Meeting of the Academic Senate  
Tuesday, May 21 2013  
UU 220, 3:10 to 5:00pm

I. Minutes:  
Approval of minutes for the Academic Senate meeting of April 30: (pp. 3-4).

II. Communication(s) and Announcement(s):  
ASI Resolution #13-04: ASI Board of Director's Support of Student Collaboration (pp. 5-6).

III. Regular 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. Special Reports:

V. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate (AS)</th>
<th>Term Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Studies in Natural Resources and the Environment (minor)</td>
<td>Reviewed on 4/4/13 and additional information was requested from department. Department response reviewed on 4/18/13 and additional information was requested from department. Recommended for approval on 4/30/13.</td>
<td>Placed on consent agenda for 5/21/13 meeting.</td>
<td>Fall 2013</td>
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<tr>
<td>New Course Proposal: ES/NR 406 Indigenous Peoples and International Law and Policy (4), 4 lectures</td>
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VI. Business Items(s):  
A. Resolution on Change of Administrative Status for Wine and Viticulture Program Cooper, Director for Wine and Viticulture Program, second reading (pp. 7-18).  
B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging: Schaffner, chair of the Curriculum Committee, second reading (pp. 19-23).  
C. Resolution on Proposed Name Change: “Academic Senate Research, Scholarship and Creative Activities Committee”: Kurfess, chair of the Research and Professional Development Committee, first reading (pp. 24-25).  
D. Resolution on Name Change for the Management Area of the Orfalea College of Business: Borin, OCOB caucus chair, first reading (p. 26).
E. Resolution on Revisions to *Fairness Board Description and Procedures*: (Role of Student Ombuds Services and Provost as final authority for grade changes): Shapiro, chair of the Fairness Board, first reading (pp. 27-34).

F. Resolution on Cal Poly Field Trip Policy: Stegner, chair of the Instruction Committee, first reading (pp. 35-38).

G. Resolution on Final Examination Overload Conflicts: Stegner, chair of the Instruction Committee, first reading (pp. 39-41).


I. [time certain 4:45pm] Resolution on Honors Program: Alptekin/Greenwald/Mueller, representatives for the resolution, first reading (pp. 56-68).

VII. Discussion Item(s): 

VIII. Adjournment:
I. Minutes: The minutes of April 16 were approved as presented.

II. Communication(s) and Announcement(s): Academic Senate Curriculum Appeals Committee (ASCAC) decision on AERO 402 appeal: [excerpted from ASCAC memo to Steve Rein on April 19 2013] "The ASCAC upholds the recommendation of the Senate Curriculum Committee to approve the AERO 402 proposal in connection with the rest of Aerospace Engineering's curriculum package." The full report is available by request from the Senate Office.

III. Reports:
A. Academic Senate Chair: Due to the attendance of many representatives from the Honors Program, the floor was yielded to Nicole Beaudoin, a student from the Honors Program. Beaudoin explained how the Provost announced the decision to eliminate the Honors Program due to its inability to be sustainable and the strain it places on faculty. Beaudoin requested the opportunity to further discuss the Honors Program. The Provost reported that after conversations with faculty and students from the Honors Program, it was decided that it was in the best interest of the program to phase it out over several years allowing current students to graduate. Some of the concerns mentioned by the Provost include the limited number of honors courses offered by the university, the lack of articulated goals and outcomes, and faculty workload issues.

B. President's Office: Armstrong reported that Cal Poly is on track to have the largest freshmen class with 4,376 incoming freshmen and around 1,200 transfer students selected from over 50,000 applications received. In regards to the budget and thanks to the passage of Prop 30, there is some stability in the budget for the first time in many years. Governor Brown has allocated $125 million to cover the state university tuition fee that was rescinded; $10 million is being earmarked for bottleneck courses and $7.2 million for student access and success. If the proposed budget survives the May revise, it will provide for a modest salary increase for faculty. The Warren J. Baker Math and Science Center will open next fall quarter. The allocation of student success fees, voted for by 58% of the students, will go towards additional course sections. Furthermore, Armstrong reported that in lowering program units to 180, Cal Poly needs to balance general education and major courses.

C. Provost: none.

D. Vice President for Student Affairs: none.

E. Statewide Senate: none.

F. CFA Campus President: none.
G. ASI Representative: Morrow reported that three ASI Executive Director candidates will be on campus during the next couple of weeks for interviews. Open forums for each of the candidates have been scheduled and everyone is encouraged to attend. Student Government is working on a video to pass on to future students that would explain the process of the student success fees committee and allocations.

IV. Special Reports: none

V. Consent Agenda: The following were approved: CPE/CSC 435 - Introduction to Object Oriented Design Using Graphical User Interfaces, FSN 210 - Nutrition, FSN 250 - Food and Nutrition: Customs and Culture, STAT 217 - Introduction to Statistical Concepts and Methods, Graduate Certificate Program in Printed Electronics and Functional Imaging, and Graduate Certificate Program in Systems Integration Engineering.

VI. Business Item(s):
   A. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging (Curriculum Committee): Malcolm Keif, Graphic Communication faculty member, presented the resolution, which requests the Academic Senate approval of the proposed Master of Science in Printed Electronics and Functional Imaging. Resolution will return as a second reading item

   B. Resolution to Change Administrative Status for Wine and Viticulture Program (Wine and Viticulture Program): James Cooper, Director-Wine and Viticulture Program presented the resolution, which requests the change from Wine and Viticulture Program to Wine and Viticulture Department. Resolution will return as a second reading item

   C. Resolution on Conflict of Interest in the Assignment of Course Materials (Instruction Committee): Stegner presented the resolution, which requests that the Campus Administrative Policies address the possible conflict of interest in the assignment of self-authored course material and that faculty members do not personally profit from the sale of self-authored course materials to Cal Poly students. Resolution was sent back to committee.

   D. Resolution on Final Examination Overload Conflicts (Instruction Committee): Due to lack of time, this resolution was not discussed.

   E. Resolution on Proposal for the Establishment of the Cal Poly Cybersecurity Center (Bik/Larson/Vakalis): Ignatios Vakalis, Department Chair-Computer Science presented the resolution, which requests that the Academic Senate endorse the proposal for the establishment of the Cybersecurity Center. M/S/P to move resolution to second reading. M/S/P to approve the resolution.

VII. Discussion Item(s): none.

VIII. Adjournment: 5:00 pm

Submitted by:

Gladys Gregory
Academic Senate
ASI Board of Director’s Support of Student Collaboration

WHEREAS: Associated Students, Inc. (ASI) Board of Directors is the official voice of Cal Poly students, and

WHEREAS: Learn-by-Doing is an essential component of the Cal Poly curriculum that allows students to gain professional and practical experience, and

WHEREAS: The College of Architecture and Environmental Design offers architecture, city and regional planning, landscape architecture, architectural engineering, and construction management in one college, and

WHEREAS: Students in this college gain valuable skills in collaborating with students and professionals specializing in each major component of a design process, and

WHEREAS: Omar Faroque, a faculty member and licensed architect and landscape architect, assisted his Landscape Architecture studio in the Centennial Park design process, and

WHEREAS: This process included all major stakeholders, consisting of students, faculty, and staff, in order to produce plans that satisfied all users and clients, and

WHEREAS: The University of California Santa Barbara’s Campus Planning Committee asked Faroque’s Landscape Architecture studios to design a plaza on their campus, and

WHEREAS: ASI has also incorporated student and professional collaboration into its own major projects, including the Cal Poly Recreation Center and the University Union Plaza, which involved students in the consultation, financial, design generation, architecture design review, and construction review processes, and

WHEREAS: Student insight is best incorporated when students are involved in the discussions and decisions related to campus planning, and

WHEREAS: Administration, faculty, staff, and students all acknowledge the importance of student involvement when planning for the future of the campus and have adopted resolutions that support shared governance (ASI Resolution #11-04, Academic Senate Resolution #748-12), and

WHEREAS: Shared governance distinguishes Cal Poly among other universities to industry and potential employers, and

WHEREAS: In the spirit of shared governance, many committees already have students that give input about design choices and long range planning options.

THEREFORE
BE IT
RESOLVED: The ASI Board of Directors supports student designs in collaboration with Universitywide and Academic Senate committees by restructuring membership to include student government representatives interested in design, finance, and land use regarding campus planning, and
When student government representatives are selected for Universitywide and Academic Senate committees, expertise in design, finance, and land use regarding campus planning should be a factor in committee service, and

If Student Government representatives are placed on committees and do not have expertise on the topic, input from constituents in respective College Club Councils with expertise would be helpful in order to inform them on how to best represent the student body, and

The ASI Board of Directors recommends informed student involvement in the following committees that currently employ shared governance and focus on design, finance, and land use: Accommodation Review Board (504/ADA), Budget and Long Range Planning Committee, Cal Poly Plan Steering Committee, Campus Planning Committee, Disability Access and Compliance Committee, Landscape Advisory Committee, Sustainability Advisory Committee, and

This resolution will be sent to President Armstrong, Academic Senate Executive Committee, Academic Senate, and future ASI Presidents.

CERTIFIED as the true and correct copy, in witness thereof, I have set my hand and Seal of the San Luis Obispo Cal Poly Associated Students, Inc. this 18th day of April, 2013.

Attest: _____________________________
ASI Secretary

Signed: ________________________________
ASI Chair of the Board

Signed: ________________________________
ASI President

ADOPTED at the regular meeting of the Board of Directors at San Luis Obispo Cal Poly Associated Students, Inc. this 17th day of April, 2013.

Authored by:

Rachel Kramer, ASI Board of Directors-College of Architecture and Environmental Design

Derek Majewski, ASI Board of Directors-College of Science and Mathematics
RESOLUTION ON CHANGE OF ADMINISTRATIVE STATUS
FOR WINE AND VITICULTURE PROGRAM

WHEREAS, Wine and Viticulture is currently an interdepartmental major within the College of Agriculture, Food and Environmental Sciences (CAFES); and

WHEREAS, The mission, curricula, goals, and strategic vision for Wine and Viticulture are distinction from those of the Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science Departments; and

WHEREAS, The program is operating autonomously from the Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science Departments; and

WHEREAS, A change in status and name from Wine and Viticulture program to “Wine and Viticulture Department” is being proposed; and

WHEREAS, The functional modifications in changing to department status are provided in the attachment to this resolution; and

WHEREAS, Said change in status and name has been approved by the College of Agriculture, Food and Environmental Sciences department chairs/heads, the CAFES Dean, and the Academic Deans Council; therefore be it

RESOLVED: That the Academic Senate of Cal Poly endorse the change in status and name from Wine and Viticulture program to Wine and Viticulture Department.

Proposed by: Wine and Viticulture Program
Date: April 16 2013
State of California
Memorandum

To: Kathleen Enz Finken, Provost, Cal Poly

Date: March 25, 2013

Via: Dave Wehner, Dean, CAFES

From: James B. Cooper, Director, Wine and Viticulture Program

Subject: Proposal for Wine and Viticulture Program Change to Department Status

Overview
The Cal Poly Wine and Viticulture Program is an integrative three-pronged program aimed at educating future leaders of the global grape and wine industry. The Program arose from a collaboration among three departments in CAFES: Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science. It currently offers an interdisciplinary major in Wine and Viticulture designed to prepare students for successful careers in the complex 21st century global wine business environment. Program curriculum emphasizes the inherent connectivity between wine grape growing in the vineyard, wine making in the winery, and wine selling in the marketplaces, uniquely integrating these three fundamental components of the modern wine industry. The Wine and Viticulture faculty believe that an understanding of all three aspects is critical in the unique legal and regulatory environment in which the wine industry operates.

Compared to other academic wine programs around the country, an emphasis on all three aspects of the wine industry provides a unique advantage that distinguishes the Cal Poly program. All Wine and Viticulture majors learn the foundations of viticulture through lectures and labs that use the campus 15-acre Trestle Vineyard. Students learn winemaking through lecture and lab courses using the campus pilot winery and teaching labs in FSN and Biology. Students also learn some essentials of marketing and sales, with the potential to develop and manage the Cal Poly Wine brand. The Program incorporates Learn by Doing throughout its curriculum. All students are required to complete (at least) one internship in the grape and/or wine industry and a senior “capstone” project, and are encouraged to participate in undergraduate research. The Vines to Wines student club provides networking opportunities with industry professionals through volunteering for many local wine industry events.
BACKGROUND

History of Wine and Viticulture at Cal Poly

Courses in viticulture, sensory analysis, and wine business have been offered at Cal Poly since the 1980's through the Agribusiness, Food Science and Nutrition, and Crop Science Departments, and through Extended Education. A wine certificate program was developed through Extended Education in the 1990's, and continues today. (Until recently, this wine certificate program has had minimal coordination with the Wine and Viticulture Program in CAFES, though great potential exists for a more formal and extensive collaboration with Extended Education). Also during the 1990's, Fruit Science viticulture courses, Food Science courses in sensory evaluation and fermentation, and Agribusiness courses in wine business were all heavily enrolled. Experiences in wine and viticulture through these individual courses generated a high level of student passion for wine and the wine industry, and led to the foundation of a student club, Vines to Wines, in 1996. Over the years, the V2W club has attracted scores of students to its biweekly club meetings, providing student networking opportunities with industry professionals, and student volunteers to staff many local wine events.

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The minor included courses from Food Science and Nutrition (taught by Montecalvo, Noyes, and Lecturers), Horticulture and Crop Science (taught by Fountain, Patterson, Costello, and Lecturers), and Agribusiness (taught by Doub, Amspacher, Wolf, and others). Enrollment in the minor grew rapidly and graduates with the minor found ample employment opportunities in the industry. Many of these Cal Poly graduates have moving rapidly into leadership positions throughout the California wine industry. In 2004 an academic major in Wine and Viticulture was approved and the Wine and Viticulture Program, headed by a Program Director, was formally founded. In 2007, Professor Ritchie was hired into the Food Science department to develop the enology and winemaking curriculum. Doub, Fountain, Montecalvo, Noyes, and Patterson all retired.

Wine and Viticulture Student and Industry Demand

When the Wine and Viticulture Major was initiated in 2004, the Minor had 222 enrolled students (Figure 1). The major rapidly grew to a high of 280 in 2008, including students with double majors from other departments in the College of Agriculture, Food and Environmental Sciences. In 2007 the Wine and Viticulture Program was serving 417 majors and minors (Figure 2). Due in part to the retirement of several key faculty members, most of the required courses became heavily impacted. To effectively serve the majors, the Program
stopped accepting applications for the minor in 2011 and stabilized the number of majors to about 250. In 2012 166 students applied to become Wine and Viticulture majors as freshman, and 84 were accepted with 53 enrolled. In 2012, 67 transfer students applied to Wine and Viticulture, 31 were accepted and 21 enrolled. Of these 74 new majors, 50% are women and 16% are under-represented minorities. In addition there is a consistent demand to enter the Wine and Viticulture major by change of major. Working with our staff advisor (Rachel Johnson), and the faculty recently articulated clear academic expectations for the ICMA process. In addition, the WVIT faculty hope to reopen the Minor after the WVIT Department is formed and additional resources become available.

For a variety of reasons, the 4-year completion rates for WVIT majors is less than optimal. The Program encourages all majors to complete their required internship during the winegrape harvest season in Fall quarter, thus a norm for completion of the B.S. degree is 4 years plus one quarter. Second, many required WVIT courses are heavily impacted. The "hands-on" teaching capacity of the Program faculty in the pilot winery and the vineyard have limited enrollment in essential senior level viticulture and enology courses. Third, the WVIT curriculum relies heavily on specific courses, taught by other departments that are also impacted. Finally, graduation is often delayed because many students choose to work during multiple winegrape harvest seasons.

**Figure 1. Enrollments in WVIT Minor and Major since 2004**

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<th>Year</th>
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<th>Minors</th>
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<td>14</td>
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<td>2005</td>
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<td>2011</td>
<td>219</td>
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<tr>
<td>2012</td>
<td>251</td>
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**Figure 2: Total numbers of WVIT Majors and Minors**

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<th>Year</th>
<th>Majors</th>
<th>Minors</th>
</tr>
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<td>236</td>
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<tr>
<td>2005</td>
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<td>251</td>
</tr>
<tr>
<td>2012</td>
<td>257</td>
<td>251</td>
</tr>
</tbody>
</table>
**Wine and Viticulture Teaching and Curriculum**

All students enrolled in the WVIT major learn the foundations of viticulture, winemaking and wine business through completion of a set of core courses (Appendix I). In addition, each student chooses to focus on one of the three fundamental areas by choosing a concentration, and completing an additional 55 units of upper division specialization courses. Course requirements for Wine and Viticulture majors have evolved significantly over the past eight years, as new courses tailored to the major have been developed and approved. Consequently, the curriculum in each new two-year catalog cycle has been significantly different, though the rapid changes in course requirements are stabilizing.

Initially, the wine business concentration had the highest proportion of graduates, in part because many early majors were originally Wine and Viticulture Minors from the Agribusiness Department. A full-time tenure-track faculty member in the Food Science Department (Ritchie) joined the program in 2007 to further develop and teach enology and sensory courses. Since that time, the proportion of students in the enology concentration has steadily increased, and this concentration now includes 45% of the majors (Figure 3). This shift heavily impacted the enology courses, and in 2011 “double concentrations” were eliminated to the disappointment of many new majors. Such significant shifts in student interest will likely exert a major impact on the needs for teaching resources within a WVIT Department. We hope that development of a dedicated WVIT Department faculty, with strong representation in all three sub-disciplines, will lead long-term stability with roughly equal numbers of students in each concentration.

![Figure 3: Proportion of Graduates by Concentration by Year](image)

Currently, there is no generally accepted terminal degree in wine education. The unique Cal Poly undergraduate program provides a tremendous opportunity to develop a new terminal Master of Science degree in Wine and Viticulture. As with the undergraduate major, three concentrations are envisioned that would leverage a number of extant campus strengths.
Enology, for example, might include courses from Biology, Chemistry and Biochemistry, and Statistics, while viticulture could include additional courses in Botany, PPSC, and Business/Management. The wine business emphasis might include additional courses from AGB, RPTA, and the Orfalea College of Business. A longer-term goal is to develop the equivalent of a “wine MBA” that might take the form of an MBA with wine business emphasis. Ample opportunities also exist for a Wine and Viticulture department to collaborate with Extended Education to develop a more formal program of short courses, on-line courses, Certificate programs, “extended field trips” both domestic and international, and international programs. Goals of the new Department include the establishment of a 1-year Professional Masters program catered to industry needs.

**RATIONALE FOR A NEW DEPARTMENT**

The collaboration among faculty in three cognate departments (Food Science and Nutrition, Horticulture and Crop Science, Agribusiness) was instrumental in the development of the Minor and the Major, and WVIT Program has operated as a collaborative venture among these three departments since its inception. Over the past decade, the wine industry in California and the US has grown rapidly, and enrollment in the WVIT Program has paralleled this rapid growth. Between 2006 and 2011 the dollar value of US wine sales grew by 16.1% to $34.3 billion (Euromonitor 2012), and a report by Stonebridge Research Group in 2012 indicates Napa Valley wine represents 17% of the volume and 31% of the value of wine sold in the US (Stonebridge 2012). The report estimates that the wine produced from Napa County alone has an economic impact of $13.3 billion for Napa County, $25.9 billion for California and $50.3 billion for the US economy. The Stonebridge Research Group further estimates that the Napa Appellation alone generates 46,000 full time equivalent jobs in Napa County, 102,000 in California and 303,000 in the Total US. Extrapolating from the Napa forecast generates an estimate of approximately 977,000 US jobs generated by the wine industry. Therefore, the wine industry has been a growth industry in the US, even during the significant national economic downturn, and needs well-educated and trained graduates from programs such as Cal Poly’s Wine and Viticulture Program.

The Program’s faculty members have reached a level of international prominence with presentations at leading national and international symposia and conferences, publications in peer-review journals, citations, service on editorial boards, and service on key industry boards. WVIT faculty members have received prestigious awards including two Sunkist College of Agriculture Faculty Awards, two Western Agricultural Services Outstanding Agribusiness Faculty Member Awards, and CAFES Outstanding Lecturer Award.

Obtaining departmental status is crucial for the future of Wine and Viticulture at Cal Poly. Currently, the Program Director lacks control over allocation of faculty teaching among the three wine sub-disciplines. Temporary part-time lecturers teaching many required courses in the Wine and Viticulture curriculum cannot be hired directly by the Program, but instead must be hired by each of the cognate departments adding an administrative burden on the cognate departments. Likewise, requisite performance evaluations for lecturers are conducted
independently by each cognate department, adding further to the administrative burden of each department and limiting the input from the WVIT faculty as a whole. Similarly, the RPT process for each tenure-track faculty member is run through each home department, limiting the wine expertise involved in faculty review, and limiting the ability of colleagues in the same program to support each other in the RPT process. Since each WVIT faculty member is also a member of a different department, we all maintain a split dedication to wine and viticulture. Finally, with the exception of the vineyard and pilot winery, the Program has control over no classroom, teaching lab, or research lab space.

A new academic Department will enhance the visibility and independence of Wine and Viticulture at Cal Poly, allowing the department head and faculty to better manage resources and to better serve our students, alumni, and the wine industry. Wine industry leaders have actively supported the WVIT Program both by serving on the Advisory Council, and by donating equipment, wine, grapes and dollars needed for an effective learn by doing wine education. The current Program structure puzzles many members of the Advisory Council. Industry supporters have witnessed the inefficiencies of the administrative and management side of such the current arrangement, and the deleterious impacts this has had on student learning. The Program’s Advisory Council and other Cal Poly supporters in the wine industry, students, and faculty all agree that it is in the best interest of efficient resource allocation and compliance with regulations to create a new department with a budget and staff managed by a department head.

Department status is critical for the program to:
- Gain professional credibility within the California wine industry
- Demonstrate campus commitment to Wine and Viticulture at Cal Poly
- Better advocate for faculty resources to serve and support its students
- Effectively recruit outstanding new faculty dedicated to wine and viticulture
- Position itself for obtaining extramural support to serve and support its faculty
- Efficiently manage the campus vineyards
- Efficiently manage the pilot winery and development of a new winery
- Effectively conduct advancement efforts for the Cal Poly Winery and endowed chairs
- Conduct scholarly research in wine and viticulture
- Develop international programs that take advantage of the seasonal harvest/crush (northern hemisphere Summer, Fall; and southern hemisphere Winter, Spring)
- Serve on college and university committees and represent the needs of the department
- Better collaborate with other university wine and viticulture programs (e.g., UC Davis, CSU Fresno)
- Develop a visiting scholar program and a series of regional wine industry gatherings

Resource Implications of a new Wine and Viticulture Department in CAFES
The Program aspires to construct a privately funded campus wine innovation center that would include modest teaching, research, and office space. A campaign to raise ~$8.9M for
design and construction of a new winery building to house the proposed new department is underway, with ~$2.7M raised to date.

Additional resources necessary to convert the current program into a new department should be minimal. The Program currently has a small state budget that funds one full-time academic coordinator, and a working budget from College-Base-Fees based on student enrollment. Faculty resources and space provided by each of the cognate departments to teach the Wine and Viticulture curriculum over the past several years will need to transfer into the new WVIT department. Enology courses have involved one tenure-track faculty member and part-time support from several lecturers in the Food Science and Nutrition Department. The Program Director’s position is also housed in the FSN Department. Teaching space for enology includes the Pilot Winery and a classroom in the Crops Unit, and teaching laboratories in the Food Science and Biology Departments. A modest research room was also allocated to Enology in Building 11. Teaching of viticulture-related courses has recently involved ~1.3 tenure-track faculty positions together with ~0.8 temporary lecturer position devoted to viticulture lecture, lab and field courses taught in the Horticulture and Crop Science Department. In addition to the campus Trestle vineyard, viticulture courses have used classroom and laboratory space in the HCS Department. Wine business courses have been taught by many AGB faculty over the years. Two current AGB faculty members have taught WVIT-related AGB courses almost exclusively in recent years, one of whom will still be assigned to teach the 4-unit AGB 405 course for two quarters each year. Computer lab classrooms needed for the wine business classes have been provided by the AGB Department. Finally, a full-time temporary lecturer manages the internship program, and teaches a wine sales class with funding through the Horticulture and Crop Science Department.

We propose that each of the faculty members that have been teaching required courses in the WVIT curriculum be transferred into the new Department. Following these transfers, the new WVIT Department will include ~5.3 ladder-rank faculty positions, and ~2.5 temporary lecturers. Proposed teaching assignments for the WVIT courses are listed in Appendix II. The overall impact of these transfers on teaching in the former home departments will be minimal. Transfer of Ritchie, Cooper, and Brain will have no impact on teaching in the FSN Department, and transfer of the Patterson position will have no impact on teaching in the HCS Department. Wolf will continue to teach 2 AGB courses, and Costello will continue to teach his normal complement of PPSC courses (PPSC 110, 311, 421, and 431).

Most of the WVIT lecture courses will continue to be taught in general assignment classrooms throughout campus. Specialized Wine and Viticulture courses, however, are being taught in space controlled by AGB, FSN and HCS. Until construction of a new campus winery building is complete, all of this teaching space needs to be made available to the new Department. Viticulture courses have been taught in the teaching classrooms and a dedicated Viticulture “lab” housed in the Crops Unit (Building 17). Responsibility for the 15-acre Trestle Vineyard (13 acres planted) used for viticulture classes was transferred to the Program last summer, though responsibility for the smaller variety block vineyard was retained by
HCS. Specialized enology courses are currently taught in Building 24 (sensory analysis, wine analysis and amelioration), and in the campus Pilot Winery (in the Crops Unit). Computer classrooms used to teach the wine business classes are housed in Building 10. Space for a Department office should become available following the movement of the Natural Resource Management and Environmental Sciences Department into the new Science Building this spring/summer. The new Department will also need office space to assign to the many Lecturers who are hired to teach required courses.

**Timing of Department Formation**

For a variety of reasons, the WVIT Program is at a critical juncture in its evolution. The program faculty is hopeful that a new Wine and Viticulture Department can be formed before the start of the Fall 2013 academic quarter.

**Future Growth of Wine and Viticulture**

Growth of the California wine industry continues to be impressive, and both student demand for wine and viticulture courses, and wine industry demand for hiring Cal Poly graduates remain very strong. Since the Wine and Viticulture academic programs began in the late 1990s, the number of faculty involved in the Program has declined significantly. As a consequence of limited teaching resources, enrollment in the academic minor was stopped in 2011. Dual-concentration for WVIT majors, seen by both students and industry employers as excellent value-added to the WVIT degree, was stopped in 2012. Enrollment in the major, and in many required courses, remains restricted. Required viticulture courses are offered only one quarter per year, leading to large upper division enrollments and slowing student graduation rates. Several of the required enology courses are offered only one or two quarters per year, also leading to large enrollments and slowing student graduation rates. Reopening the minor, expanding the major and allowing dual-concentrations, and developing stronger industry relationships are all vital for the long-term success of Wine and Viticulture at Cal Poly. Achieving success will depend upon new campus resources, specifically new faculty positions and teaching/research space.

**References**


**APPENDIX I. WVIT Major requirements**

**Core Courses (required by all three concentrations)**

- AGB 214 Financial Accounting
- AGB 401 Managing Cultural Diversity in Agricultural Labor Relations (USCP
- BRAE 340 Irrigation Water Management
CHEM 111 Survey of Chemistry
MATH 118 Pre-Calculus Algebra
  or MATH 161 Calculus for Life Sciences I (B1)
  or MATH 221 Calculus for Business and Economics
SS 121 Introductory Soil Science
STAT 218 Applied Stats for the Life Sciences (B1)
  or STAT 217 Introduction to Statistical Investigations (B1)
WVIT 101 Orientation to Wine and Viticulture
WVIT 102 Global Wine and Viticulture
WVIT 202 Fundamentals of Enology
WVIT 210 Viticultural Practices
WVIT/FRSC 231 Viticulture 1
WVIT/FRSC 331 Viticulture 2
WVIT 339 Internship in Wine and Viticulture
WVIT 343 Branded Wine Marketing
WVIT 423 Wine Law and Compliance
WVIT 442 Sensory Evaluation of Wine
WVIT 463 Issues, Trends and Careers in the Wine Industry

**Wine Business Concentration**
- AGB 212 Agricultural Economics
- AGB 310 Agribusiness Credit and Finance
- AGB 323 Agribusiness Managerial Accounting
- AGB 422 Logistics and Global Agribusiness
- BIO 111 General Biology
- ECON 222 Macroeconomics
- WVIT 302 Wine Fermentation Laboratory
- WVIT 433 Wine sales and e-commerce
- WVIT 444 Wine Market Analysis
- WVIT 450 Wine Business Plan
- WVIT 460 Senior Project - Wine Business
- Advisor Approved Electives

**Viticulture Concentration**
- BOT 121 General Botany
- BOT 323 Plant Pathology
- CHEM 312 Survey of Organic Chemistry
- ECON 201 Survey of Economics
- PPSC 311 Agricultural Entomology
- PPSC 321 Weed Biology and Management
- SS 221 Fertilizers and Plant Nutrition
- WVIT 302 Wine Fermentation Laboratory
- WVIT 414 Grape Pest Management
WVIT 415 Grapevine Physiology
WVIT 424-427 Winegrape Growing and Vineyard Management I,II,III,IV
WVIT 461-462 Senior Project I, II - Enology and Viticulture
Advisor Approved Electives

**Enology Concentration**

- CHEM 312 Survey of Organic Chemistry
- CHEM 313 Survey of Biochemistry and Biotechnology
- ECON 201 Survey of Economics
- MCRO 221 Microbiology
- WVIT 203 Anatomy of a Wine
- WVIT 301 Wine Microbiology
- WVIT 365 Wine Analysis and Amelioration
- WVIT 404-406 Winemaking I,II,III
- WVIT 461-462 Senior Project I, II - Enology and Viticulture

Advisor Approved Electives
## APPENDIX II. Wine and Viticulture courses and teaching assignments

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>Su</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVIT 101 Orientation to Wine and Viticulture</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td>Cooper</td>
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<tr>
<td>WVIT 102 Global Wine and Viticulture</td>
<td>4</td>
<td>X</td>
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<tr>
<td>WVIT 202 Fundamentals of Enology</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Brain</td>
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<tr>
<td>WVIT 203 The Anatomy of a Wine</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>Ritchie</td>
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<tr>
<td>WVIT 210 Viticultural Practices</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Costello, Staff</td>
</tr>
<tr>
<td>WVIT 231 Viticulture</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 301 Wine Microbiology</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff, (lab-Bio)</td>
</tr>
<tr>
<td>WVIT 302 Wine Fermentation Laboratory</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>Cooper</td>
</tr>
<tr>
<td>WVIT 311 Survey of Viticulture</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 331 Advanced Viticulture</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff (Costello)</td>
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<tr>
<td>WVIT 339 Internship in Wine and Viticulture</td>
<td>4-12</td>
<td>X</td>
<td>X</td>
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<td>Ferrara, Cooper</td>
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<tr>
<td>WVIT 343 Branded Wine Marketing</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Wolf, Amspacher</td>
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<tr>
<td>WVIT 365 Wine Analysis and Amelioration</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff, (lab-FSN)</td>
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<tr>
<td>WVIT 400 Special Topics</td>
<td>2-6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 404 Winemaking I</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 405 Winemaking II</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
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<tr>
<td>WVIT 406 Winemaking III</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 414 Grape Pest Management</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Costello</td>
</tr>
<tr>
<td>WVIT 415 Grapevine Physiology</td>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 423 Wine Law and Compliance</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Amspacher</td>
</tr>
<tr>
<td>WVIT 424 Winegrape Growing and Vineyard Management I</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>WVIT 425 Winegrape Growing and Vineyard Management II</td>
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<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
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<tr>
<td>WVIT 426 Winegrape Growing and Vineyard Management III</td>
<td>2</td>
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<td>X</td>
<td>Staff</td>
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<tr>
<td>WVIT 427 Winegrape Growing and Vineyard Management IV</td>
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<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 433 Wine Sales and E-Commerce</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Ferrara</td>
</tr>
<tr>
<td>WVIT 442 Sensory Evaluation of Wine</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 444 Wine Market Analysis</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 450 Wine Business Plan</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 460 Senior Project-Wine Business</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Amspacher, Wolf</td>
</tr>
<tr>
<td>WVIT 461 Senior Project I Enology &amp; Vit</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 462 Senior Project II Enology &amp; Vit</td>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 463 Issues, Trends and Careers in the Wine Industry</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Cooper</td>
</tr>
</tbody>
</table>
RESOLUTION ON PROPOSED NEW DEGREE PROGRAM FOR MASTER OF SCIENCE IN PRINTED ELECTRONICS AND FUNCTIONAL IMAGING

WHEREAS, There is an emerging field in functional printing comprising printed electronics, security printing, active packaging, and additive manufacturing, projected to grow substantially in the next several decades; and

WHEREAS, Functional printing uses conventional and emerging printing techniques, many of which are already in place in the Graphic Communication Department, to produce new electronic devices, security features, and functional packaging; and

WHEREAS, The graphic communication industry stands ready to support the Master’s degree program with advanced laboratory technology to further Cal Poly’s Learn by Doing pedagogy; and

WHEREAS, The Graphic Communication Department has taught undergraduate coursework in printing and imaging for more than sixty years and can leverage that expertise in graduate education; and

WHEREAS, Cal Poly’s Graphic Communication Department is considered one of the leading institutions in the country for undergraduate education in graphic communication; and

WHEREAS, The Graphic Communication Department is proposing a Master of Science degree in Printed Electronics and Functional Imaging, comprised of online and face-to-face coursework culminating in scholarly research projects; and

WHEREAS, The College of Liberal Arts Curriculum Committee and the Academic Senate Curriculum Committee have carefully evaluated this proposal and recommend its approval; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the proposal for the Master of Science in Printed Electronics and Functional Imaging and that the proposal be sent to the Chancellor’s Office for final approval.

Proposed by: Academic Senate Curriculum Committee
Date: April 9, 2013
Title of proposed program:
Master of Science in Printed Electronics and Functional Imaging

Reason for proposing the program:
Functional Printing encompasses academic coursework related to several emerging graphic communication applications: Printed Electronics, which Das and Harrop (2011) project to grow from a $2.2 billion today into a $44.25 billion industry over the next decade; Active and Intelligent Packaging, projected by Research and Markets (2011) to grow to $23 billion per year over the next decade; and Security Printing. The European research institute PIRA predicts the global market for brand protection to reach a value of more than $11.4 billion by 2014 (Mc Loone, 2010). Further, other additive manufacturing areas, including 3D printing, are gaining in popularity. These fields involve the application of specialty inks to produce functional and optical devices including a number of new high-tech printing applications. Active packaging focuses on printed packaging that improves shelf life or enhances supply-chain tracking. Anti-counterfeiting is critical for brand protection. Using both conductive and insulating inks, printed electronics and functional imaging offer low-cost production of displays, lighting and energy harvesting devices on flexible substrates.

The Master of Science in Printed Electronics and Functional Imaging will prepare graduates for conceptual and practical electronic or functional applications, advanced research, and the development of intellectual property related to the use of printing and coating technologies in these emerging fields. This Master of Science degree integrates well with the undergraduate Graphic Communication degree offered at Cal Poly, which largely focuses on graphic printing and imaging technologies. The Master of Science degree engages students in critical thinking and conducting seminal research using the department’s significant capital assets. The degree will further enhance the department’s relationship with industry, allowing students to engage immediately with leading industry professionals. This program will leverage the strengths of the undergraduate program while developing increased research opportunities in the department.

This degree is offered as a self-support program under CSU Executive Order No. 1047.

Expected student learning outcomes and methods for assessing outcomes:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the theoretical foundations underpinning conductive</td>
<td>Graduate faculty will assess theoretical foundations through projects</td>
</tr>
<tr>
<td>materials, optical patterning, basic electronic components and</td>
<td>produced in GrC 530 as well as the literature reviews associated with</td>
</tr>
<tr>
<td>circuits, and material behavior.</td>
<td>GrC 596 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Integrate graphic design, functional design, and creative</td>
<td>Graduate faculty will assess graphic and functional integration through</td>
</tr>
<tr>
<td>applications into expressive technologies (technologies that</td>
<td>projects produced in GrC 530 and research projects in GrC 596 using</td>
</tr>
<tr>
<td>enhance human interaction) though compelling products.</td>
<td>custom evaluation rubric.</td>
</tr>
<tr>
<td>Effectively present and defend scholarly research methodologies,</td>
<td>Graduate faculty will assess writing skills as demonstrated through the</td>
</tr>
<tr>
<td>findings, and implications in written form.</td>
<td>students written summative research project paper using custom evaluation</td>
</tr>
<tr>
<td></td>
<td>rubric.</td>
</tr>
</tbody>
</table>
Evaluate and determine the suitability for printing as a production method for specific functional and novel products.

Graduate faculty will assess evaluation ability for suitability of printing through a summative paper in GrC 530 using custom evaluation rubric.

Develop specifications and tolerances for deposition technologies for various functional products.

Graduate faculty will assess specifications and tolerance development through summative paper in GrC 530 using custom evaluation rubric.

Demonstrate knowledge related to microscale patterning and deposition including accurately measuring patterning and deposition characteristics using a variety of instruments.

Graduate faculty will assess microscale patterning and deposition through practical evaluation in GrC 530 using custom evaluation rubric.

Analyze multiple equipment technologies against required specifications and tolerances and determine appropriateness or equipment modifications required.

Graduate faculty will assess equipment technology analysis through summative paper in GrC 530 using custom evaluation rubric.

Evaluate fundamental business concepts related to starting and managing an entrepreneurial operation.

Graduate faculty will assess fundamental business concepts via a business plan developed in GrC 520 using custom evaluation rubric.

Effectively present and defend scholarly research methodologies, findings, and implications orally.

Graduate faculty will assess oral communication of scholarly research during presentation in GrC 596 using custom evaluation rubric.

4. **Anticipated student demand:**

| Number of Students |
|-------------------|-----------------|-----------------|
| **at initiation** | **3 years**     | **5 years**     |
| **Number of Majors** | **10-15** | **20-30** | **30-45** |
| **Number of Graduates** | **0** | **20** | **50** |

A comprehensive online survey was conducted by contacting professors from around the world who may have undergraduate students interested in this type of degree program. Additionally, GrC alumni were contacted using a variety of email lists and alumni groups. Here are some key results:
- 375 individuals completed all or most of the survey
- Of those who participated, 275 where current undergraduates and 83 had completed their bachelor's degree.
- 235 survey respondents were likely, very likely, or planning on pursuing a graduate degree in the next five years.
- 167 survey respondents expressed interest in Cal Poly's proposed graduate program in Printed Electronics and Functional Imaging.
- Of those, 118 individuals provided contact information and requested more information about the proposed degree program.

5. **If additional resources (faculty student allocations, support staff, facilities, equipment, etc.) will be required, please identify the resources, indicate the extent of the college's commitment**
to allocate them, and evidence that college decision-making committees were aware of the source of resource support when they endorsed the proposal. If the college expects the University to provide additional resources, please identify the resources and anticipated cost:

On startup, the degree program will use existing Graphic Communication Department laboratories, equipment, and staffing. Existing faculty will teach on an overload basis through Extended Education. As a self-support program, success may afford opportunity to add faculty to the GrC staff in the future. As additional resources become available through strong enrollments, faculty and equipment may be acquired. Additionally, the Graphic Communication Department has a strong record of development by in-kind donations, grant funding, and endowments, which will be used to strengthen the financial undergirding.

6. If the program is occupational or professional, summarize evidence of need for graduates with this specific educational background:

At the Printed Electronics USA 2011 conference November 30-December 1 in Santa Clara, CA, seventeen employers were asked the following questions:

1. Within the next five years, do you expect to hire employees in your company who help you develop, improve, or scale your production system(s)?

   All survey respondents indicated they will be hiring in the next five years.

2. If yes, could you see hiring an individual with a Master’s of Science degree who...
   - Generally understands deposition and patterning systems for printed electronics, smart packaging, and security printing.
   - Can measure, analyze, and optimize key variables in printing technologies
   - Can measure, analyze, and optimize web handling systems
   - Can measure, analyze, and optimize material/ink compositions
   - Can measure, analyze, and optimize morphologies (ink film surfaces)
   - Can measure, analyze, and optimize drying/annealing systems
   - And knows the issues related to scaling reproduction systems for commercial applications?

   Sixteen of seventeen (94%) indicated they could see hiring an individual with this particular background in the next five years.

There were more than 1200 attendees at the Printed Electronics USA 2011, an increase of 250 attendees from the previous year. Cal Poly’s proximity to the Silicon Valley is critical, as many of the companies in this space stem from conventional electronics and are looking for the opportunity to develop new products and improve manufacturing techniques.

7. If the new program is currently a concentration or specialization, include a brief rationale for conversion:

   Printed Electronics and Functional Imaging is not currently a concentration or specialization.

8. If the new program is not commonly offered as a bachelor’s or master’s degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students. If the new program does not appear to conform to the CSU trustee policy calling for “broadly based programs,” provide rationale:

   The program is a natural extension of the Graphic Communication undergraduate degree. However, it has broad appeal to students with complimentary undergraduate degrees as well, including but not limited to: Business, Graphic Design, Physics, Chemistry, Packaging, Electrical Engineering, Materials Engineering, and Mechanical Engineering. This degree will provide a coherent path into a
specialized application area for broader undergraduate degrees. While this degree may not technically qualify as a "broadly based program," it is designed to touch on various applications of functional printing, including printed electronics, active packaging, security printing, 3D printing, and other functional print manufacturing. These emerging applications have broad interest and will shape society into the future.

9. Briefly describe how the new program fits with the mission and/or strategic plan for the department, college and/or university:
This degree program fits well with the Graphic Communication mission by focusing on research and discovery. The degree program leverages the equipment base along with research interests of faculty to extend the scholarship of the department and further its influence in shaping graphic communication technology. The College of Liberal Arts offers diverse, significant curricula. This program strengthens the college’s unique role in anticipating the future and defining it in light of human experience. With a focus on deployment, this degree addresses the human experience and how laboratory research can be scaled to impact the broader population. This Master’s of Science degree is focused on technology development and deployment in the context of advanced printed materials. It serves to directly meet the STEM objectives of the university as well as the college and department.

10. Attach a display of curriculum requirements:

<table>
<thead>
<tr>
<th>COURSEWORK (45 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses (29 units)</td>
</tr>
<tr>
<td>GrC 501 – Survey of Functional Printing ................................................................. 2.0</td>
</tr>
<tr>
<td>GrC 502 – Orientation to Functional Printing (Prereq or co-req GrC 501) .......................... 2.0</td>
</tr>
<tr>
<td>GrC 510 – Materials for Functional Printing (Prereq or co-req GrC 501) ......................... 4.0</td>
</tr>
<tr>
<td>GrC 512 – Printing and Coating Tech (Prereq or co-req GrC 501) ................................. 4.0</td>
</tr>
<tr>
<td>GrC 514 – Imaging for Electronics &amp; Functional Printing (Prereq or co-req GrC 501) ........ 4.0</td>
</tr>
<tr>
<td>GrC 520 – Functional Printing Product and Business Development (Prereq GrC 512 OR GrC 514) ..... 4.0</td>
</tr>
<tr>
<td>GrC 530 – Functional Printing Workflows (Prereq GrC 502 AND GrC 512 AND GrC 514) ........ 4.0</td>
</tr>
<tr>
<td>GrC 560 – Grad Research Methods in Printed Electronics &amp; Functional Imaging (Prereq GrC 530) .... 2.0</td>
</tr>
<tr>
<td>GrC 596 – Research Project in Printed Electronics and Functional Imaging (Prereq GrC 560) ...... 3.0</td>
</tr>
</tbody>
</table>

Subtotal (core) .................................................................................. 29.0

Approved Electives (16 units)
Select 16 units from the following:

| GrC 500 – Special Problems in GrC (Prereq Graduate standing and consent of instructor) .......... 2.0 |
| GrC 551 – Current Trends in Printed Electronics (May be repeated for up to 12 units, Prereq GrC 502) ...... 4.0 |
| GrC 552 – Current Trends in Active Packaging (May be repeated for up to 12 units, Prereq GrC 502) ........ 4.0 |
| GrC 553 – Current Trends in Security & Anti-counterfeiting (May be repeated for up to 12 units, Prereq GrC 502) ...... 4.0 |
| GrC 595 – Cooperative Experience Education (Prereq Graduate standing and consent of instructor) ...... 12.0 |

Other courses as approved by academic advisor ........................................ 8.0

Subtotal (electives - select 16 units) ................................................. 16.0

TOTAL .................................................................................. 45.0
WHEREAS, The existing Academic Senate Research and Professional Development Committee has identified several benefits to changing its name to “Academic Senate Research, Scholarship and Creative Activities Committee” (RSCA); and

WHEREAS, These benefits include consistency with similar terminology within the CSU, in particular the Academic Senate of the California State University; and

WHEREAS, RSCA is consistent with the Teacher-Scholar Model and the guidelines for Retention, Tenure, and Promotion adopted by the University; and

WHEREAS, RSCA encompasses a wider range of activities congruent with the Teacher-Scholar Model, including Boyer’s definition of the scholarship of discovery, application, integration, and teaching and learning; and

WHEREAS, The term “professional development” is often used in a more restricted sense, and infers an emphasis on maintaining existing skills; and

WHEREAS, The term “professional development” frequently focuses on the individual faculty member while the term RSCA includes multiple audiences that benefit from such activities (students, colleagues, discipline, communities); and

WHEREAS, The name change also recognizes the University’s continued development on the role and value of RSCA; therefore be it

RESOLVED: That the Academic Senate of Cal Poly endorse the name change from Academic Senate Research and Professional Development Committee to “Academic Senate Research, Scholarship and Creative Activities Committee” (RSCA); and be it further

RESOLVED: That the focus of activities and the composition of the committee will not change; and be it further

RESOLVED: That the Bylaws of the Academic Senate be amended to reflect this name change.

Proposed by: Academic Senate Research and Professional Development Committee
Date: April 25 2013
Resources:

- Academic Senate of the California State University (ASCSU) resolution AS-2917-09/FA (Rev): “A Resolution in Support of Reinstating Research, Scholarship, and Creative Activities Awards for 2010-2011”


- Cal Poly Academic Senate resolution AS-725-11: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted March 8, 2011.

- Cal Poly Academic Senate resolution AS-701-10: “Resolution on Faculty Participation in DigitalCommons@CalPoly,” adopted February 9, 2010.

- Cal Poly Academic Senate resolution AS-691-09 Resolution on Research and Professional Development at Cal Poly,” adopted June 2 2009.

- Cal Poly Academic Senate resolution AS-638-05: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted May 31, 2005.

WHEREAS, The Management Area of the Orfalea College of Business has requested the name of its area be changed to the MANAGEMENT, HR, AND INFORMATION SYSTEMS AREA to better reflect the academic programs the area is currently offering; and

WHEREAS, The proposed change has no impact on the area’s curriculum or course offerings; and

WHEREAS, The request for this name change has been approved by the area faculty, the Dean of the Orfalea College of Business, the college’s Undergraduate Program Committee, and the college’s Academic Senate Caucus; therefore be it

RESOLVED: That the name of the Management Area of the Orfalea College of Business be changed to the MANAGEMENT, HR, AND INFORMATION SYSTEMS AREA.

Proposed by: The Management Area of the Orfalea College of Business

Date: April 5 2013
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-____-13

RESOLUTION ON REVISIONS TO
FAIRNESS BOARD DESCRIPTION AND PROCEDURES
(Role of Student Ombuds Services and Provost as final authority for grade changes)

WHEREAS, The Fairness Board provides a formal means for students to seek resolution to a grade dispute; and

WHEREAS, Through the establishment of Student Ombuds Services, students now have an alternative resource for seeking resolution through informal means; and

WHEREAS, Students should be made aware of this option prior to submitting a request to the Fairness Board; and

WHEREAS, Current Fairness Board Description and Procedures do not clarify whether students can appeal the outcome of the Fairness Board process; and

WHEREAS, Language should be added to explain that the Provost will render a final decision regarding cases brought before the Fairness Board, and this decision cannot be appealed; therefore be it

RESOLVED: That the Academic Senate approve the attached revisions to the Fairness Board Description and Procedures.

Proposed by: Academic Senate Fairness Board
Date: April 3 2013
Resolution on Revisions to
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

(Procedural revisions to the FAIRNESS BOARD DESCRIPTION AND PROCEDURES are crossed out or underlined):

PROCEDURES

A. The first and most often successful opportunity for resolving a grade dispute occurs at the department level. Before initiating a grievance with the Board, the student should first make an informal request for redress to the course instructor. If a resolution cannot be reached, such request can then be made to the instructor’s department chair/head. If resolution cannot be made at these levels, then later involvement by the Dean of Students may be helpful.

Another resource available to students is the Student Ombuds Services. Their office offers safe, confidential assistance in resolving university related issues, concerns, conflicts, or complaints. Student Ombuds Services may be able to assist the student in achieving a resolution through an informal process at any stage of the issue. The Student Ombuds Service is entirely voluntary and confidential. Because the Student Ombuds Services are confidential, no information will be shared with the Fairness Board. The Student Ombuds Services personnel cannot serve as a witness in the Fairness Board process. Student Ombuds Services generally would be used by the student prior to seeking redress from the Fairness Board, though it also may be used at any other time as well.

Any student who still feels aggrieved after requesting relief from both the instructor and instructor’s department chair/head may initiate an appeal for redress by writing to the chair of the Board. The Board chair may counsel a student as to the relative merit of the case but must accept all written complaints which are ultimately submitted. The written request shall be in letter form. A copy of the Fairness Board Description and Procedures can be obtained from the Academic Senate website at http://academicsenate.calpoly.edu or the student may request a copy from the Board chair.

A.10 Within two weeks after receiving the Board’s recommendation, the Provost will inform the Board and each principal party what action, if any, has been taken. The Provost shall have final authority regarding any change of grade with the provision, however, that no grade change will be made unless it is recommended by the Board. If the recommendation of the Board is not accepted, the Provost shall indicate the reason(s) why in writing to the Board. Once the Provost has rendered a decision, the process is considered complete and the outcome cannot be appealed.
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

ACADEMIC SENATE FAIRNESS BOARD PROCESS

Unresolved problem exists between student and University

→

Student makes informal request for redress of problem with instructor of record; if unresolved:

→

Student makes informal request for redress of problem with instructor's department chair/head and possible involvement of Dean of Students; if unresolved:

→

Optional: student may consult with the Student Ombuds Services to seek a resolution. This may occur at any time in the process; if unresolved:

→

Student may consult with chair of the Fairness Board on relative merit of case; if unresolved:

→

Student initiates appeal for redress by submission of written letter to Board chair. The letter should:

(a) Identify the course name, section, term, and instructor
(b) State complaint and redress sought
(c) Indicate witnesses that may be called
(d) Summarize the efforts to resolve the problem with instructor and department
(e) Include copies of relevant documents such as course grade determination handout, exams, papers, statements of support made by others, etc.

Within two weeks of receiving student's letter, the Board chair schedules meeting of Fairness Board at earliest feasible date. Board reviews complaint and declares that case:

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<td>Within two working days of determination, Board chair notifies student no further action will be taken unless: Student rebuts with new evidence</td>
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MERIT | NO MERIT
Description
The Fairness Board (hereafter called the "Board") is one of the primary campus groups concerned with providing "due process" of academically related matters for students and instructors at California Polytechnic State University, San Luis Obispo, particularly in terms of student/faculty grading relationships. The Board hears grade appeals based on the grievant's belief that the instructor has made a mistake, shown bad faith or incompetence, or been unfair. Issues of cheating, dishonesty, and plagiarism are addressed by the Office of Student Rights and Responsibilities (OSRR). Grades received due to cheating, dishonesty, and/or plagiarism cannot be appealed to the Board.

In grade appeals, the Board operates under the presumption that the grade assigned was correct. The grievant must prove otherwise by a preponderance of the evidence; in other words, the grievant must show that her/his version of the events is more likely than not (equal to or greater than 51 percent probability) to have occurred. Should the Board's members find in favor of the grievant, the chair will recommend to the Provost that the grade be changed. In all cases, the Board's authority is limited to actions consistent with campus and system policy.

A student who submits a grievance cannot receive a grade lower than the one originally assigned.

In addition to grade grievances, the Board may hear grievances that do not involve grade appeals and are not covered by existing policies administered by other University offices.

Procedures
A. The first and most often successful opportunity for resolving a grade dispute occurs at the department level. Before initiating a grievance with the Board, the student should first make an informal request for redress to the course instructor. If a resolution cannot be reached, such request can then be made to the instructor's department chair/head. If resolution cannot be made at these levels, then later involvement by the Dean of Students may occur.

Any student who still feels aggrieved after requesting relief from both the instructor and instructor's department chair/head may initiate an appeal for redress by writing to the chair of the Board. The Board chair may counsel a student as to the relative merit of the case but must accept all written complaints which are ultimately submitted. The written request shall be in letter form. A copy of Fairness Board Description and Procedures can be obtained from the Board website at
The student's letter should contain all pertinent details of the situation, including the name of the course, section, instructor, term in question, any witnesses to be called, and the redress sought. All relevant documents should be included as attachments, including items such as a course grade determination handout, exams, papers, letters of support, etc. The student has the responsibility of identifying evidence to overcome the Board's presumption that the instructor's action was correct. As a resource, the Board may request any pertinent documentation (historic or current) from the OSRR. It is noted that decisions of the OSRR are informational and nonbinding.

Within two weeks of receiving a written request, the Board chair will schedule a meeting of the Board on the earliest feasible date to determine if the case may have merit. If the Board decides that the case lacks merit, then the Board chair will forward to the student, within two working days, notice that no further action will be taken unless the student rebuts with new evidence. If the Board decides that the case may have merit, then the following actions will take place:

1. Within two working days, the Board chair will forward a copy of the student grievance letter to the challenged party and request her/his written reply to the Board chair within one week. The Board chair will share a copy of any reply with the student grievant. The Board chair will also send a copy of Fairness Board Description and Procedures to the challenged party.
2. The Board chair will coordinate with the Academic Senate office to make scheduling arrangements for the hearing which will take place within two weeks of the Board's deciding that the case may have merit, and will be conducted informally. At least six Board members must be present before a hearing may begin, and the same six members must be present for the full hearing.
3. When a hearing is scheduled, the Board chair will immediately notify (through the Academic Senate office) the Board members and the two principal parties.
4. Board members will recuse themselves from participation in any case if they are a principal party in the grievance or if they feel they cannot be impartial.
5. The Board will allow each principal party to be accompanied to the hearing by a supportive advocate (a supportive advocate is not to be an attorney or legal advisor, per Academic Senate resolution AS-655-07), call and question witnesses, and present exhibits. The Board may ask for copies of any material it believes relevant to the hearing. The student grievant will usually appear first. Each Board member may ask questions of either party or any witness. The
Board itself may call or recall witnesses. The Board will handle all proceedings without undue delay, will keep a summary file of each case, and will record the hearing. The Board will close the hearing when satisfied that both sides have been fully heard.

6. In the event the student fails to appear at the scheduled hearing, the Board may dismiss the case.

7. Within two weeks after the hearing has been closed, the Board will deliberate in private and will make a written summarization of the facts of the case and of the Board's reasoning in its recommendation to the Provost and the Chair of the Academic Senate.

8. The Board chair will send a copy of its recommendation to each principal party, to the instructor's department, and to each Board member.

9. Should any Board member(s) desire to file a minority recommendation, it will be attached to the Board's majority recommendation.

10. Within two weeks after receiving the Board's recommendation, the Provost will inform the Board and each principal party what action, if any, has been taken. The Provost shall have final authority regarding any change of grade with the provision, however, that no grade change will be made unless it is recommended by the Board. If the recommendation of the Board is not accepted, the Provost shall indicate the reason(s) why in writing to the Board.

B. The hearings are closed to all persons except the Board and the two principal parties and advisors. Witnesses, if any, shall be present only when testifying. No testimony shall be taken outside the hearing room, but written statements from persons unable to attend are admissible.

C. Students should ideally initiate any grade complaint within one quarter as instructors are obligated to retain evaluation instruments (other than those for which there was an announced opportunity for students to retrieve) for only one quarter (Academic Senate resolution AS-247-87). However, the Board will accept grievances for two quarters after an evaluation. If special circumstances exist, such as when an instructor is on leave and not available to the student, the Board may choose to entertain grievances involving grades issued more than two quarters earlier.

D. In the event a situation arises wherein the Board unanimously deems the above rules inappropriate, the Board will modify its procedures to ensure that fairness prevails. Furthermore, exceptions to these rules are possible if the Board and both principal parties have no objections.

E. In accordance with Executive Order 1037, at the end of every academic year, the Board chair shall report, in writing, to the Academic Senate Chair and the President the number of cases heard during that academic year.
and the disposition of each such case. A copy of this report shall also be filed annually with the University Registrar so that it is available for review during the student records and registration audit.

Membership
One tenured or probationary faculty member from each college and Professional Consultative Services (PCS) shall be appointed to the Board by the Academic Senate Chair for two-year terms. Ex officio members are the Vice President for Student Affairs or designee, and two student members selected by ASI, with no less than junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. The Board chair shall be a member of the General Faculty and shall be appointed in accordance with Article VIII.C of the Bylaws of the Academic Senate.
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

ACADEMIC SENATE FAIRNESS BOARD PROCESS

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MERIT NO MERIT
Minutes:
Approval of minutes for the Academic Senate meeting of April 30: (pp. 3-4).

Communication(s) and Announcement(s):
ASI Resolution #13-04: ASI Board of Director’s Support of Student Collaboration (pp. 5-6).

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

Special Reports:

Consent Agenda:

<table>
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<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate (AS)</th>
<th>Term Effective</th>
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<td>Indigenous Studies in Natural Resources and the Environment (minor)</td>
<td>Reviewed on 4/4/13 and additional information was requested from department. Department response reviewed on 4/18/13 and additional information was requested from department. Recommended for approval on 4/30/13.</td>
<td>Placed on consent agenda for 5/21/13 meeting.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>New Course Proposal: ES/NR 406 Indigenous Peoples and International Law and Policy (4), 4 lectures</td>
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Business Items(s):
A. Resolution on Change of Administrative Status for Wine and Viticulture Program Cooper, Director for Wine and Viticulture Program, second reading (pp. 7-18).
B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging: Schaffner, chair of the Curriculum Committee, second reading (pp. 19-23).
C. Resolution on Proposed Name Change: “Academic Senate Research, Scholarship and Creative Activities Committee”: Kurfess, chair of the Research and Professional Development Committee, first reading (pp. 24-25).
D. Resolution on Name Change for the Management Area of the Orfalea College of Business: Borin, OCOB caucus chair, first reading (p. 26).
E. Resolution on Revisions to *Fairness Board Description and Procedures*: (Role of Student Ombuds Services and Provost as final authority for grade changes): Shapiro, chair of the Fairness Board, first reading (pp. 27-34).

F. Resolution on Cal Poly Field Trip Policy: Stegner, chair of the Instruction Committee, first reading (pp. 35-38).

G. Resolution on Final Examination Overload Conflicts: Stegner, chair of the Instruction Committee, first reading (pp. 39-41).


I. [time certain 4:45pm] Resolution on Honors Program: Alptekin/Greenwald/Mueller, representatives for the resolution, first reading (pp. 56-68).

VII. Discussion Item(s):

VIII. Adjournment:
WHEREAS, CSU Executive Order 1062 sets the minimum requirements for field trips and requires each CSU campus to develop an appropriate field trip policy; therefore be it

RESOLVED: That the Academic Senate approve the attached Cal Poly Field Trip Policy.
California Polytechnic State University, San Luis Obispo
Field Trip Policy

In response to California State University Executive Order 1062 (effective August 23, 2011) Cal Poly will follow the following policy on field trips. As part of Cal Poly’s "learn by doing" philosophy, field trips are a significant part of students' learning experience.

1. Definition of a Field Trip
   A field trip is a university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes. A field trip would include the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days.

2. Scope of this Policy
   This policy does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, or service-learning placements, all of which are governed under separate policy.

3. Definition of a Field Trip Leader
   The leader is the class instructor or other university faculty or staff member designated by the instructor who has overall responsibility for the development and implementation of the field trip. Some leadership responsibilities may also be given to chaperones, university faculty or staff members who accompany the students on the field trip. Teaching assistants are not appropriate field trip leaders but may serve as chaperones.

4. Responsibilities of a Field Trip Leader
   a. Ensure that students (if under 18 years of age, their parents/legal guardians) complete and sign the University Release Agreement (available at http://afd.calpoly.edu/cprm/fieldtrips.asp#forms).
   b. Obtain student emergency contact information prior to the field trip.
   c. Prior to the field trip, provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct. See Office of Student Rights & Responsibilities, "Standards for Student Conduct" (http://osrr.calpoly.edu/standardsforconduct/).
   d. Conduct a pre-trip evaluation using the Risk Management Worksheet (available at http://afd.calpoly.edu/cprm/fieldtrips.asp#forms) and submit the worksheet to the department. The visit can be omitted if the field trip leader can demonstrate and document sufficient knowledge of the field trip site. This could be accomplished by reviewing online, examining published materials, or contacting the site to discuss the visit.
e. Provide a plan to accommodate any students with special needs. For assistance, contact the Disability Resource Center (http://drc.calpoly.edu).

f. Provide training for any equipment that may be used.

g. Provide an alternate assignment for students unwilling to accept the risk of participation for "serious and compelling" reasons (for defined reasons, see http://registrar.calpoly.edu/registrar/node/90). Note: In a major where the field trip is a part of the degree requirements, this provision applies to the specific field trip but not the degree requirement. In practice this means that a student may opt out of a field trip to one site, but the student must complete the requirement by participating in another field trip either at another site or time.


i. Comply with the EO 1041 CSU Student Travel Policy (http://www.calstate.edu/eo/EO-1041.html) if applicable.

j. Complete University Field Activities Notification, provide to students on the first day of class, and submit signed forms to the department. If a student refuses to sign the form, print his/her name on the form, indicate in the signature area that he/she received a copy, date the form, and submit it to the department.

k. Take roll at the beginning and end of the field trip; attach the roll sheet to the Travel Request Form 1A at the completion of the trip. Students leaving during the field trip should sign out on the Field Activities Sign Out Release Agreement; attach the agreement to the Travel Request.

l. For extended domestic field trips of two or more days and/or requiring extensive logistics, provide student participation agreement, medical authorization, and written emergency plan as appropriate. For assistance, contact the Cal Poly International Center (http://www.international.calpoly.edu/contact/about.html).

m. For International field trips, provide student participation agreement, medical authorization, and written emergency plan as appropriate and comply with the International Center's International Travel Approval Process (http://www.international.calpoly.edu/travel/index.html).

5. Responsibilities of the Department
a. Provide the registrar with a department list of courses that require or may require field trips.

b. Evaluate risk using the completed Risk Management Worksheet.

c. Ensure instructor compliance with the field trip policy.

d. If not the college responsibility, retain required documents, including the Risk Management Worksheet, for three years after the end of
the academic year in which the field trip takes place. Electronic copies are permissible.

6. Responsibilities of the College
   a. Evaluate risk using the completed Risk Management Worksheet.
   b. Retain completed Student Participation Agreements for three years beyond the year in which the field trip occurs and, if not delegated to the department, retain other required documents for the same period of time. Electronic copies are permissible.
   c. Ensure department compliance with the field trip policy.

7. Responsibilities of the Registrar
   a. Maintain the university list of courses that require or may require field trips.
   b. Publish this information in the catalog and course schedule.

8. Responsibilities of AFD Contracts and Procurement
   a. Maintain up to date information on the risk management website.

9. Responsibilities of Academic Programs
   a. Administer regular reviews to monitor and document compliance with the field trip policy; update requirements as necessary at regular intervals.
WHEREAS, There are no university policies governing the maximum number of finals a
student can be required to sit in one day; and

WHEREAS, The final examination schedule is available to students before Plan A Student
Schedule (PASS) opens for registration in order to inform students of potential
overload conflicts (registrar.calpoly.edu/content/Calendars_Deadlines/index); and

WHEREAS, Final examinations are required, except in specific circumstances (see CAM
484.4), to be administered during finals week (CAM 484.1 and 484.2); and

WHEREAS, When courses with three or more sections hold Common Final, designated by the
University Scheduling Office and with approval by the department chair/head and
appropriate dean, “any student who is unable to attend the common assessment
time due to a conflict with another course’s final assessment shall be permitted to
arrange an alternate assessment time” for the Common Final (CAM 484.3B);
therefore be it

RESOLVED: That faculty should make a reasonable effort to offer an alternative final
examination time to students with more than two final examinations on the same
day; and be it further

RESOLVED: That faculty schedule the alternative final examination time during finals week
(except in circumstances defined in CAM 484.4); and be it further

RESOLVED: That faculty include the date and time of the final examination on the course
syllabus, if the course uses an in-class examination as its final assessment, and,
whenever applicable, provide students with advance notice if the final
examination date and/or has been rescheduled with the written approval of the
appropriate dean; and be it further

RESOLVED: That a student should notify all involved instructors in a collective email of the
final examination overload conflict and request to reschedule the final
examination by the end of the sixth week of instruction.

Proposed by:  Academic Senate Instruction Committee
Date:  April 16 2013
Revised:  April 23 2013
1. Lecture Courses

The university's schedule for final examinations for lecture courses will be included in each issue of the quarterly Class Schedule. The schedule, drafted by the Associate Dean, Educational Services, and approved by the Vice President for Academic Affairs, will designate an examination time for each time block in which lecture sections are normally scheduled. Examinations will be held at the time designated in the schedule and, unless the class and instructor have been notified otherwise, at the location in which the class was assigned to meet during the quarter.

The maximum time for which a facility will be allotted for a lecture section final examination is as follows: one hour for a section meeting one or two hours per week; two hours for a section meeting three hours per week; three hours for a section meeting four or more hours per week.

2. Nonlecture Courses

Final examinations in nonlecture courses will be held during the last class meeting in the regularly assigned meeting location.

A. Courses with Lectures & Seminars (other than 1-unit courses)

Course activity, including assessments, shall continue through the week designated for final assessments for all courses with a lecture component. Faculty are required to meet with students at the scheduled final assessment period and will use the week designated at the end of the quarter for the final assessing of student work. Faculty should decide the pedagogically appropriate assessment activity: for example, exams, receipt of term papers or projects, presentations, etc.

The university's schedule for final assessment periods will be included in each issue of the quarterly Class Schedule. The schedule, drafted by University Scheduling Office and approved by the Vice President for Academic Affairs, will designate an assessment period for each time block in which lecture sections are normally scheduled and the location assigned.

Final assessments will be given in all sections of lecture and seminar courses unless exempt under the provisions contained in CAM 484.2.

The maximum time for which a facility that is normally controlled by the University Scheduling office will be allotted for final assessment is three hours.

8. Nonlecture Courses and 1-unit Courses

Final assessments in nonlecture courses (lab/activity courses) and 1-unit courses will be held during the last week of instruction in the regularly designated meeting time and location unless an alternate time and location are (1) pedagogically necessary, (2) do not create an academic scheduling conflict for any student, and (3) do not have to be scheduled by the University Scheduling Office.

Submitted: 1/12/2005
Revised: 4/12/2005/5/23/2005
Final Examinations-Exempt Courses

Final examinations will be given in all sections of lecture and nonlecture courses unless exempt under the provisions contained in CAM 484.2. Examination exemptions may be granted for such reasons as uniqueness of course content or method of instruction, and/or a more appropriate procedure for establishing a final evaluation of the student's performance in the course. Exemptions in the University Catalog in unusual circumstances, a faculty member may petition for exemption after the course has begun. Requests for such exemption will be submitted in writing to the school dean through the department head for approval.

Final Examinations--Rescheduling

Under unusual circumstances, it may be deemed advisable to reschedule a final examination to be held at a time and/or location other than that for inclusion in the University Catalog. Requests for exemptions will be submitted in writing through the department chair for approval by the regularly scheduled. The instructor, in consultation with the Associate Dean, Educational Services, will determine whether the anticipated change can be made. If a suitable new time and location can be established, the instructor will then, in writing, submit the request through the department head to the dean of the school. The request will indicate the course and section to be changed, the reason for the request, the new time and place for the alternate examination, an indication that at least two-thirds of the class is in agreement with the change, and a statement that an examination will be held at the regularly scheduled time and place for those students who are unable or unwilling to attend the final examination at the rescheduled hour.

Exempt Courses

Assessment exemptions may be granted for such reasons as uniqueness of course content or method of instruction, and/or a more appropriate procedure for establishing an evaluation of the student's performance in the course. Exemptions ordinarily will be established at the time the course is proposed by the department for inclusion in the University Catalog. Subsequent requests for exemptions will be submitted in writing through the department chair/head for approval by the appropriate Dean with notification of approved exemptions sent to University Scheduling Office.

Rescheduling

A. Early Assessments

No final assessments shall be given prior to the scheduled final assessment period without written approval of the appropriate Dean and notification sent to University Scheduling Office at least two weeks before the final assessment.

B. Common Assessments

Courses with three or more sections may hold assessments during "common assessment" times designated by the University Scheduling Office with approval by the department chair/head and appropriate Dean. Faculty who have requests approved must notify the University Scheduling Office at least two weeks before the final assessment. Any student who is unable to attend the common assessment time due to a conflict with another course's final assessment shall be permitted to arrange an alternate assessment time.

C. Alternate Assessments

Faculty may offer an additional (i.e., alternate) assessment period during the final assessment week; however, the assessment must also be offered at the original time set aside in the class schedule. Courses with alternate assessment periods during the final period must notify the University Scheduling Office at least two weeks before the final assessment.

CAM Assessment proposal

Submitted: 11/21/2005
RESOLUTION ON
PROPOSAL FOR THE ESTABLISHMENT OF THE CAL POLY
EXPRESSIVE TECHNOLOGY STUDIOS CENTER

RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal for the establishment of the Expressive Technology Studios Center.

Proposed by: Douglas Epperson, Ph.d., CLA Dean; David Gillette, Ph.D., English and LAES; Michael Haungs, Ph.D., Computer Science Department

Date: April 24, 2013
Proposal to Establish an Expressive Technology Studios Center
California Polytechnic State University

Submitted by: Douglas Epperson, Ph.D., David Gillette, Ph.D., & Michael Haungs, Ph.D.

April 16, 2013
Mission & Funding

The Expressive Technology Studios Center at California Polytechnic State University (Cal Poly) will provide a forum for faculty, students, and multi-media industry to research and develop new forms of human expression and story telling through the use of advanced technologies. All of the Center’s activities will exemplify Cal Poly’s Learn by Doing philosophy and will embody the highest principles of academic freedom. The Center will be self-supporting.

The Center will accomplish this mission by:

(1) Engaging faculty in teaching, research, and publication in the areas of technology, expression, and effective communication;
(2) Engaging students in studying and applying skills associated with technology, expression, and effective communication; and
(3) Engaging and developing relationships with members of industry involved in expressive technologies.

Rationale for the Center

For two years, the Expressive Technology Studios (ET Studios) group has served as an informal grassroots collection of faculty, students, and industry partners collaborating on a series of interdisciplinary, cross-media projects that have resulted in important learning experiences for Cal Poly students. ET Studios has garnered financial support from donors (approximately $100,000), fostered industry partnerships, and created a diverse range of opportunities for faculty collaboration. These past achievements, combined with its current set of projects, strongly indicate that ET Studios is ready to move from its initial position as an unofficial grassroots organization toward becoming a prominent center at Cal Poly. The institutional infrastructural support the center model provides ensures that ET Studios will continue to meet the growing interests and needs of faculty, students, and industry partners. It will allow center participants to complete even more innovative projects that demonstrate new ways technology can enhance and transform artistic expression.

Background

ET Studios is presently supporting teaching, research, publication, and experiential learning through studio experiences that engage faculty, students, and members of industry in leading expressive technologies.

In the last two years, working in conjunction with industry experts from all over California, ET Studios has pulled together faculty and students from architecture, engineering, and nearly every area of the arts to explore how advanced technology
can enhance, modify, and create fresh modes of artistic expression and interaction. Ideally, ET Studios, as the Expressive Technology Studios Center, will grow to support faculty and student participants from every college at Cal Poly.

ET Studios offers Learn by Doing experiences for faculty, students, and industry partners. It supports project-based learning that is inherently interdisciplinary and prepares students to contribute, technically and intellectually, to the film and television industries, both of which are among the biggest in California. ET Studios employs the entire campus for projects, making highly efficient use of existing resources through faculty and program sharing, technology recycling, and collaborative project implementation. By working from a shared understanding of the instructive power behind effective storytelling and compelling narrative design, ET Studios projects enlist faculty, students, and staff from across campus into a cohesive, creative studio environment. ET Studios also reaches into the broader Central Coast community, especially when working on interactive environmental design projects.

**Fundraising Track Record & Use of Donations**

Faculty members involved in ET Studios have raised approximately $100,000 in donations over two years for projects on which students and faculty have collaborated. Using these donations, ET Studios has supported faculty and student-driven projects by:

- Purchasing and managing a shared repository of advanced media equipment that has been used on multiple projects, then used for additional projects directed by ET Studios faculty.
- Organizing and paying for onsite production visits.
- Hosting training and development workshops.
- Hosting local film festivals and related campus visits from top national and international film and media technologists.

**Projects: Categories**

The projects of ET Studios tend to fall into three related categories:

1. Interactive Entertainment.
3. Community Development Through Creative Expression & Technology.

**1. Interactive Entertainment**

Interactive entertainment involves the development of software and the creation of services that allow users to direct their entertainment experience.
Examples of interactive entertainment experiences include:

- Using and expanding on the tracking abilities in mobile devices to create location-aware experiences and computer games, or building augmented reality environments.
- Exploring ways of using technology to convert passive, traditional media, such as television broadcast or traditional cinema presentation, into more interactive medias for expression.
- Exploring what happens as traditional entertainment media shift to mobile devices or are distributed through various forms of embedded computing.
- Creating a believable "soundscape" to compliment the landscape or environment of a game.

Computer game design, an interdisciplinary, creative process that combines technical expertise and the creative arts, figures importantly in this category. A well-designed game includes a fully immersive environment and anticipates the multiple ways users will play the game. Consequently, good game design requires extensive understanding of narrative design, rule and game structure, character development, music, visualization, usability, and audience motivation. Recently, well-designed games have emerged not merely as valuable forms of entertainment, but also as tools for education and problem solving (e.g., Foldit: Solve Puzzles for Science, http://fold.it/portal/info/about).

2. Expressive Environment Design & Technology Enhanced Theatre

A. Expressive Environment Design:

Expressive Environment Design includes using technology for storytelling in theme parks. In these parks, every element of the created environment is a vital part of the theme park's overall narrative design. Expressive Environment Design can also include the temporary re-alignment of a common public space into something new or unusual, such as using projection mapping to animate city buildings at night as part of a public celebration. Also in this category are activities such as creating an electronic soundscape for a public square that combines music and sound effects with motion tracking equipment, allowing visitors to influence the "music-scape" being broadcast into the area.

B. Enhanced Theatre

Enhanced Theatre brings together actors and audience members as they collaboratively use technology and the environment to fashion an individualized, highly interactive theatrical experience.

Examples of traditional enhanced or interactive theatre include "Psychodrama"
(http://www.asgpp.org/) and Augusto Boal's “Theatre of the Oppressed” (http://brechtforum.org/abouttop). In both of these traditional forms of enhanced theatre, the actors present a dramatic storyline that is informed by the members of the audience. Audience members participate in the creation of the narrative by suggesting paths and different outcomes for the story. Through collaboration with ET Studios, theatre arts students and faculty can better use technology to construct new mechanisms for enhancing the interactive theatre experience.

By using advanced media technology in a theatrical setting, actors on stage can connect and interact with audiences in different locations, or connect theatrical productions in separate locations into one, shared experience. Advanced technology in theatre also allows stories to be told in new venues that are traditionally not thought of as inherently “theatrical” spaces such as public plazas, wooded parks, offices, libraries, train stations, and other gathering places.

3. Community Development Through Creative Expression & Technology

In this category of activities the goal is to provide assistance, tools, and expertise to the broader community in its efforts to better define its sense of place and communicate historical community-based stories through a wide range of expressive technologies. These projects allow students and faculty to work directly with community partners to reveal, refine, and present the hidden stories of the California Central Coast, especially for under-represented communities.

This type of work involves the creation of individualized, guided tours that bring together historical images, recordings, and documents in novel ways and make use of existing mobile technologies such as smartphones or interactive signage. These kinds of technologies and presentation methods are often prohibitively expensive for communities to create and maintain on their own. However, by working in partnership with ET Studios faculty, students, and commercial partners, our local community enjoys opportunities to present its history and its stories to larger audiences.

Projects

The following table presents a selection of some of the primary projects and activities of ET Studios from Winter 2011 to Fall 2012:

<table>
<thead>
<tr>
<th>Interactive Entertainment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive Technology Development Workshop #1, 2011</strong></td>
</tr>
<tr>
<td>A four-day-long workshop &amp; collaborative proof-of-concept production on interactive cinema and expressive environmental design with 40 students from architecture, liberal arts, engineering, science and math; the workshop was conducted by three Cal Poly faculty members and two commercial-media advisors from the film industry.</td>
</tr>
</tbody>
</table>
### ABC/Disney Animation Studio Presentation, Site Visit, 2011

Onsite projection mapping demonstration for Disney Imagineering staff and related designers from the Disney Animation studio and ABC television.

### "Look the Other Way" Interactive Gaming, Library Archives Show, 2011

Four-week-long interactive themed environment and interactive site-game run at the Kennedy Library as part of a co-hosted library archives show.

### Poly Ghost iPhone App Development, design to demo, 2011

Interactive ghost-hunting, ghost-story-telling app for the Cal Poly campus based on actual Cal Poly history and Cal Poly images archive, created with a design team of 50 arts & technology students (CLA, CENG, CSAM, ARCH), four faculty members, three masters-level computer programming students, and collaboration with Cal Poly Kennedy Library Special Archives staff.

### International Game Jam: Sound Effects & Music Support, 2012 & 2013

Supported and directed the creation of sound effects and music composition & recording for the weekend-long Game Jam event hosted at Cal Poly by the computer science department.

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**Expressive Environment Design & Technology Enhanced Theatre**

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lumiere Ghosting: Technology Review &amp; Video Documentation, 2011</td>
<td>Gathering six years of project work into a series of video, textual and audio presentations about the Lumiere Ghosting project created by faculty and students in the colleges of Architecture and Liberal Arts.</td>
</tr>
<tr>
<td>Pageant of the Masters: Rube Goldberg Device Creation &amp; Video, Laguna Beach, 2012</td>
<td>Creation of a short introductory video used for the opening of the 2012 Summer Pageant of the Masters; the theme was “The Genius” with a focus on technology that was represented by a large-scale Rube Goldberg device created, run and filmed by ET Studios students.</td>
</tr>
<tr>
<td>Digital Curriculum Seminar, GRC hosting, 2012</td>
<td>Supported a series of seminars about the expansion of the digital curriculum for the Graphic Communications program.</td>
</tr>
<tr>
<td>Expressive Technology Panel Discussion, “The Future of Media,” Print Week, 2012</td>
<td>Hosted an afternoon-long discussion about the future of print, electronic paper, online design, and mobile communications with panel of top experts from the print, film, and mobile media industries.</td>
</tr>
<tr>
<td>Expressive Technology Session, Graphic Expo, Chicago, 2012</td>
<td>Supported a discussion focused on the future of expressive technologies in the print industry at the International Graphic Expo in Chicago.</td>
</tr>
<tr>
<td>Industrial Light and Magic and iWerks Films presentation, Opening Night for SLO</td>
<td>Working in direct collaboration with the director of the SLO International Film Festival, ET Studios served as a full sponsor and coordinator of the opening day of the festival; ET Studios</td>
</tr>
</tbody>
</table>
International Film Festival, 2013 brought to campus many of the top designers and technicians from Industrial Light and Magic, Disney Animation Studios, and a number of other high-end visual effects companies; this event offered over 50 students and faculty a series of workshops, panel discussions, and portfolio review sessions throughout the day, culminating with the opening of the festival in the Sapanos theater with a university and community audience of over 450.

Community Development Through Creative Expression & Technology

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Curriculum Development, GRC &amp; Ricoh, 2011</td>
<td>Fully funded curriculum development for Graphic Communication in the digital aspects of high-end print design and technology.</td>
</tr>
<tr>
<td>Warner Brothers Studio Presentation, 2011</td>
<td>Demonstration of interactive mobile messaging for storytelling design, open discussion about the future of the film/television industry on interactive mobile platforms with representatives from Warner Brothers Studios, Disney, Xerox, and smaller media technology companies.</td>
</tr>
<tr>
<td>Sir Richard Taylor, Weta Workshop, Hosting/Directing Panel Discussion, SLO International Film Festival Host, 2012</td>
<td>Helped host Sir Richard Taylor, the director of New Zealand's Weta Workshop, the multi-academy award winning visual effects shop responsible for the <em>Lord of the Rings</em> film series and many other major international films; created a special opportunity for Cal Poly students and faculty to meet and talk, at length, with Richard Taylor and other Weta Workshop technicians. (This activity falls under category 2, too)</td>
</tr>
<tr>
<td>&quot;Love, Labor &amp; Filippinas&quot; first onsite collection of images, sounds, documents, Filipino-American Community, Santa Maria, 2012</td>
<td>Collaboration with Dr. Grace Yeh's ethnic studies research project into the history of the Filipino-American communities of the Central Coast, with a focus on immigration and family establishment stories from 1920-1940.</td>
</tr>
<tr>
<td>&quot;Love, Labor &amp; Filippinas,&quot; second onsite collection of images, sounds, documents, Filipino-American Community, Santa Maria, 2012</td>
<td>Continuing support of the work of Dr. Grace Yeh with an additional recording and information-gathering session at a day-long community celebration in Santa Maria, CA.</td>
</tr>
<tr>
<td>Onsite collection of images, sounds, documents from Japanese-American Community, Avila Beach Buddhist Center, 2012</td>
<td>Continuing support of the work of Dr. Grace Yeh, now turning to a focus on the Japanese-American history of the Central Coast, examining the period between 1915-1950, with a recording and information-gathering session at a day-long community celebration in Avila Beach, CA.</td>
</tr>
</tbody>
</table>
Other Activities & Projects

Other Activities:

- ET Studio faculty members have collaborated in writing grants and judging project competitions between students.
- ET Studio faculty members have collaborated on the development of interdisciplinary curricula.

On-going Projects:

- **PolyXpress, Spring 2012 – Present:** uses tracking and mixed-media delivery software (iPhone/Android app) that allows users to interact with and learn from their environment as a curated, multimedia story unfolds on their smartphone. Currently developed for the Cal Poly campus environment but in 2013-2014, it will be used for similar purposes with campus locations in Jakarta, Indonesia and Brisbane, Australia.
- **Maker Faire, Spring 2013:** a community development project involving theatrical and interactive environmental and architectural design. ET Studio is a co-sponsor with the City of San Luis Obispo on the first Maker Faire for the Central Coast.
- **Area 55 Project, Spring 2013 – October 2012, Los Osos Middle School:** a community development project using STEM education design/development and interactive theatrical design.
- **ET Studios workshops:** workshops range in topics from theatrical design for public events (Maker Faire workshops) to the basics of chroma key compositing work (green screen video shooting and editing), HD video production, and interactive story design and cross-platform implementation. All workshops are Learn by Doing experiences and are open to students and faculty from all over campus.

Potential Future Activities:

- The creation of an Expressive Technology artist-in-residence program to strengthen further industry and commercial partnerships from across the nation and internationally.
- Hosting an annual conference on campus that brings together expressive technologists from the film, television, gaming, and mobile computing industries to discuss the future of their media (a proposed name for these annual conferences would be the Annual Cal Poly FLEET conferences: Future of Learning, Entertainment and Expressive Technology).
Governance

Overview
The formation of the Expressive Technology Studios Center will involve collaboration and consultation with students, faculty, and industry members. The bylaws will specifically address the appointment procedures and protocol for the Center Director, the industry advisory board, and the overall organizational structure and reporting. Below is a brief overview, which will be elaborated upon in the bylaws.

Expressive Technology Studios Center Director

As the Expressive Technology Studios Center establishes itself for the first number of years, the expectation is that a tenured faculty member with a history of interdisciplinary work, community outreach and commercial partnership coordination will serve as the director.

As the center builds upon its foundation and expands, and the range of ET Studios projects become more complex, international, and more directly connected to extensive commercial partnerships, the expectation is that the center will be well served by eventually bringing in a director from the outside who can work exclusively for ET Studios, fostering even more national and international contacts, more diverse funding sources, and more current industry partnerships.

Director responsibilities include:

- Fundraising: work in concert with advancement to deepen relationships with alumni and industry potential donors, as well as support grant development with faculty members and external organizations.
- Track media-related funding from CSU and other California government initiatives.
- Build and maintain a commercial advisory committee to meet twice a year.
- Maintain contact with industry committee members to help solicit in-kind donations of equipment and/or services (e.g., access to studios, technical training, etc.).
- Oversee Center committees to ensure regular meeting schedules and reporting.
- Provide monthly updates on Center activities to campus stakeholders.
- Engage in community outreach and ongoing connection with SLO government and K-12 system.
- Oversee public relations on campus, locally, and nationally.
- Oversee activities of any Expressive Technology Studios Center staff, as well as student support provided for projects, workshops, and other Center activities.
- Collect assessment data for the Office of Research and Graduate Programs,
who currently have oversight over centers and institutes.

• Function as the central point of contact for the Expressive Technology Studios Center.
• Creating and filing annual reports for the center (activities, budget, and related details).
• Convening annual meetings of the industry advisory board, taking minutes of
  the meetings, and distributing information to the advisory board members.
• Creating and filing program review reports for the center.
• Assuring compliance with fiscal reporting controls and budgetary conformance.
• Respond to inquiries for information and audit requests.
• Assure continuous improvement and integration with curriculum, including
  learning objectives for supported programs.

Expressive Technology Studios Project Committee

This committee is comprised of 3-5 faculty members who are directly connected to
the core projects under development with ET Studios. The bylaws will address the
appointment protocol. This committee elects its chair from within its membership,
who then serves a two-year term. Throughout the academic year, the Expressive
Technology Studios Project Committee will review progress on projects to date and
plan for upcoming work. The committee will also solicit new project ideas from
other faculty, from advancement partners, and from other community and
professional organizations outside of campus. The committee oversees and
approves the allocation of money from the Expressive Technology Studios
Development Fund. Eventually, the committee will construct an Expressive
Technology Studios grant program to which other Cal Poly faculty and students can
apply for Expressive Studios-related support.

Expressive Technology Studio Center Leadership Committee

The Director shall report to the Dean of the College of Liberal Arts (CLA). The CLA
Dean shall have fiscal oversight and control responsibility for this center. However,
every academic dean or a designee, will be invited to serve on an advisory
leadership committee to provide guidance and input on ways to continuously
improve the integration of the center with leading technologies and curricular
needs. Additionally, the Director invites representation from Cal Poly Advancement,
the Office of the Provost, and program directors or department chairs who can
represent different ET Studio campus interests. The committee oversees the
integration of ET Studios projects with their related academic programs across
campus, and helps assist in the development and direction of more interdisciplinary
academic programs, projects and initiatives on campus. This committee elects a new
chair every year.
Expressive Technology Studios Center Industry Committee

This committee is comprised of key representatives (executives, designers, technologists, division managers) from the industries and professional organizations connected to important expressive technology research, design, and production in California. It builds on the partnerships ET Studios has already established. The purpose of the committee is to provide annual advice to the Expressive Technologies Studio Center about marketplace trends, recommend guest artist/technologists for project involvement and campus residency participation, promote the interests of the Center in the USA and abroad, and to help to solicit new expressive technology projects for Cal Poly and ET Studios. Fundamental to the committee’s activities is forwarding the advancement goals of the Expressive Technology Studios Center.

The process for appointment to this committee will be addressed in the bylaws.

Faculty Involved Thus Far

- Virginia Anderson, Theater and Dance Department
- David Arrivee, Music Department
- Antonio G. Barata, Music Department
- Sky Bergman, Department of Art and Design
- Tim Dugan, Theater and Dance Department
- Rachel Fernflores, Philosophy Department
- Thomas Fowler, Architecture Department
- David Gillette, English Department/LAES
- Brenda Helmbrecht, English Department
- Michael Haungs, Computer Science Department/LAES
- Linda Halisky, English Department (prior Dean, College of Liberal Arts)
- Foad Khosmood, Computer Science Department
- Franz Kurfess, Computer Science Department
- Brian Lawler, Graphic Communications Department
- Jane Lehr, Ethnic Studies Department and Women’s and Gender Studies Department/LAES
- Harvey Levenson, Graphic Communications Department
- Josh Machamer, Theatre and Dance Department
- Kathryn McCormick, Department of Art and Design
- Diana Stanton, Theatre and Dance Department
- Brady Teufel, Journalism Department
- Debra Valencia-Laver, Psychology Department (current Associate Dean, College of Liberal Arts)
- Grace Yeh, Ethnic Studies Department
- Ignatios Vakalis, Computer Science Department
Industry Involved Thus Far

- ABC studios
- Aspect Studios
- Disney Animation Studios
- Disney Imagineering
- DTS
- Housing Authority of San Luis Obispo
- In2:In Thinking Network
- iWerks
- Pageant of the Masters
- Raleigh Studios
- Ricoh
- SLO Future of Work Conferences
- THX
- USL Inc.
- Warner Brothers
- wevideo.com
- Xerox

Industry That Has Expressed Interest

- Apple
- Pixar
- Google
- LucasArts
- Industrial Light and Magic
- Weta Workshop
- EA Games
- Dreamworks
- Pratt & Whitney Rocketdyne, Media Division

Assessment

The overall goal of establishing the Expressive Technology Studios Center committees is to provide a reporting structure and consistent form of assessment, development, and support that will be tied to the mission of the Center. The Expressive Technologies Project Committee will develop clear goals related to the educational aspects of the Center’s mission. The committee will consult with the leadership and industry committees to ensure that assessment of the Center’s activities result from clear processes and goals. The committee will produce a comprehensive assessment report for the Office of Research and Graduate Programs.
and the Office of the Provost in accordance with the schedule for program review applicable to the Center. The Center will undergo regular program review as required by the University and the CSU. The Director will assure that the program review process includes an outcomes and output based evaluation. This will include a report which addresses integration with learning objectives of supported programs, assessment of outcomes related to such programs, and participation results in the form of research and publication results, student, faculty, and industry participation in activities.
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-—13

RESOLUTION ON HONORS PROGRAM

Background: On March 31 1995, President Warren Baker approved Academic Senate Resolution AS-434-95, Resolution on a Proposal for a University Honors Program (attached). In receiving the resolution President Baker stated:

I was pleased to receive the Academic Senate’s Resolution on a Proposal for a University Honors Program and will by copy of this memo ask Vice President Koob to oversee its implementation. This new program promises to encourage the enrollment and retention of diverse, highly motivated students. They will find in it an opportunity to explore a variety of modes of learning and to gain an appreciation for the interconnectedness of knowledge in learning contexts crafted carefully to promote creativity and intellectual rigor. As a seedbed for innovation in teaching and learning the program promises to enrich the entire university. I would like to congratulate the faculty for its development. It is yet another example of the faculty’s commitment to our students and to the tradition of quality undergraduate instruction at Cal Poly.

On May 21 2012, the Honors Task Force issued its report (attached). The report included an analysis of the program as well as a number of recommendations.

WHEREAS, The Academic Senate has approved Academic Senate Resolution AS-434-95, Resolution on a Proposal for a University Honors Program; and

WHEREAS, Many of the remarks in President Baker’s response to the resolution remain valid; and

WHEREAS, In Fall 2011, the Academic Senate formed the Honors Task Force comprised of both faculty and students; and

WHEREAS, on May 21 2012, the Honors Task Force issued its report, which included an analysis of the program as well as a number of recommendations; and

WHEREAS, The Academic Senate has not reviewed the Honors Task Force report as of yet; and

WHEREAS, Curricular decisions are the prerogative of the faculty; and
WHEREAS, Students within the Honors Program have formally requested that a final decision regarding the Honors Program not be implemented at this time; therefore be it

RESOLVED: That no decision regarding the termination of the Honors Program be made at this time; and be it further

RESOLVED: That the recommendation of the Honors Task Force be implemented as appropriate.

Proposed by: Sema Alptekin, Director, Cal Poly Honors Program
Harvey Greenwald, former Academic Senate Chair
Reginald Gooden, former Academic Senate Chair
John Hampsey, Professor of English
Myron Hood, former Academic Senate Chair
George Lewis, former Academic Senate Chair
James Mueller, professor of Mathematics
Max Riedlsperger, former Academic Senate Chair

Date: April 30 2013
Honors Task Force
May 21, 2012

The Honors Task Force (HTF) met weekly during Spring Quarter and biweekly during Winter Quarter 2012. Members include: Ken Brown (Philosophy), Jessica Carson (Administrative Analyst, Programs and Planning), Adrienne Greve (City & Regional Planning), Jim Mueller (Math), Erika Rogers, (former director of the Honors Program), Tom Trice (History), Lou Tornatzky (Industrial Technology), Sema Alpekin (Industrial and Manufacturing Engineering and Director of the Honors Program), Cheri Baumgarten (Administrative Analyst, Honors Program), and Kate Murphy (History), task force chair. Honors students and seniors Brita Bookser (Psychology), Alexandra Highsmith (Business), & Michele Jenkins (Math) also participated in the HTF’s discussions.

Background
The Honors Program was created by Academic Senate Resolution AS-434-95 in March 1995 and implemented in the Fall of 1999. Currently, 519 students, representing every college on campus, are enrolled in the program. Sixty-four faculty members have taught in the program during the last seven years.

The HTF was created in Fall 2011 to review the current state of the Honors Program and to recommend future directions. Specifically, the HTF’s charge was to examine the possibility of revising the existing program so that all students have similar opportunities to those in the Honors Program.

After researching Cal Poly’s current program, honors programs at peer institutions and within the CSU system, and the relevant literature, the HTF concluded that the program was already open to all qualified students, who may apply for admission to the program at any point in their Cal Poly careers. Furthermore, the HTF unanimously agreed that a smaller, more focused program best serves the interests of the students and the university as a whole. Based on its research and discussions, the HTF offers the following recommendations and observations about the program.

Vision
The HTF’s vision for the Honors Program is best encapsulated in the program’s new mission statement, which developed out of the task force’s discussions:

The Cal Poly Honors Program provides an academically enriched learning experience for the university’s most outstanding and highly motivated students. It brings together students, faculty, and friends of the university to seek challenges, participate in experiential and interdisciplinary learning, grow as individuals, and expand the boundaries of their academic potential.

Throughout its curricular and extracurricular programming, the Honors Program fosters active intellectual engagement and a mutual exchange of ideas, in which students and faculty are partners in discovery. Honors courses, research opportunities, housing, service learning projects, and other activities provide the university’s most outstanding and highly motivated students with an enriched learning experience in the company of similarly motivated peers.
Value

It is the opinion of the HTF that the Honors Program represents an integral part of Cal Poly, not just for students and faculty involved with the program, but for the university as a whole.

From Fall 2007 to Spring 2009, the Honors Undergraduate Research Program furnished a lively and highly successful example of how to employ the Teacher-Scholar model while simultaneously promoting interdisciplinary and experiential education. It provided opportunities for students to work with faculty on research projects, to present their findings at local and national venues, and to publish their results in an Honors research journal in 2008 and 2009. Furthermore, the program promoted interdisciplinary, cross-college research by matching faculty projects with student interest, so that students from Liberal Arts and Science and Math worked with an Engineering professor on the “Polytech Waterbag” project, while an Engineering student collaborated with a Liberal Arts professor to research human trafficking. The program allowed students to receive course credit for their research and enabled faculty members otherwise not involved in the program to receive funding to work with honors students. The HTF recommends that when funds become available, this program be reinstated and made a permanent focal point of the Honors Program.

While by no means the only entity on campus doing so, the Honors Program already embodies many of the university’s strategic imperatives. The program promotes whole-system thinking through its interdisciplinary nature. The Honors Undergraduate Research Program illustrated the potent possibilities of a well-funded, ambitious commitment to the Teacher-Scholar model. The Honors Program has also fostered a culture of community engagement and leadership, evidenced in the service-learning components of the program, the work of the Honors Student Board community service committee, and the multitude of Honors students who serve in leadership positions in organizations throughout campus.

While endorsing the value of the current Honors Program, the HTF also finds that the institution has not taken full advantage of the strengths and potential value of this program. The HTF offers the following examples of areas where this could be achieved:

- The Honors Program serves as an incubator for innovative pedagogy, by allowing faculty the opportunity to experiment with new approaches, subjects, and pedagogies that, when proven successful, serve as prototypes within the broader curriculum. The opportunity to use the Honors framework as an incubator for additional course innovation, including those that fall outside the bounds of disciplinary constraints, could be advertised to faculty in general. Such opportunities could help to attract and retain faculty and to assist junior faculty in enhancing their Promotion and Tenure portfolios.

- The success of the Honors Undergraduate Research Program could be employed by the University Grants Development Office as both a model for successful grant proposal writing for undergraduate research as well as a vehicle for additional grant proposal development.

- A robust Honors Program would further enhance Cal Poly’s proven ability to attract top students. Given the number of out-of-state students in the Honors Program, the HTF believes this could help to increase out-of-state and, generally, more diverse applicants.

- Nationwide, it has been shown that strong Honors Programs can attract major donor funding to campuses. Here in California, several Cal State institutions have been the recipients of major

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\[1\] The subsequent academic year, 2009-2010, marked the beginning of major budget cuts to the program.
gifts tied to their Honors programs; approximately one quarter of honors programs within the CSU have dedicated endowments. The Honors Program is a potential magnet for external funding that has not been utilized to date.2

The HTF maintains that if the Honors Program is encouraged to thrive, it will also help the institution to thrive. But these goals cannot be realized by the bottom-up efforts of a partially-funded Honors Director. The initiative must come from an institutional commitment, by which Cal Poly not only recognizes, acknowledges, and embraces the strengths of its programs, but, in addition, leverages those strengths for the greater good of the entire campus.

Next Steps
The HTF is very aware that many of its recommendations depend upon the availability of funding. Therefore, the HTF believes that it is crucial that the program secure sustainable funding for the future and become less reliant upon state funds. As a result, the Honors Program has begun a conversation with University Advancement to secure endowing gifts for the program as part of the capital campaign. Such funding would be used to:

- reestablish the Honors Undergraduate Research Program
- establish an Honors Senior Showcase to share the results of student work
- purchase faculty release time (especially to facilitate team-taught interdisciplinary classes and to develop new courses)
- fund student scholarships3
- support administrative staff and program leadership

The interdisciplinarity embodied in the Honors Undergraduate Research Program remains a defining feature of the Honors Program as a whole. Presently, the program accomplishes this through HNRS 100 (the required introductory course that is currently taught around the theme of sustainability, diversity, and ethics) and through Honors G.E. courses. In the future, the HTF recommends that the program add a capstone course to the Honors curriculum. An Honors capstone class would provide Honors students with a culminating interdisciplinary experience that builds on the foundation laid by HNRS 100 and Honors G.E. courses. Although the capstone course could take various forms, the HTF envisions these seminar classes as interdisciplinary, inquiry-based, and likely project-driven seminars that encourage students to solve real-world problems by drawing upon the breadth of knowledge acquired through G.E. and the depth of expertise developed within their respective majors.

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3 Nationally, 75% of honors programs offer scholarships to their students. B.T. Long, Attracting the best: The use of honors programs to compete for students (Chicago, IL: Spencer Foundation, 2002), 10. (ERIC Document Reproduction Service no. ED465355).
In the short-term, the HTF recommends that the program raises its GPA requirement for students to graduate in the program to a 3.5 minimum and correspondingly raise its requirements for underclassmen to remain in the program. The HTF also concluded that the program needs to raise its entrance requirements for freshmen applicants in order to reduce the program to a more manageable size (to approximately 100 students per class).

In its research, the HTF discovered that three-quarters of Honors Programs in the CSU offer priority registration to their students. The HTF believes that such a privilege would strengthen the program and, especially, increase completion rates by enabling students to more easily navigate the curricular requirements of both their majors and the program. The HTF believes that the program meets the requirements outlined by the University Registration and Scheduling Committee’s policy on granting priority registration status and therefore recommends that the program petition the committee to request priority registration for its students.

The HTF recommends that the Honors Program establish an advisory board, comprised of faculty from each college, to assist the director in the implementation of the HTF’s recommendations and to provide a more permanent mechanism for advising the director on matters of policy, curriculum, and development.  

In recent weeks the HTF has had preliminary discussions with the UNIV task force (UTF) on the subject of encouraging interdisciplinary education on campus and, in particular, the UTF’s proposal for a Center for Integrative Education that might provide a future home for the Honors Program. The HTF shares UTF’s commitment to encouraging interdisciplinary education at Cal Poly, and recommends that the Honors Program be utilized as both a model and a vehicle for achieving this goal.

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4 The National Collegiate Honors Council identifies such an advisory board as a characteristic of a fully developed honors program. “Basic Characteristics of a Fully Developed Honors Program,” http://nehchonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/
ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-434-95
RESOLUTION ON
PROPOSAL FOR A UNIVERSITY HONORS PROGRAM

RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposal for a University Honors Program" and, be it further

RESOLVED: That the attached "Proposal for a University Honors Program" be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Ad Hoc Committee to Study a University Honors Program
Date: January 31, 1995
Proposal for a

University Honors Program

The following proposal for a University Honors Program developed from the work of an ad hoc committee appointed beginning spring quarter 1992 by Vice President Koob to consider establishing an honors program at Cal Poly. After reviewing the major literature relevant to honors programs, the committee met regularly to design a program which would fit the needs of students and faculty within the terms of Cal Poly's Strategic Plan.

Description

Objectives

A University Honors Program will provide intellectually challenging opportunities for bright and motivated undergraduate students to enrich and broaden their academic experiences. In addition, Honors courses will stimulate promising students to develop their abilities as fully as possible, encouraging them to develop high intellectual standards, independent thought, logical analysis, and insight into the nature of knowledge.

The Honors Program is additionally designed to help Cal Poly attract and retain diverse and talented students. This core of students will, in turn, contribute to the learning climate at Cal Poly. Faculty will have the opportunity to work with these students in a pedagogically creative environment encouraging close faculty-student interaction. The program will also provide an alternative to current GE&B requirements, setting an example of academic excellence and providing an opportunity for curricular experimentation which, when successful, can be incorporated into the broader GE&B curriculum.

Students in the University Honors Program will elect Honors sections of General Education and Breadth courses as freshmen and sophomores, and participate in Honors Colloquia as juniors and seniors. The program, designed primarily at its inception for entering freshmen, will provide a coherent program of instruction for its students. Once initiated, the program will make efforts to accommodate transfer students.

The committee included Linda Dalton (City & Regional Planning), Gary Field (Graphic Communication), Ed Garner (Mechanical Engineering), George Lewis (Mathematics), Ed Mayo (History), Diane Michelfelder (Philosophy), Walt Perlick (Business Administration), Bill Rife (Chemistry), Dave Schaffner (Agribusiness), and John Harrington, Chair (English).
Experience at other universities suggests that about 25 percent of those eligible will enroll in an Honors Program. The program would begin with approximately 50-60 students. Once the program is fully established, the graduates will number about 100 per year. Students would be admitted independently of their selection of a major at Cal Poly. Some students would enter the major in the traditional way as freshman, also entering the majors. Those undeclared majors who maintain the standards of the program and who have met lower-division requirements for a chosen major would be guaranteed admission to the major of their choice by the beginning of their junior year. During the advising process, all students would be strongly encouraged to declare a major by the end of their freshman year.

Catalogue Description

Cal Poly's undergraduate Honors Program combines special educational opportunities for talented students with a coherent General Education and Breadth option integrating lower-division course work and upper-division colloquia. Honors courses challenge and stimulate students to develop their intellectual abilities to the fullest. Students may enter the program as freshmen with declared majors or as undeclared majors with admission to the major of choice by the beginning the junior year.* Successful completion of the program will be noted on the student's transcript.

*Students seeking admission to majors with special portfolio admissions will need to follow regular procedures for those majors.

Publicity

A brochure fully describing the Honors Program will be prepared by the Director of Honors to inform prospective students of the various features of Honors at Cal Poly. Additional information about the Program will appear in the expected places such as the catalogue, advisory mailings, and the class schedule.

Program Requirements

The curriculum for entering freshmen and sophomores will emphasize integration of coursework for GE&B. During the junior and senior years various colloquia will encourage application of the fundamentals learned during lower-division coursework. Upon entering the program, students must take at least one Honors course or sequence in two of every three quarters during the freshman and sophomore years. Fifty or more quarter units of designated Honors coursework must be completed to earn an Honors diploma. Faculty from each college will cooperatively design courses, and courses linking technology to the liberal arts and sciences will be encouraged in formulating curriculum. Flexibility and innovation will be major premises in developing the program, including the possibility of traditional tutorial arrangements if appropriate.
Freshman and Sophomore Years

Cal Poly's current GE&B program requires 79 units of coursework, including 12-units at the upper-division level. Because the honors curriculum will emphasize writing, speaking, and critical thinking in small classes, students will receive one unit of additional Area A credit in each of the subject-matter courses of other area courses. Consequently, the 14 units of Area A may, in effect, be exempted from these students' GE&B requirements. All Honors courses will focus on subject matter and, where possible, courses will link various areas of knowledge. All courses are expected to be intellectually rigorous. Also, the program will encourage courses incorporating field trips (to museums, sites, or performances, for example), activities, and liaison with the community. All honors coursework will apply to designated GE&B requirements should students leave the program.

Junior and Senior Years

Students will earn at least 12 units of flexible upper-division GE&B colloquia credit during four or more separate quarters during the junior and senior years. Each colloquium will be designed to earn up to four units of credit, and each will focus on a theme or issue developed by participating faculty. Efforts will be made to link colloquia with ongoing series involving speakers, public performances, or other activities sponsored by various campus programs.

Implementation

The Honors Director, with consultation and approval of the Honors Council and the department chairs, will solicit ideas for new courses from the faculty. These new courses shall fulfill the goals of GE&B but will be given flexibility in achieving these goals. Linked courses will particularly be encouraged to demonstrate the interconnectedness of knowledge. Some sample suggestions from the committee: The Nature and Implications of Darwinism (taught by faculty from the humanities, the sciences, and the social sciences); A Comparison of the Uses of Language in the Humanities, in the Sciences, and in the Technological Disciplines (taught by faculty from the respective areas); Great Traditions of the World (studying the art, music, literature science, and technology from a specific time period).

Proposals for Honors courses will be approved by the Honors Council. A special liaison with the Senate Curriculum and GE&B Committee will be established to allow the flexibility and timeliness needed to develop and implement honors curriculum and establishing procedures for a biannual review.

Honors courses will usually be limited to 18 students. Each Honors course will have an Honors designation (listed in the course catalogue), and course descriptions will indicate which areas of GE&B each course fulfills. Extensive writing will be expected in all courses, and major papers for each course will be kept in the student's file in the Honors office.

With the concurrence of their department chairs, Honors students may elect to complete an Honors Thesis in lieu of a Senior Project. Such projects may involve joint supervision of departmental and honors faculty.


Eligibility

Admission

To be eligible for the program, a student must meet at least two of the following criteria:

a. SAT (combined Math & Verbal) of 1200 or higher.
b. Upper 10 percent of high school graduating class.
c. 3.5 grade point average at Cal Poly for at least 15 units of coursework.
d. Two or more Advance Placement scores of 4 or 5.
e. Permission of the Director of the Honors Program.

However, an application from any student will be considered in terms of its individual merit. Any student interested in joining the program may submit other supporting evidence, such as recommendations from previous instructors or documentation that shows the ability to work independently at complex intellectual tasks.

Maintaining Eligibility

Students will be expected to achieve a GPA of 3.0 during their freshman year and to earn a cumulative GPA of 3.3 or higher to graduate with Honors. Participants will be reviewed annually to ascertain that their academic work shows satisfactory quality and progress. After talking with students deemed deficient, the Director will make retention recommendations to the Honors Council. Students disqualified from the program may petition for readmittance when they meet appropriate criteria.

Transcript Notations

Honors students will have "Honors Program" noted on their transcripts. Graduation from the program will be noted on the student's diploma. (Currently, graduates earning honors for academic excellence have the following notations on their diploma: Summa cum laude (3.85 gpa); Magna cum laude (3.70 gpa); and Cum laude (3.50 gpa). Consequently, as in most universities distinguishing graduation in an Honors Program from graduation with academic distinction, we can maintain the distinction with the current language. A student may graduate Summa cum laude, with Honors.)

Honors Dormitory

An effort will be made to provide identified housing for the Honors Program. Freshmen Honors students would be invited to live in a designated dormitory complex in a space sequestered for the program. Following common practice for Honors dormitories, approximately 40% of the students living in the Honors dormitory would be students not participating in the Honors Program. Such an arrangement would enhance intellectual exchange and provide a sense of identity to Honors students. In addition, the space within the dormitory would allow speakers, and perhaps colloquia, in a familiar and comfortable setting.
Program Administrator

Program Director

The Director of the Honors Program will oversee the program and will be the principal advisor for Honors students with undeclared majors. Based upon a recommendation forwarded by the Honors Council, the Vice President for Academic Affairs will appoint the Director to a three-year renewable term. The Director will report to the Vice President for Academic Affairs.

Honors Council

The Honors Council will provide oversight and will be the source of university policy governing the program. The Council will consist of the Director of the Honors Program (ex officio), one faculty member from each College (serving three-year, staggered terms) including one representative from the Curriculum Committee and one from the GE&B Committee, three Honors students (serving one year, renewable terms), representatives from SAS, from Admissions, from Academic Records (all three ex officio), and from the Vice President for Academic Affairs (usually the Associate Vice President). Based upon recommendations from the Faculty Senate, faculty members will be appointed by the Vice President for Academic Affairs in consultation with the Honors Director. Students members will be elected by Honors Students.

The Honors Council will approve Honors courses and colloquia, evaluate the program periodically, and advise on matters important to the program.

Honors Faculty

Honors Faculty will be selected jointly by the Director of Honors and the chairperson of the department offering appropriate courses. Faculty will be selected on the basis of their ability to work collectively with faculty in other disciplines, to foster intellectual growth, and to work individually with students. Faculty will be provided with a supportive environment for working with students and will be encouraged to involve themselves at various stages of the development of students. The Honors Faculty will develop curriculum and propose colloquia. Participation in Honors should be viewed as a positive factor in RPT decisions.
State of California
Memorandum

To: Jack D. Wilson, Chair
Academic Senate

From: Warren J. Baker
President

Date: 03/31/95
Copies: R. Koob

Subject: Academic Senate Resolution 434-95 Resolution on a Proposal for a University Honors Program

I was pleased to receive the Academic Senate's Resolution on a Proposal for a University Honors Program and will by copy of this memo ask Vice President Koob to oversee its implementation.

This new program promises to encourage the enrollment and retention of diverse, highly motivated students. They will find in it an opportunity to explore a variety of modes of learning and to gain an appreciation for the interconnectedness of knowledge in learning contexts crafted carefully to promote creativity and intellectual rigor. As a seedbed for innovation in teaching and learning the program promises to enrich the entire university. I would like to congratulate the faculty for its development. It is yet another example of the faculty's commitment to our students and to the tradition of quality undergraduate instruction at Cal Poly.