

Memorandum

To: Steve Rein, Chair, Academic Senate

From: Dustin Stegner, Chair, Instruction Committee

Date: June 17, 2013

Subject: Instruction Committee Report, Spring 2013

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During Spring 2013, the Instruction Committee met three times. The Committee focused on four issues: 1. Resolution on Conflict of Interest in the Assignment of Course Materials; 2. Field Trip Policy; 3. Policy on Final Examination Conflicts; and 4. Next year's business items.

The Committee's continued its work on the Resolution on Conflict of Interest in the Assignment of Course Materials. In order to address intellectual property issues, the Chair met with Bradford Anderson, Interim Vice Provost of Research and Industry Relations, and it was determined that the resolution would not be in conflict with the current collective bargaining agreement. After the first reading of the resolution, the Committee voted to pull the resolution for further revision. Next fall, the Committee will consult with the faculty, appropriate administrative units, and campus representatives from the California Faculty Association (since the resolution involves compensation) and resubmit the resolution.

The Committee's work on fulfilling Executive Order 1062, which involves the minimum requirements for field trips, concluded this quarter. After consulting with Risk Management (AFD), Academic Personnel, and the International Center, the Committee's Resolution on the Cal Poly Field Trip Policy and final version of the Field Trip Policy was sent to the Academic Senate and passed. As part of the resolution, the Committee will review the implementation and effectiveness of this policy during the next academic year.

The Committee's Resolution on Final Examination Conflicts was also completed this quarter. The resolution was submitted to the Academic Senate and was passed.

At the final meeting of the term, the Committee discussed new business items for next year. Items which the Committee would like to pursue include the policy on Senior Projects (which has not been updated in over a decade), capstone experiences across the university, and the absence of quantitative analysis in the University Learning Objectives (ULOs).