

CAL POLY

Academic Senate

805.756.1258

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

Meeting of the Academic Senate Executive Committee

Tuesday, February 24, 2015

01-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s):
- III. Reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. Business Item(s):
 - A. [TIME CERTAIN 3:45 PM] Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives: David Braun, chair of Sustainability Committee. (pp. 2-18).
- V. Discussion Item(s):
 - A. Assigned time for 2015-2016. (p. 19).
 - B. Definition of General Faculty, Academic Senate membership, and election of part-time academic employee. (pp. 20-21).
- VI. Adjournment:

Adopted:

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

AS-___-15

**RESOLUTION ON APPROVING ASSESSMENT PROCESS FOR COURSES
MEETING SUSTAINABILITY LEARNING OBJECTIVES**

- 1 WHEREAS, Resolution AS-787-14 "Resolution on Sustainability", directs the Academic Senate
2 Sustainability Committee to develop a list of classes based on a revised Senate accepted
3 assessment process that meet the Sustainability Learning Objectives; therefore be it
4
5 RESOLVED: That the Academic Senate approve the attached document "Draft Process to Vet
6 Sustainability Courses for SUSCAT" as a Senate accepted assessment process.

Proposed by: Sustainability Committee
Date: January 12, 2015

Draft Process to Vet Sustainability Courses for Suscat

AS-787-14 resolved “That the Academic Senate Sustainability Committee be directed to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives.” In responding to this resolution, the Academic Senate Sustainability Committee (ASSC) made progress during Fall quarter 2014 by following a simplified Engineering Design Process Flow. Stated in a somewhat simplified manner, the Engineering Design Process uses the following steps:

1. Identify the process stakeholders
2. Define the stakeholders' needs
3. Translate the stakeholders' needs into requirements and specifications
4. Design a process to meet the requirements and specifications
5. Implement and test the Policy.

Figure 1 shows the intended process development and application timeline.

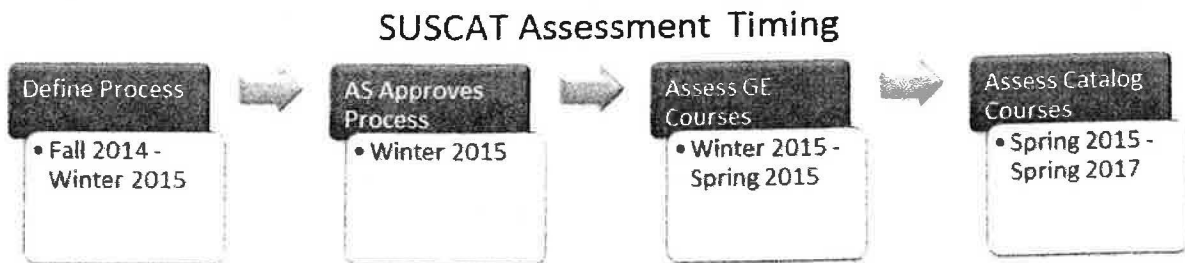


Figure 1 SUSCAT Assessment Timeline

During Fall quarter 2014 and January 2015, the process moved through steps 1, 2, 3, and 4, informed by feedback received from key stakeholders. This document contains the results of steps 1–4.

1. Identify the process stakeholders

The process should meet the needs of several stakeholders:

1. Faculty and department heads who teach sustainability courses and want them listed on SUSCAT
2. Students who want to take sustainability courses
3. Faculty and staff who implement the policy by performing the review
4. Faculty and staff who maintain SUSCAT
5. The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board
6. Academic Advisors
7. CSU Administrators
8. Faculty and department heads who would like to teach sustainability but don't know how.

2. Define the stakeholders' needs

Table I identifies stakeholders associated with the assessment process and their needs. The third column indicates a check, if the currently defined process meets those stakeholder needs. The current process does meet almost all needs listed for the stakeholders. Because of strong objections expressed to flagging sustainability courses either in the catalog or on PASS, the currently defined process doesn't meet those needs. Rather, it describes how to identify courses to list on the SUSCAT website, suscat.calpoly.edu.

Table I Stakeholder Needs Assessment

Stakeholder	Needs	Met?
Faculty and department heads who teach sustainability courses and want them listed on SUSCAT	<ol style="list-style-type: none"> 1. Simple and convenient process. 2. Reproducible process 3. Can appeal decision. 	✓
Students who want to take sustainability courses	<ol style="list-style-type: none"> 1. Reproducible process. 2. Process should identify all relevant sustainability courses. 3. Should see results in catalog and PASS. 	✓ ✓ X
Faculty and staff who implement the policy by performing the review	<ol style="list-style-type: none"> 1. Simple and convenient process. 2. Reproducible process. 	✓
Faculty and staff who maintain SUSCAT	<ol style="list-style-type: none"> 1. Easy to update. 2. Automatically delist defunct courses. 3. Automatically become aware of new course. 	✓
The Academic Senate, Academic Senate Curriculum Committee, and the GE Governance Board	<ol style="list-style-type: none"> 1. Reproducible process. 2. Serves students and faculty. 3. Serves curricular needs. 4. Serves course and catalog administrative needs. 	✓
Academic Advisors	<ol style="list-style-type: none"> 1. Reproducible process. 2. Process should identify all relevant sustainability courses. 3. Should see results in catalog and PASS. 	✓ ✓ X
CSU Administrators	<ol style="list-style-type: none"> 1. Report data on percentage of classes & number of classes meeting each Sustainability Learning Objective [SLO] 	X
Faculty and department heads who would like to teach sustainability courses but don't know how.	<ol style="list-style-type: none"> 1. Clear Instructions 	✓

3. Translate the stakeholders' needs into requirements and specifications

In order to develop process requirements and specifications from the stakeholder needs, the ASSC relied heavily on lessons learned from its review of GE courses in 2012. For the 2012 review, the ASSC developed a rubric to use to evaluate whether courses achieve at least two of the Sustainability Learning Objectives [SLOs]. Each college representative to the ASSC applied the rubric to the GE courses from their college, obtaining input from the ASSC, as necessary. During the 2012 GE course pilot assessment, the ASSC learned the following lessons:

1. Based on the title and catalog description, many or most courses clearly DO NOT achieve at least two SLOs.
2. Based on the title, catalog description, and course proposal, some courses clearly DO achieve at least two SLOs.
3. Based on the title, catalog description, and course proposal, some courses MAY or MAY NOT achieve at least two SLOs. This is a small group.
4. A relatively small fraction of GE courses achieve at least two SLOs.
5. Only list courses in which students achieve at least two SLOs regardless of the instructor.
6. A two-part rubric covered the above cases. One part used title and catalog description only. The other part relied on a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.

After significant deliberations prior to the 2012 GE course pilot assessment, during a 2012 inter-rater norming exercise, after the 2012 course pilot assessment, during a Fall 2014 inter-rater norming exercise, and during its Fall 2014 and Winter 2015 meetings, the ASSC arrived at the SUSCAT Evaluation Rubric shown in Figure 2. It represents version 10, and it contains elements gleaned from multiple sources. Most notably, two sources informed the rubric creation and evolution:

1. The 2011 University Expository Writing Rubric,
Available: <http://ulo.calpoly.edu/content/writing-proficiency-assessment>, and
http://content-calpoly-edu.s3.amazonaws.com/ulo/1/documents/university_writing_rubric.pdf
2. Association of American Colleges & Universities, *VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric Development Project, 2007-2009*,
Available: <http://www.aacu.org/value/rubrics>

During the 2012 GE course pilot assessment, the ASSC agreed that a course meeting two or more SLOs met the threshold for listing. Further deliberations during Fall 2014 reveal that the ASSC still agrees with this threshold, but with an important caveat. Just having students learn about two or more SLOs in a minimal fashion does not suffice. Meaningful sustainability learning should take place, and the revised rubric seeks to measure meaningful learning in two ways:

1. Students should achieve multiple SLOs during the course, and
2. Students achieve the SLOs during a meaningful fraction of the course.

Academic Senate Sustainability Committee SUSCAT Evaluation Rubric

Course Prefix & Number

Replace this cell with course Prefix & Number, e.g. GEOG 301

Course Title

Replace this cell with course Title, e.g. Geography of Resource Utilization

Course Description

Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water, and non-fuel minerals. A pervading theme is the sustainability of these systems. 4 lectures. Prerequisite: Completion of GE Areas A, D3. Recommended: Junior standing. Fulfills GE D5 except for Social Sciences majors.

GE Area, if any

Evaluator name:

Joe Blow

Evaluator User Name:

jblow@calpoly.edu

Initial Assessment Based on Course Title & Description		Points Possible	Points Actual			
Yes, the course very likely achieves at least two of the four SLOs.		2	Enter score 0-2 in cell F10			
Maybe, the course might achieve one or more SLOs.		1				
No, the course doesn't seem to address the SLOs.		0				
Cal Poly defines sustainability as <i>the ability of natural and social systems to survive and thrive together to meet current and future needs.</i>						
Assessment Based on Course Proposal or Syllabus	Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **	Score	
SLO1: Students define and apply sustainability principles within their academic programs	Syllabus does n't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	Enter score 0-3 in cell F17	
SLO2: Students explain how natural, economic, and social systems interact to foster or prevent sustainability	Syllabus does n't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	Enter score 0-3 in cell F18	
SLO3: Students analyze and explain local, national, and global sustainability using a multidisciplinary approach	Syllabus does n't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	Enter score 0-3 in cell F19	
SLO4: Students consider sustainability principles while developing personal and professional values	Syllabus does n't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus	Enter score 0-3 in cell F20	
Total Score (SLO1 - SLO4)					0	
20% or more of the course covers the SLOs.					Yes/No	Enter yes or no in cell F24
Sustainability Course (Score >=6 AND 20% or more sustainability)						No
If course doesn't address the SLOs, could it?					Yes/No	

Suggestion(s) how course might address one or more of the SLOs:

Other Comments:

* A score of 2 requires the syllabus to show SLO student outcomes AND mention the SLO.

** A score of 3 requires the syllabus to have the SLO as a major course focus AND show the SLO student outcomes AND mention the SLO.

Figure 2 SUSCAT Evaluation Rubric

Since many courses only require reviewing the course title and catalog description, the rubric contains a section titled *Initial Assessment Based on Course Title & Description*. Since a small fraction of courses requires more detailed review, the rubric contains a section titled *Assessment Based on Course Proposal or Syllabus*. This section relies on review of at least a course proposal form, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline. The SUSCAT Evaluation Rubric uses the term Syllabus generally to refer to the various course descriptions listed in the previous sentence. The rubric does not intend to rely on instructor specific documentation. A possibility exists that such information may prove less easy to access for some courses than for others, so the process leaves reviewers an option to request more information, if desired.

The detailed review examines to what extent the course addresses each SLO based primarily on the evidence provided from the course learning objectives. Figure 3 shows the SLO evaluation scale portion of the rubric. Based how the Syllabus mentions a SLO, shows student outcomes for a SLO, or has a SLO as a major course focus, the scale rates the evidence "Minimal," "Threshold," "Strong," or "Superior" and assigns a corresponding score from 0 to 3 for each SLO. With four SLOs each rated from 0 to 3, the course would receive a score from 0 to 12. The ASSC feels that a total score of 6 represents the minimum score necessary to demonstrate a course achieves multiple SLOs. A course could reach a total score of 6 via several combinations of scores for individual SLOs. For example, two SLOs with superior evidence plus two SLOs showing minimal evidence would give a total score of $2*3 + 2*0 = 6$. Or, three SLOs with strong evidence plus one SLO showing minimal evidence would give a total score of $3*2 + 1*0 = 6$. Similarly, $3 + 2 + 1 + 0$ or $2 + 2 + 1 + 1$ reach the required score of 6.

Additionally, to measure whether SLOs reach a meaningful fraction of the course, the rubric asks whether at least 20% of the course covers the SLOs. The 20% threshold arose from multiple discussions at ASSC meetings before, during, and after the Fall 2014 inter-rater norming exercise. The ASSC reached a consensus that having at least two weeks of a course addressing the SLOs meets its threshold. Combining these goals of meeting multiple SLOs over at least two weeks in the course leads to the rubric's threshold for listing a course on SUSCAT: The total score equals or exceeds 6, and at least 20% of the course covers the SLOs.

Minimal Evidence Score = 0	Threshold Evidence Score = 1	Strong Evidence Score = 2 *	Superior Evidence Score = 3 **
Syllabus doesn't mention SLO	Syllabus mentions SLO	Syllabus shows SLO student outcomes	Syllabus has SLO as a major course focus

Figure 3 SLO Evaluation Scale from SUSCAT Evaluation Rubric

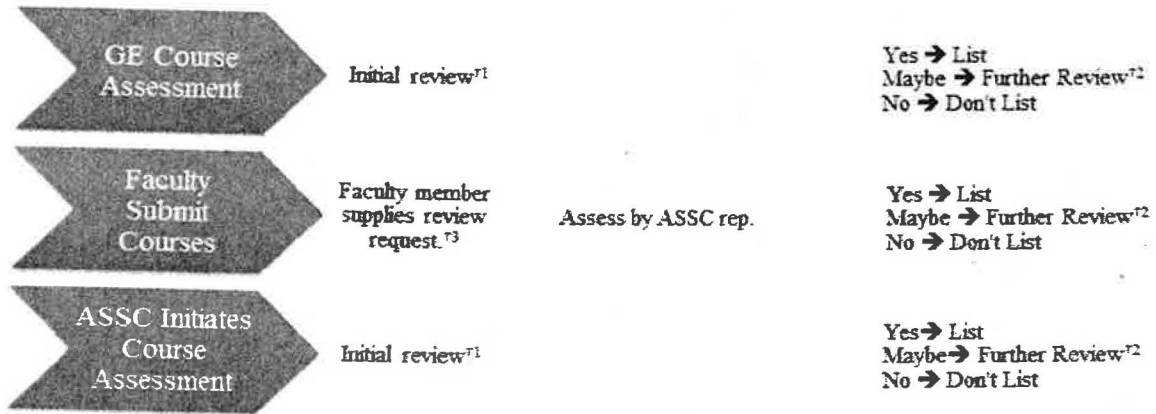
Table II contains and justifies the process specifications as derived from the stakeholder needs and the marketing requirements. In summary, the process expects the ASSC to consider all courses in the catalog for listing on the SUSCAT website, starting with the GE courses and giving expedited reviews as requested for specific courses. The process relies on a variety of course documentation and iterative reviews as necessary to assure quality control and inter-rater reliability. The currently proposed process meets all but two of the marketing requirements.

TABLE II SUSCAT REVIEW POLICY REQUIREMENTS AND SPECIFICATIONS

Marketing Requirements	Specifications	Justification
2	SUSCAT contains any course achieving at least two SLOs (Rubric score ≥ 6 AND at least 20% of course covers SLOs).	Policy approved by ASSC in 2012 and revised in 2014.
1, 2, 4	The ASSC reviews all GE courses.	Per 2014-2015 ASSC charges.
2, 4, 8, 9, 10, 11	The ASSC must review additional courses.	Policy approved by ASSC in 2014.
1, 2, 3, 4, 6	Faculty may submit SUSCAT review requests for specific courses to the ASSC.	To prevent overlooking a course belonging in SUSCAT.
1, 2, 3, 4, 9	A process exists to handle faculty appeals of initial SUSCAT review decisions.	Provides checks and balances. Encourages inter-rater reliability.
1, 2, 3, 4, 9, 10	The review process may require additional information such as course proposal forms, course modification form, ABET or other detailed Syllabus, and/or Expanded Course Outline.	Title and course description alone may not suffice to identify whether a course meets any of the SLOs.
1, 2, 3, 4, 9, 10, 11	Applicants may justify how a course meets SUSCAT approval criteria.	In case course documentation supplied for SUSCAT review didn't suffice for an accurate review, applicants may submit additional documentation.
4, 8, 9, 10, 11	The ASSC reviews all new courses approved by the ASSC.	To maintain currency.
9, 10, 11	The SUSCAT list appears online.	To make list easily available to all stakeholders.
4, 9, 10	The ASSC communicates decisions to faculty and department heads.	Requested by several stakeholders.
Marketing Requirements <ol style="list-style-type: none"> Simple and convenient process. Reproducible process Can appeal decision. Process should identify all relevant sustainability courses. Should see results in catalog and PASS. Not specified yet. Easy to update. Automatically delist defunct courses. Automatically become aware of new course. Serves students and faculty. Serves curricular needs. Serves course and catalog administrative needs. Report data on percentage of classes & number of classes meeting each SLO Not specified yet. 		

4. Design a process to meet the requirements and specifications

SUSCAT Course Assessment Process Draft V4



*1 The ASSC representative reviews course number, title, and catalog descriptions in their college to determine a list of maybe and no courses.

*2 Further review in case of "Maybe" means the ASSC has three other ASSC faculty members evaluate the application in detail. Two or more yeses → yes. One yes and two maybes → yes. Other combinations → no. The ASSC may request more info. if desired.

*3 The review request contains the course number, title, catalog description and an explanation how the course meets at least two SLOs, accompanied by sufficient documentation (course proposal form, course modification form, ABET or other detailed Syllabus, and or Expanded Course Outline) to support the case.

Figure 4 SUSCAT Course Assessment Process Draft V4

SUSCAT Course Appeals Process

A faculty member may appeal a yes or no assessment decision to the ASSC by sending an email with their reasoning to the ASSC Chair. The Chair assigns five ASSC faculty members to assess the course in detail. Three or more yeses → yes.

Figure 5 SUSCAT Course Appeals Process

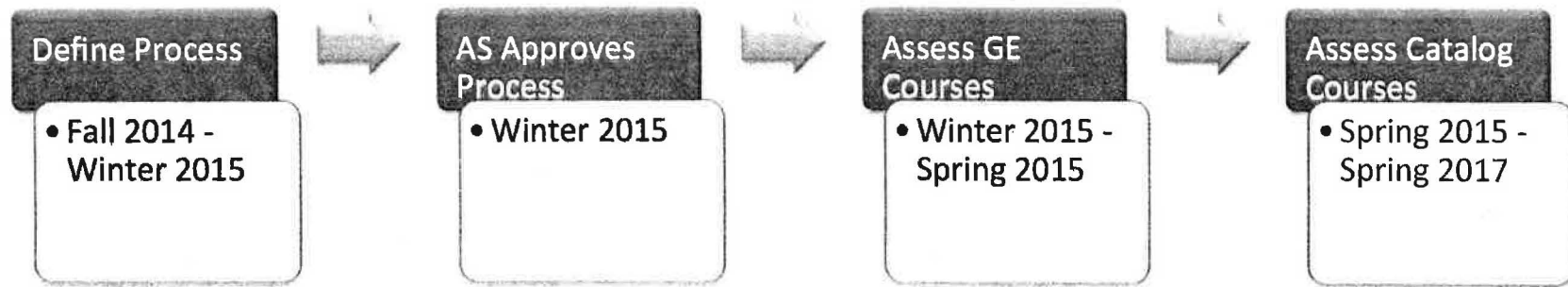
Listing SUSCAT GE Courses on GE Website – Details

1. Obtain permission from GE Chair, Brenda Helmbrecht, to tag courses on GE web site
2. Communicate with Department Chair/Faculty about sustainability courses to list on GE web site (Draft letter available)
3. Advise Curriculum Committee
4. Advise Academic Senate/Executive Committee
5. Communicate to campus/students

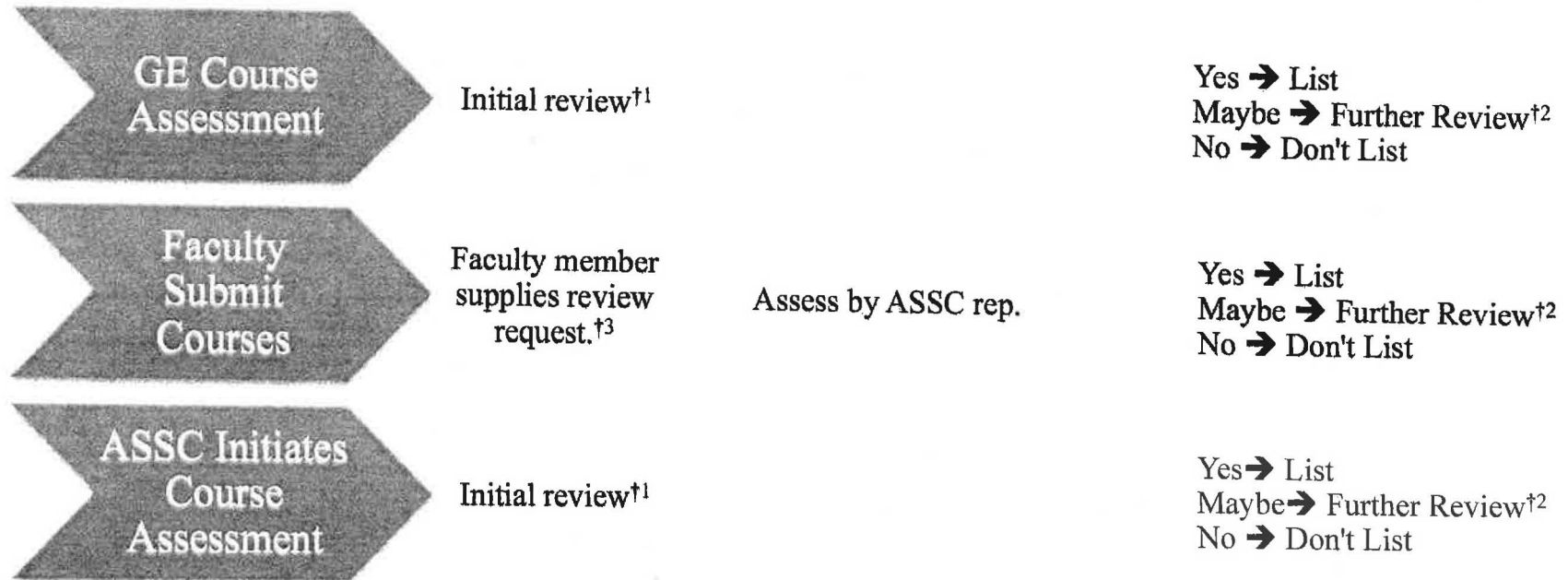
Listing SUSCAT Courses on SUSCAT – Details

1. ASSC updates the SUSCAT course list quarterly.
2. ASSC sends updated list to Miles Clark quarterly.
3. Miles Clark updates <http://suscat.calpoly.edu/>

SUSCAT Assessment Timing



SUSCAT Course Assessment Process Draft V4



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Adopted: June 3 2014

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

AS-787-14

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 Cal
9 Poly should "Make reasoned decisions based on an understanding of ethics, a respect for
10 diversity, and an awareness of issues related to sustainability"; and

11
12 WHEREAS, The University defined the term sustainability, as part of its Sustainability Learning
13 Objectives, as being "the ability of the natural and social systems to survive and thrive
14 together to meet current and future needs"; and

15
16 WHEREAS, The University's Sustainability Learning Objectives state that students should be able to
17 "Define and apply sustainability principles within their academic programs"; and

18
19 WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of the
20 University Learning Objectives nor the Sustainability Learning Objectives; and

21
22 WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability
23 element of the University Learning Objectives and the Sustainability Learning
24 Objectives; and

25
26 WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of
27 sustainability; and

28
29 WHEREAS, There is a need to refine and develop more classes to help students meet the
30 sustainability element of the University Learning Objectives and to meet the
31 Sustainability Learning Objectives; and

32
33 WHEREAS, There is not currently an established system that designates and communicates
34 whether a class meets the Sustainability Learning Objectives; and

35 WHEREAS, A list of University sustainability classes would be helpful to students and faculty; and
36

37 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to
38 incorporate sustainability into their curricula; and
39

40 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags for
41 these classes; and
42

43 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a procedure to
44 determine whether a class meets the Sustainability Learning Objectives; therefore be it
45

46 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of
47 classes based on a revised Senate accepted assessment process that meet the
48 Sustainability Learning Objectives and, by extension, the relevant portion of the
49 University Learning Objectives; and be it further
50

51 RESOLVED: That faculty should be encouraged to develop new sustainability classes and to modify
52 existing courses by including sustainability, especially interdisciplinary courses as well
53 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 student
60 and campus organizations, as well as Facilities, to identify opportunities to promote
61 alternative approaches to sustainability education on campus that would further
62 facilitate students explicitly meeting the learning objectives addressing sustainability.

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

Date: April 15, 2014

Revised: May 28, 2014

Revised: June 3, 2014

Assessment of Courses as Potentially Satisfying the Sustainability Learning Objectives: The Procedure Used to Assess GE Courses (2012)

The foundation of the sustainability assessment is the Cal Poly Sustainability Learning Objectives (SLOs).¹ Cal Poly defines sustainability as the ability of the natural and social systems to survive and thrive together to meet current and future needs. In order to consider sustainability when making reasoned decisions, all graduating students should be able to:

1. Define and apply sustainability principles within their academic programs
2. Explain how natural, economic, and social systems interact to foster or prevent sustainability
3. Analyze and explain local, national, and global sustainability using a multidisciplinary approach
4. Consider sustainability principles while developing personal and professional values

To assess the courses, two members of the Academic Senate Sustainability Committee (ASSC) read through the course learning objectives of a particular GE course found in the GE course proposal form. Those readers determined to what degree those learning objectives addressed each of the four sustainability learning objectives (SLOs). This was done using the following scoring

The scoring range was as follows:

- **3:** Course directly addresses the given SLO with one or more course learning objective or course topic;
- **2:** Course probably addresses the given SLO;
- **1:** Course might indirectly address the given SLO; and,
- **0:** The course doesn't seem to address the given SLO.

After scoring the relevance of each SLO, a summary score was calculated based on the scores for each of the SLOs. Specifically, the score is calculated as follows:

- Summary score of 2 means that the course very likely achieves at least two of the four SLOs;²
- Summary score of 1 means that the course might achieve one or more SLOs;³ and,
- Summary score of 0 means that the course doesn't seem to address the SLOs.⁴

¹ Academic Senate Resolution 688-09 approved by President Baker June 22, 2009; www.academicprograms.calpoly.edu/content/academicpolicies/sustainability_lo

² A final score of 2 is given if in the SLO scores there are at least two 3's or one 3 and two or three 2's (e.g. SLO1 = 3, SLO2 = 3, SLO3 = 0, SLO4 = 0 or SLO1 = 3, SLO2 = 2, SLO3 = 2, SLO4 = 1).

³ A final score of 1 is given if the final evaluation does not result in a 2 or 0.

⁴ A final score of 0 is given if there are no SLO scores of 2 or 3.

Res_SustainabilityAssessmentProcedure_GE_2012.docx

Academic Senate Sustainability Committee SLOs Evaluation Rubric

Course Prefix & Number

Replace this cell with course Prefix & Number, e.g. GEOG 301

Course Title

Replace this cell with course Title, e.g. Geography of Resource Utilization

Course Description

Replace this cell with course catalog description, e.g. A multicultural, world view of the interconnections of the following resource systems: food, energy, water and non-fuel minerals. A pervading theme is the sustainability of these systems. Lectures. Prerequisite: Completion of GE Areas A, D1. Recommended: Junior standing. Fulfills GE D3 except for Social Sciences majors.

GE Area, if any

Evaluator name

Evaluator

Evaluator User Name

evaluator@calpoly.edu

Cal Poly defines sustainability as

the ability of the natural and social systems to survive and thrive together to meet current and future needs.

Initial Assessment Based on Course Title/Description

Yes, the course very likely achieves at least two of the four SLOs

Maybe, the course might achieve one or more SLOs

No, the course doesn't seem to address the SLOs

Points Possible

Points Actual

Points

Assessment Based on Course Proposal or Syllabus

SLO1: Define and apply sustainability principles within their academic programs

SLO2: Explain how natural, economic, and social systems interact to foster or prevent sustainability

SLO3: Analyze and explain local, national, and global sustainability using a multidisciplinary approach

SLO4: Consider sustainability principles while developing personal and professional values

Estimated fraction of course devoted to SLOs

Summary Assessment Based on Course Proposal or Syllabus

Yes, the course very likely achieves at least two of the four SLOs

Maybe, the course might achieve one or more SLOs

No, the course doesn't seem to address the SLOs

If course doesn't address the SLOs, could it?

Points Possible

Points Actual

Suggesting(s) how course might address one or more of the SLOs:

Other Comments:

For office use only	
First course	
Second course	
Average	

Code

State of California
Memorandum

CAL POLY

SAN LUIS OBISPO

To: Gary Laver
Chair, Academic Senate

Date: August 18, 2014

From: Jeffrey D. Armstrong
President



Copies: K. Enz Finken
M. Pedersen

Subject: Response to Academic Senate Resolution AS-787-14
Resolution on Sustainability

This memo formally acknowledges receipt of the above-entitled Academic Senate resolution.

Academic Senate Proposal

		Fiscal Year 2014-2015					
Position/Committee	Cyclical	Name	AcadSen Base	Provost Base	One-Time	Total	2015-2016 AcadSen
Academic Senate Chair		Gary Laver	22.50		2.00	22.50	22.50
Academic Senate Vice Chair		Dylan Retsek	2.00			2.00	2.00
Budget & Long-Range Planning		Sean Hurley	2.00			4.00	2.00
Curriculum	12/16	Andrew Schaffner	16.00	6.00		16.00	16.00
CAFES	6/10	Michael Costello				0.00	
CAED	6/10	Philip Barlow				0.00	
OCOB	6/10	Barry Floyd				0.00	
CLA	6/10	Gregory Bohr				0.00	
CENG	6/10	Brian Self				0.00	
CSM	6/10	John Walker				0.00	
Distinguished Scholarship Awards		Don Kuhn-Choi	4.00		2.00	4.00	4.00
Distinguished Teaching Awards		Nanine Van Draanen	4.00			4.00	4.00
Faculty Affairs		Ken Brown	2.00			4.00	4.00
Fairness Board		Jonathan Shapiro	2.00			2.00	2.00
GE Governance Board	12/16	Brenda Helmbrecht	12.00		2.00	12.00	12.00
Grants Review		Jeanine Scaramozzino	4.00			4.00	4.00
Instruction		Dustin Stegner	2.00			4.00	4.00
Research, Scholarship & Creative Activities		Rafael Jimenez-Flores	2.00			2.00	2.00
Sustainability		David Braun	2.00			2.00	2.00
			76.50	36.00	6.00	82.50	80.50

CONSTITUTION OF THE FACULTY

ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY

Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose principal duty is within an academic department, unit, or program (??); (2) faculty members in the Pre-Retirement Reduction in Time Base Program **and Faculty Early Retirement Program**; (3) full-time probationary and/or permanent employees in Professional Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least three consecutive quarters; **(7) lecturers holding part-time appointments for at least six consecutive years.**

Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. "Visiting Personnel" shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

ARTICLE II. RIGHTS, RESPONSIBILITIES, AND POWERS OF THE GENERAL FACULTY

Section 1. Rights of the General Faculty

The right of academic freedom is necessary for the pursuit and dissemination of truth and the maintenance of a free society. It is the obligation of the General Faculty to insure the preservation of an academic community with full freedom of inquiry and expression and insulation from political influence. (??)

ARTICLE III. THE ACADEMIC SENATE

Section 1. Membership

(a) Colleges with fewer than 30 faculty members shall elect two senators. All other colleges shall elect three senators, plus one senator for each 30 faculty members or major fraction thereof.

(b) Designated personnel in Professional Consultative Services (excepting directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen FTEF (Full Time Equivalent Faculty) ~~members~~ or major fraction thereof:

- (1) Full-time probationary or permanent Librarians; and
- (2) Full-time probationary or permanent (a) counselors; (b) student services professionals [SSP]: SSP I-academically related, SSP II-academically related, and SSP III-academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.
- (3) Full-time coaches holding a current faculty appointment of at least one year.
- (4) **Part-time Librarians, counselors, student services professionals [SSP]: SSP I-academically related, SSP II-academically related, and SSP III-academically related; (c) SSPs III and IV; (d) Cooperative education lecturers; and (e) physicians, (f) coaches holding a current faculty appointment of at least six years.**

~~(e) — Part time lecturers in an academic department/teaching area and part time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by one voting member in the Senate.~~

BYLAWS OF THE ACADEMIC SENATE

I. INTRODUCTION

B. DEFINITIONS

4. Part-time Academic Employees

Part-time lecturers in academic departments/teaching areas in the University and part-time employees in Professional Consultative Services (Professional Consultative Services classifications: librarians, counselors, student service professionals I-, II-, III-academically related, student service professionals III and IV, Cooperative Education lecturers, physicians, and coaches) ~~who are not~~ who hold appointments for six consecutive years are members of the General Faculty as defined in Article I of the *Constitution of the Faculty*.

II. MEMBERSHIP OF THE ACADEMIC SENATE

A. ELIGIBILITY

1. Elected Members

Elected members shall be full-time members of the General Faculty, or part-time members of the General Faculty holding appointments for at least six consecutive years, who have been nominated and elected in accordance with Article III of these bylaws.

2. Ex Officio Members

Ex officio members are specified in Article III.1.e of the constitution.

3. ~~Representative of Part-time Academic Employees~~

~~A voting member of the Academic Senate representing part-time academic employees shall be elected by vote of all university part-time academic employees during fall quarter of each academic year. Such representative must have an academic year appointment in order to serve in this position.~~

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be two years. A senator can serve a maximum of two consecutive, elected terms and shall not again be eligible for election until one year has elapsed. A senator appointed to fill a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less, it shall not be counted as part of the two-term maximum for elected senators. ~~The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.~~

III. VOTING AND ELECTION PROCEDURES

B. ELECTION CALENDAR

8. ~~Election of representative for part-time academic employees:~~

- ~~(a) during the first weeks of fall quarter, the Academic Senate office shall solicit nominations for the position of Academic Senate representative for part-time academic employees.~~
- ~~(b) after nominations have been received, election to this position shall be conducted. A runoff election, if needed, shall be conducted the week following the conclusion of the election. Said position shall be elected by vote of all university part-time academic employees unless only one nomination to this position is received, in which case the Executive Committee of the Academic Senate shall have the authority to appoint said nominee to the position.~~
- ~~(c) the elected member shall serve until the end of the academic year.~~