOCRATIC REPUBLIC OF CONGO**

1 WHEREAS, Cal Poly is committed to the principles of fair trade; and

2
3 WHEREAS, Cal Poly has a history of commitment to the preservation of the environment; and

4
5 WHEREAS, Cal Poly has declared its commitment to human rights and social justice in its
6 governance documents and policies and has taken affirmative steps throughout its
7 history to promote these values; and

8
9 WHEREAS, The Cal Poly Academic Senate endorsed the Code of Product Labor Principles
10 and Business Standards on May 23, 2000 with AS-542-00/HG; and

11
12 WHEREAS, The commitment to fundamental rights of all workers should apply to all goods
13 and services purchased by the University; and

14
15 WHEREAS, The United States Senate and the House of Representatives have found that armed
16 groups bear responsibility for massive atrocities in the eastern Congo; and

17
18 WHEREAS, Legislation signed into law (Section 1502 of the Dodd-Frank Wall Street Reform
19 Act of 2010) requires that companies submit an annual report to the Securities and
20 Exchange Commission disclosing whether their products contain gold, tin,
21 tantalum, or tungsten from the Congo or nearby areas; and

22
23 WHEREAS, The International Rescue Committee has found that more than 5.4 million
24 civilians have been killed and countless more remain at risk as a consequence of
25 attacks conducted by armed groups in eastern Congo; and

26
27 WHEREAS, The U.N. has urged the international community to weaken the aforementioned
28 armed groups, and to cooperate with a U.N. peacekeeping force authorized under
29 U.N. Security Council Resolution 1291; and

30
31 ~~WHEREAS, Cal Poly spends an estimated \$2.39 million per year on computer hardware from~~
32 ~~_____ Dell and Apple and has significant investments in companies which use conflict~~
33 ~~_____ minerals from Democratic Republic of Congo in their supply chains; and~~

34
35 WHEREAS, Cal Poly makes significant purchases from and investments in companies that use
36 conflict minerals from Democratic Republic of Congo in their supply chains; and

37
38 WHEREAS, Governor Jerry Brown signed SB 861 into law in October 2011, which prohibits

39 state agencies from signing contracts with companies that fail to comply with
40 federal regulations aimed at deterring business with armed groups in eastern
41 Congo; therefore be it
42

43 RESOLVED: That the Academic Senate request that the Cal Poly Office of Contract and
44 Procurement Services take into account whether electronic products contain
45 conflict minerals in future purchasing decisions and, when available, will favor
46 verifiably conflict-free products ~~that contain minerals from eastern Congo~~; and be
47 it further
48

49 RESOLVED: That the Academic Senate request that the Office of Contract and Procurement
50 Services publishes a statement on its website stating its awareness of the conflict
51 in Congo and its commitment to purchasing conflict-free products when available;
52 and be it further
53

54 RESOLVED: That the Academic Senate request that the Office of Contract and Procurement
55 Services of Cal Poly ~~calls on~~ urge electronic companies and other industries to
56 implement the necessary steps to remove conflict minerals from their supply
57 chain.

Proposed by: Katie Hoselton, 4th Year Political Science Student
Supporters: Dr. Ryan Alaniz, Professor of Sociology
Dr. Matthew Hopper, Professor of African History
Dr. Linda Vanasupa, Professor of Materials
Engineering
Dr. Kathy Chen, Chair of Materials Engineering
Department
Dr. Shelley Hurt, Professor of Political Science
Dr. Meg Streiff, Professor of ~~Sociology~~ Geography
Dr. Harvey Greenwald, Professor of Mathematics
Dr. Benjamin Funston-Timms, Professor of
Geography
Que Dang, Assistant Coordinator, Multicultural
Center
Adam Serafin, Assistant Coordinator, Pride Center
Tammie Velasquez, Assistant Coordinator for the
Gender Equity Center and Multicultural Center

Date: April 8 2014
Revised: May 12 2014



April 28, 2014

Dear Cal Poly Academic Senate,

As the Chair and a faculty member of the Materials Engineering department, I applaud Katie Hoselton's effort in bringing awareness of conflict minerals to our campus and actually trying to do something about it.

She has spoken to students in several of the Materials Engineering courses because the topic is very pertinent to our engineering students. One of the important roles of a material engineer is selecting the appropriate materials to use for any application. However, the inherent properties and costs of a material are not the only factors for such a decisions. An important student learning outcome stipulated by our accreditation board (ABET) is for students to achieve "the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context." Conflict-minerals are real world examples of how engineering interfaces with the political and global world.

In order to make informed and ethical decisions, students need to know where materials come from, and how they are produced. This issue does not only affect material engineers, but also other types of engineers, as well as students who study politics, economics, or social sciences. Thus, as professionals and educators, we should be modeling the same ethics that we purportedly teach.

Just as Cal Poly feels that it is important for students to know when and if they are purchasing items that were produced in a sweatshop (as decided in AS-542-00/HG in May of 2000), it is important for students to know where the components in the electronic products that they use everyday are coming from. Students should know, and Cal Poly, as a mass consumer of technology, should acknowledge if the products we use contain components that are violating human rights in the attainment process and contributing to the most deadly conflict since WWII.

Cal Poly has the opportunity to demonstrate to our students, faculty, staff, and stakeholders that we practice the same ethics that we supposedly impart to our students to be ethical, practical, and informed individuals that will enter the work force. Thus we hope that the Academic Senate will be in support of this initiative.

Sincerely,

Kathy Chen
Professor and Chair, MATE

References for Academic Senate Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo

Compiled by Katie Hoselton

Below, each clause of the resolution that makes a claim is stated, followed by the link to where that information was obtained.

WHEREAS clause 2: Cal Poly has a history of commitment to the preservation of the environment;

a.

<http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1572&context=senateresolutions>

b.

<http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1623&context=senateresolutions>

WHEREAS clause 3: Cal Poly has declared its commitment to human rights and social justice in its governance documents and policies and has taken affirmative steps throughout its history to promote these values;

a. In Cal Poly's Multicultural Center's Mission Statement, it states that one of its goals is to "work towards social justice":

<http://studentlife.calpoly.edu/multicultural/>

b. The Assistant Coordinator of the Multicultural Center, Que Dang, has signed on as a supporter of this resolution

WHEREAS clause 4: The Cal Poly Academic Senate endorsed the Code of Product Labor Principles and Business Standards on May 23, 2000 with AS-542-00/HG;

a.

<http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1542&context=senateresolutions>

WHEREAS clause 6: The United States Senate and the House of Representatives have found that armed groups bear responsibility for massive atrocities in the eastern Congo;

a. <http://engel.house.gov/latest-news1/engel-statement-on-m23-congo-rebel-group-ending-rebellion/>

b. http://www.state.gov/s/greatlakes_drc/releases/2014/222630.htm

c. <http://www.state.gov/p/af/rls/rm/2012/201812.htm>

d. <http://www.enoughproject.org/publications/us-congo-policy-matching-deeds-words-end-world%E2%80%99s-deadliest-war>

WHEREAS clause 7: Legislation signed into law (Section 1502 of the Dodd-Frank Wall Street Reform Act of 2010) requires that companies submit an annual report to the Securities and Exchange Commission disclosing whether their products contain gold, tin, tantalum, or tungsten from the Congo or nearby areas;

a. <https://www.govtrack.us/congress/bills/111/hr4173/text>

b. <http://www.raisehopeforcongo.org/blog/post/congo-sen-durbin-11-members-congress-urge-sec-uphold-conflict-minerals-requirements>

WHEREAS clause 8: The International Rescue Committee has found that more than 5.4 million civilians have been killed and countless more remain at risk as a consequence of attacks conducted by armed groups in eastern Congo;

a. http://www.rescue.org/sites/default/files/resource-file/2006-7_congoMortalitySurvey.pdf

WHEREAS clause 9: The U.N. has urged the international community to weaken the aforementioned armed groups, and to cooperate with a U.N. peacekeeping force authorized under U.N. Security Council Resolution 1291;

a. [http://daccess-dds-](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N00/313/35/PDF/N0031335.pdf?OpenElement)

[ny.un.org/doc/UNDOC/GEN/N00/313/35/PDF/N0031335.pdf?OpenElement](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N00/313/35/PDF/N0031335.pdf?OpenElement)

b. [http://daccess-dds-](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N00/485/59/PDF/N0048559.pdf?OpenElement)

[ny.un.org/doc/UNDOC/GEN/N00/485/59/PDF/N0048559.pdf?OpenElement](http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N00/485/59/PDF/N0048559.pdf?OpenElement)

c. <http://www.raisehopeforcongo.org/blog/post/un-experts-sec-conflict-minerals-bill-working-congo>

WHEREAS clause 10: Cal Poly spends an estimated \$2.39 million per year on computer hardware from Dell and Apple and has significant investments in companies which use conflict minerals from Democratic Republic of Congo in their supply chains;

a. This information is not publicly available online, but see the image for data that I received via request through the Office of Procurement:

Fiscal Year	Dell	Apple	Total Computer Hardware Purchases
2010-2011	\$1,873,130	\$21,613	\$2,390,986
2011-2012	\$1,041,799	\$65,331	\$1,370,680
2012-2013	\$1,147,123	\$10,035	\$2,390,986

b. <http://www.calpers.ca.gov/eip-docs/about/pubs/cafr-2013.pdf>

WHEREAS clause 11: Governor Jerry Brown signed SB 861 into law in October 2011, which prohibits state agencies from signing contracts with companies that fail to comply with federal regulations aimed at deterring business with armed groups in eastern Congo;

a. http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201120120SB861

b. <http://accountabilityroundtable.org/analysis/california-governor-brown-signs-into-law-conflict-minerals-legislation/>

c. <http://www.enoughproject.org/blogs/gov-brown-signs-ca-conflict-minerals-bill>

Additional Sources for Information on Conflict Minerals in the DRC:

Dell: <http://www.dell.com/learn/us/en/uscorp1/conflict-minerals>

Apple: <http://www.apple.com/supplier-responsibility/labor-and-human-rights/>

Intel: <http://www.intel.com/content/www/us/en/corporate-responsibility/conflict-free-minerals.html>

Security and Exchanges Commission: <http://www.sec.gov/News/PressRelease/Detail/PressRelease/1365171484002#.U3EHP61dXSB>

Electronic Company Rankings: <http://www.raisehopeforcongo.org/companyrankings>

Participating Schools: <http://www.raisehopeforcongo.org/content/participating-schools>

Federation of American Sciences Report: <http://www.fas.org/sgp/crs/row/R43166.pdf>

Additional Resources: http://www.raisehopeforcongo.org/sites/default/files/Educational%20Materials%20Toolkit_0.pdf

**ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY**

AS-__-14

**RESOLUTION SUPPORTING THE ASCSU EFFORTS TO RECONSIDER THE
120/180 UNIT LIMITS FOR MANY DISCIPLINE DEGREES**

- 1 WHEREAS, The Academic Senate of Cal Poly is committed to the principles of
2 shared governance and the primacy of the faculty in determining
3 curriculum in the CSU; and
4
- 5 WHEREAS, The CSU Board of Trustee's Collegiality Statement affirms, in part,
6 "Collegial governance assigns primary responsibility to the faculty
7 for the educational functions of the institution in accordance with
8 basic policy as determined by the Board of Trustees. This includes
9 admission and degree requirements, the curriculum and methods
10 of teaching...." And
11
- 12 WHEREAS, Individual autonomy among CSU campuses for faculty decision-
13 making within a department/discipline has been widely upheld,
14 and,
15
- 16 WHEREAS, Many disciplines are governed by external accrediting agencies that
17 mandate curricular components and limit freedom of faculty to deviate
18 from proscribed outcomes such that an additional curtailment to 180
19 quarter units is unrealistic and not in the best interests of students; and
20
- 21 WHEREAS, There is little to no evidence that the selection of 180 quarter units'
22 proposed benefits i.e., shortened time to graduation, can or will be
23 achieved; and
24
- 25 WHEREAS, Many disciplines have been and continue to be increasingly
26 more intellectually dense, more profoundly inclusive to new content
27 and more specialty focused; therefore be it
28
- 29 RESOLVED That the Cal Poly Academic Senate communicate to the ASCSU its
30 support of efforts to re-establish appropriate unit designations for
31 many disciplines up to 198 quarter units; and be it further
32
- 33 RESOLVED That a copy of this resolution be forwarded to the ASCSU Chair,
34 President Jeffery Armstrong, and CSU Campus Senate Chairs.

Proposed by: Academic Senate Executive Committee
Date: April 16, 2014

Adopted:

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

AS-__-14

RESOLUTION TO AMEND FACULTY OFFICE HOUR POLICY

1 WHEREAS, The Campus Administrative Manual (CAM) 370.2.D.1 incorporated an Academic Senate
2 resolution on faculty office hours (AS-91-80) that states: "Normally, each full time
3 faculty member schedules and conducts at least five office hours each week for
4 consultation with students. Deans may approve a variation in consultation with the
5 department. Part-time and full-time faculty with reduced teaching loads schedule office
6 hours in proportion to their assignments. Faculty members are requested to post their
7 office hours outside their office doors and provide a copy to the department head/chair";
8 and,
9

10 WHEREAS, CAM 370.2.D.1 does not specify that it applies to the final examination period; and,
11

12 WHEREAS, The final examination period is a work week; and
13

14 WHEREAS, Academic Personnel has interpreted CAM 370.2.D.1 to apply to the final examination
15 period; and
16

17 WHEREAS, Colleges and programs across the university have adopted different policies regarding
18 office hour requirements during the final examination period; and
19

20 WHEREAS, Students and faculty may be unclear on whether office hours are to held during the final
21 examination period; and
22

23 WHEREAS, Cal Poly is in the process of creating a new set of Campus Administrative Policies (CAP)
24 and phasing out the current CAM; therefore be it
25

26 RESOLVED: That the Academic Senate amend CAM 370.2.D.1 by including the following underlined
27 changes:
28

29 "Normally, each full time faculty member schedules and conducts at least five
30 office hours each week for consultation with students. This includes the final
31 examination period. Deans may approve a variation in consultation with the
32 department. Part-time and full-time faculty with reduced teaching loads schedule
33 office hours in proportion to their assignments. Faculty members are requested
34 to post their office hours outside their office doors, include their office hours and
35 office location on their syllabus, and provide a copy to the department head/chair.
36 Faculty members are requested to notify the department head/chair and students
37 at least a week in advance of changes in their office hours."

Proposed by: Academic Senate Instruction Committee

Date: April 25, 2014