



CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, October 30, 2007
01-409, 3:10 to 5:00pm

- 3:10 I. Minutes: Approval of minutes for Executive Committee meetings of September 18 and October 9, 2007 (pp. 2-5).
- II. Communications and Announcements:
- III. Reports:
A. Academic Senate Chair:
B. President's Office:
C. Provost:
D. Statewide Senate:
E. CFA Campus President:
F. ASI Representative:
G. Caucus Chairs:
H. Other:
- IV. Consent Agenda:
- 3:35 V. Business Item(s):
A. Academic Senate and University committee vacancies: (pp. 6-7).
B. Resolution on Searches for Academic Campus Administrators: Foroohar, chair of the Faculty Affairs Committee (pp. 8-9).
C. Resolution on Department Status and Name Change for Women's Studies Program: Armstrong, Director for Women's Studies (pp. 10-28).
D. Resolution on Proposal for the Establishment of the Center for Coastal Marine Sciences (CCMS): Moline, Biological Sciences Department/Opava, Dean for Research and Graduate Studies (pp. 29-50).
- 4:30 VI. Discussion Item(s):
A. Access to Excellence: Giberti, Senate Chair.
B. Academic Senate rules and procedures: Giberti, Senate Chair.
- 5:00 VII. Adjournment:

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

MINUTES OF
The Academic Senate Executive Committee
Tuesday, September 18, 2007
01-409, 3:10–5:00 p.m.

Preparatory: The meeting was called to order at 3:15 p.m.

I. Minutes: none.

II. Communications and Announcements: none.

III. Reports:

A. Academic Senate Chair: Giberti announced the three main functions of the Executive Committee. (1) Advise the Provost of University happenings and consultative matters. (2) Serve as the "gatekeeper" for business going forward to the Senate. (3) Make appointments to Senate and University committees. Since what takes place in the Academic Senate affects all colleges, caucus chairs are encouraged to construct productive relationships with their deans to keep them informed.

B. President's Office: Howard-Greene reported that President Baker will attend a two-day conference on STEM disciplines at Cal State Pomona. Baker will testify at a subcommittee hearing at an upcoming summit on securing our competitiveness in a global market.

C. Provost: Durgin announced the hiring of 60 faculty members with a number moving into Bella Montana. Durgin also announced that fall enrollment ended up 2% over target.

D. Statewide Senate: Foroohar reported that statewide Senate had its first meeting on September 4 in Long Beach. One issue discussed was the possible increase of fees for MBA students to offset the cost of faculty salaries.

E. CFA Campus President: Saenz reported that the new contract allows for two methods of faculty grievance hearings to take place. In addition, CFA continues its commitment to work out procedures for equity-pay increases on all campuses.

F. ASI Representative: Souza announced the first annual "Night with your Neighbor" on September 28. Tony Guntermann, Chair of the ASI Board of Directors, along with the Executive Cabinet, is setting out to register 1,000 new voters before the primary elections.

G. Caucus Chairs: none.

H. Other: none.

IV. Consent Agenda:

A. Approval of Academic Senate senators for 2007-2008.

- B. Appointment of committee members to the 2007-2008 Academic Senate committees:
The following were approved:

COLLEGE OF EDUCATION

Research and Professional Development Committee Steve Kane, GrdSt/Ed

COLLEGE OF ENGINEERING

Distinguished Teaching Award Committee Saeed Niku, MechEngr

UNIVERSITY COMMITTEES

Resource Management Policy & Planning Steve Rein, Stats

University Union Advisory Board Brian Kennelly, ModL&L

- C. Appointment of Tom Trice (History) to General Education Governance Committee:
Moved to Business Item D.

V. Business Items:

- A. Resolution on WU Grades (Schaffner, chair of the Instruction Committee): This resolution requests that faculty members only issue WU grades when no more than 10% of the graded course material has been completed and that detailed definitions of all grading symbols be available prior to entering grades. M/S/P to agendaize the resolution.
- B. Resolution on Consolidation of Academic Senate United States Cultural Pluralism Subcommittee and Curriculum Committee (Executive Committee): Withdrawn.
- C. Review and Consultation of job description for "Vice Provost for Strategic Initiatives and Planning" (Durgin): The Provost requested the assistance of the Executive Committee in writing the job description.
- D. Appointment of Tom Trice (History) to General Education Governance Committee:
M/S/P to approve General Education Committee's nomination.

VI. Discussion Items:

- A. Identifying Fairness Board chair for 2007-08 (Giberti): A chair needs to be appointed to discuss two cases pending review and to work on clarification of policy.
- B. Task Force on Distinguished Teaching Awards Committee (Giberti): The Provost and President have agreed that there is a problem with the current procedures, since the College of Architecture and Environmental Design has not won an award in 25 years and is thus not represented on the committee. The possibility of creating a task force to look into this issue will be further discussed with the Distinguished Teaching Award and the Executive Committees.

- VII. Adjournment: The meeting was adjourned at 5:00 p.m.

Submitted by


Gladys Gregory
Academic Senate

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

MINUTES OF
The Academic Senate Executive Committee
Tuesday, October 9, 2007
01-409, **3:10–5:00** p.m.

Preparatory: The meeting was called to order at 3:15 p.m.

- I. Minutes: none.
- II. Communications and Announcements:
 - A. Giberti announced the next social hour scheduled for Thursday, October 25, 4-6 p.m., at the University House Patio. This event is hosted by the College of Education.
 - B. Dan Howard-Greene, President Baker's Chief of Staff, distributed a brochure from the Business-Higher Education Forum (BHEF), which Baker co-chairs.
 - C. David Conn, Vice Provost for Academic Programs and Undergraduate Education, discussed a revised academic calendar for fall quarter 2008. The Executive Committee voted unanimously to approve the following motion: The Executive Committee recommends that the Administration move the calendar forward one week, so that classes begin on Monday, September 22, finals start on Monday, December 8, and holidays are observed on their nationally scheduled days.
- III. Reports: none.
- IV. Consent Agenda: none.
- V. Business Items:
 - A. Academic Senate and University committee vacancies:
The following were approved:

Fairness Board Chair	Craig Baltimore, ArchEngr
COLLEGE OF EDUCATION	
Distinguished Scholarship Award Committee	Elizabeth Truesdell, GrdStlEd
COLLEGE OF ENGINEERING	
Budget and Long-Range Planning Committee	Tali Freed, IndTech
PROFESSIONAL CONSULTATIVE SERVICES	
Instruction Committee	Jose Montelongo, Library
Sustainability Committee	Leanne Hindmarch, Library
UNIVERSITY COMMITTEES	
Health Services Oversight Committee	Samuel Frame, Stats
Intellectual Property Review Committee	Marisa Ramirez, Library

- B. Resolution on Prior Learning Assessment (Hannings, chair of Curriculum Committee):
M/S/P to agendize the resolution as amended. Resolution available at:
<http://www.calpoly.edu/~acadsen/Resolutions/2007-2008/PLA.pdf>

VI. Discussion Items:

- A. Permission numbers: Hannings discussed problems with the use of permission numbers by students.
- B. Access to Excellence: Giberti presented the first draft of Access to Excellence and asked for comments and suggestions to be included in the President and Provost's response.
- C. Academic Senate rules and procedures: Due to the lack of time, this discussion item will be addressed at the next Executive Committee meeting.

VII. Adjournment: The meeting was adjourned at 5:00 p.m.

Submitted by



Gladys Gregory
Academic Senate

ACADEMIC SENATE COMMITTEES VACANCIES 2007-2008

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

Faculty Affairs Committee

ORFALEA COLLEGE OF BUSINESS

Faculty Affairs Committee (2007-2008 term)

John Dobson, Professor, Finance area in OCOB

Employee of Cal Poly since 1990

I will probably be chairing the OCOB's Faculty Affairs Committee this year. There may be some synergistic benefits to being on the latter simultaneously with the eponymous university-wide committee.

Fairness Board

Isaac Chang, IndTech

Although I have only been here for less than three months, I find that the moving forward of Cal Poly really depends on the active participation of the volunteers from the community. If I was accepted by the Fairness Board Committee, I would be able to engage and contribute based on my background:

1. Coming from Taiwan and having attended two other US universities for my graduate study, I will be able to enrich the culture diversity.
2. I had formal higher education teaching experiences in both US and Taiwan. I understand the principles of assessment and have dealt with issues such as academic dishonesty.
3. As a recent graduate, I interact with both graduate and undergraduate students a lot and will be able to consider from their perspectives.
4. As a tenure track assistant professor, participating in various reviewing processes of this committee will help my professional growth.

COLLEGE OF EDUCATION

Curriculum Committee (2007-2009 term)

Fairness Board (2007-2008 term)

Kathleen C. Harris, GrdStlEd

I am interested in serving on the Fairness Board because I believe it is important to promote ethical behavior among faculty and students. I have had the opportunity to be a university professor at three major universities (including Cal Poly) and value the role I have assumed as a mentor of university students.

I received my Ph.D. in Special Education from Temple University (Philadelphia, PA). Prior to my arrival at Cal Poly in 2003, I was a full-time Associate Professor at California State University Los Angeles and a full-time Full Professor at Arizona State University West. Currently, I am an Associate Professor in the Department of Graduate Studies in Education/College of Education. While a faculty member at Cal Poly, I've coordinated the Special Education Program and obtained a U.S. Department of Education Grant to support student study.

COLLEGE OF LIBERAL ARTS

Budget and Long Range Planning Committee (2007-2008 term)

COLLEGE OF SCIENCE AND MATH

Grants Review Committee (2007-2008 term)

PROFESSIONAL CONSULTATIVE SERVICES

Curriculum Committee

Wendy Spradlin, CLA Advisor

I have served on the committee in the past and enjoy the assignment. As the coordinator for advising with CLA, I am very much involved in curriculum, GE, the Cal Poly Catalog, and Title 5. Back in the 1980's I designed curriculum for SAS and had three ESL/D courses accepted for inclusion in the Cal Poly Catalog. I taught the courses for the English Department for six years.

Research and Professional Development Committee (2007-2008 term)

UNIVERSITY-WIDE COMMITTEES

Deans Admissions Advisory Committee (2007-2008 term)

(2 Representatives/1 Vacancy - must serve on the Budget & Long-Range Planning Committee)

Margarita Hill, LandArch

It would be my honor to serve on the Deans Admissions Advisory Committee. As Professor and Department Head I can offer perspectives to the committee related to departmental issues as associated with admissions procedures. As an advisor to students for many years, I can also offer perspectives that relate to special admissions outside the competitive review that affect students with special talents that enrich the University community. As an active professional seeking to broaden diversity in the professions, I can also offer perspectives related to the recruitment of students, especially as related to underprivileged populations.

Information Resources Management Policy and Planning Committee

(3 Representatives/2 Vacancies (07-09 and 07-08) - must have professional interest and expertise in information system)

Adopted:

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

AS- -07

RESOLUTION ON
SEARCHES FOR ACADEMIC CAMPUS ADMINISTRATORS

- 1 WHEREAS, "Shared governance" is necessary for the assurance of educational quality and the
2 proper functioning of an institution of higher education; and
3
- 4 WHEREAS, Procedures governing the creation of new, pennanent or reassigned administrative
5 positions and public announcements about the existence of and/or fonnation of
6 search committees for such positions are not clearly established and publicized on
7 our campus; and
8
- 9 WHEREAS, Clarity in procedures for announcing the existence of administrative positions
10 and/or searches for persons to fill them contributes toward transparency and
11 faculty confidence in the process of appointing University administrators; and
12
- 13 WHEREAS, Participation of faculty from different disciplines and ranks in searches of
14 academic administrators is one way to promote productive relationships between
15 faculty and campus administrators at Cal Poly; and
16
- 17 WHEREAS, The Academic Senate CSU resolution on "Searches for Campus Administrators in
18 The California State University" (AS-2699-05/FA, May 5-6, 2005) urged "each
19 campus, in partnership with faculty governance, to review, revise, and publish, or
20 to fonnulate and publish, policies and procedures for the creation of new
21 administrative positions and for searches for local administrators"; therefore be it
22
- 23 RESOLVED: That the Academic Senate of Cal Poly reaffinn its commitment to the principle of
24 shared governance, in particular, the practice of providing full and meaningful
25 consultation through the nonnal processes of faculty governance in the creation of
26 academic management personnel positions (MPP), and faculty consultation in the
27 recruitment of academic management personnel; and be it further
28
- 29 RESOLVED: That the Academic Senate of Cal Poly affirm that shared governance requires (a)
30 meaningful faculty involvement in establishing selection criteria for vacancy
31 announcements of academic management personnel positions, (b) timely reporting

32 to the Academic Senate as academic management personnel positions are created,
33 reassigned, and retitled, and (c) candid and effective communication during
34 academic MPP hiring decisions, including decisions contrary to committee
35 recommendations of acceptable candidates; and be it further
36

37 RESOLVED: That the Academic Senate of Cal Poly urge that where the MPP position has
38 significant involvement with curriculum, faculty affairs, and/or instructionally
39 related matters, faculty representatives on the consultative committee will be
40 elected from or selected by tenured, probationary tenure-track faculty, and full
41 time lecturers (holding 12.12. entitlement). The majority of members appointed to
42 a consultative committee to select a college dean will continue to consist of
43 tenured faculty members; and be it further
44

45 RESOLVED: That the Chair of the Academic Senate of Cal Poly work with the Provost to assist
46 in seeing that the recommendations of this resolution are pursued in revising Cal
47 Poly policies on the creation of new academic management personnel positions
48 (MPP) and the selection and appointment of MPPs.

Adopted:

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

AS- -07

RESOLUTION ON DEPARTMENT STATUS
AND NAME CHANGE FOR WOMEN'S STUDIES PROGRAM

- 1 WHEREAS, The Women's Studies program is presently an academic unit located in the
2 College of Liberal Arts; and
3
4 WHEREAS, A change in status and name from Women's Studies program to "Department of
5 Women's and Gender Studies" is being proposed; and
6
7 WHEREAS, The functional modifications in changing to department status are provided in the
8 attachment to this resolution; and
9
10 WHEREAS, Said change in status and name has been approved by the College of Liberal Arts
11 Chairs Council and the Academic Deans Council; therefore be it
12
13 RESOLVED: That the Academic Senate of Cal Poly endorse the change in status and name
14 from Women's Studies program to Department of Women's and Gender
15 Studies.

Proposed by: Cal Poly Women's Studies Program and the
College of Liberal Arts
Date: October 9, 2007

To: William Durgin, Provost and Associate Vice-President
Dean's Council

From: Mary A. Armstrong, Director of Women's Studies
Women's Studies Faculty Board (See Appendix A: WS Faculty Board)

Re: Departmental Status for Women's and Gender Studies

Date: October 4, 2007

Section I: Proposal and Rationale

This is a proposal to change the institutional status of Women's Studies from program to department and amend the name "Women's Studies" to "Women's and Gender Studies." The proposal is predicated mainly on the following factors, each of which is addressed in detail in Section II:

1. Structurally and institutionally, Women's Studies already currently operates as an independent, departmental-level entity.
2. Women's Studies serves hundreds of students and many university programs every AY by offering a broad spectrum of General Education and USCP courses and multiple major/minor support courses, engaging the multi-disciplinary talents of faculty as instructors and affiliates, and serving a growing core of Women's Studies Minors.
3. Departmental status will allow Women's Studies to hire its own faculty without being entirely relegated (as is the case now) to jointly-appointed faculty whose principle affiliations are always fractured and partially located elsewhere.
4. Departmental status will enable Women's Studies to formulate pedagogical and scholarly principles through the development of RPT standards and processes. Departmental status will hence promote the excellence of Women's Studies and facilitate coherent long-term planning and program assessment.
5. Departmental status will empower Women's Studies to more effectively advance the mission of the university, fostering diversity, promoting interdisciplinary work and providing critical support in STEM areas. Women's Studies has a unique and central role in Cal Poly's mission. It is singularly positioned to positively address issues of diversity in the curriculum, campus climate, interdisciplinary teaching and learning, and the intersection of gender issues with STEM areas.

This proposal does not entail any curricular changes. It does not require a reallocation of resources within the College of Liberal Arts or the reassignment of any current faculty. Changes will be internal to the College of Liberal Arts. This proposal does not advocate the formation of a Women's Studies major at this time. Modifications will be: a change in the title of "Women's Studies Program" to "Women's and Gender Studies Department" and a change in the title of the head of Women's Studies from "director" to "chair."

II. Factors Related to Departmental Status

1. Structurally and institutionally, Women's Studies already operates as an independent, departmental-level entity.

Women's Studies is a free-standing entity within the College of the Liberal Arts and operates with department-level autonomy. Women's Studies is self-governed by its teaching faculty and has a faculty Director; the Director of Women's Studies has a permanent seat on the College of Liberal Arts Chairs Council where Women's Studies carries a full departmental vote. Women's Studies has its own operating, programming, and discretionary budgets. It is housed within its own office space, which is staffed by the Women's Studies Administrative Support Coordinator (ASC-I) and student assistants.

The program independently schedules and runs its own courses under the Women's Studies prefix (WS) throughout the **academic** year; summer courses are offered, as well. Women's Studies develops and maintains its own curriculum packages and is responsible for tracking enrollments and maintaining appropriate SCU counts. Women's Studies works with College of Liberal Arts Advancement on support initiatives and represents itself on grant applications. The program shares joint tenure-track lines across the college and internally hires its own lecturers. Unlike most other minor programs--such as the minor in Dance (located within the Theatre and Dance Department) or the minor in Religious Studies (located within the Philosophy Department)--Women's Studies is structurally autonomous.

2. Women's Studies serves hundreds of students and many university programs every AY by offering a broad spectrum of General Education and USCP courses, offering multiple major/minor support courses, engaging the talents of many faculty as instructors and affiliates, and serving a growing core of Women's Studies Minors.

General Education and USCP courses

The vast majority of Women's Studies courses are designated as General Education and/or USCP courses (See Appendix B: Women's Studies Core Curriculum). Based on projections for the coming year and taking our two new tenure-track joint hires into account, Women's Studies projects it will provide upper division GE credit to approximately 528 students during the 07-08 AY. These numbers include 192 (Area C), 240 (Area D) 96 (Area F) and 523 (USCP). (See Appendix C: WS GE and USCP P Projected Enrollments 07-08).

Major and Minor Program Support

Women studies serves hundreds of students across the university every year by offering support courses for 5 majors, 4 minors, and 2 graduate programs. (See Appendix D: WS Major and Minor Support Courses).

Faculty

Faculty with research and teaching expertise in the areas of gender and sexuality have a unique forum for pedagogical and intellectual development in Women's Studies. In addition to four jointly-appointed faculty, 21 non-formally appointed faculty from 9 departments currently teach Women's Studies core and elective courses on an ad hoc basis. Additionally, almost 70 Cal Poly faculty have self-identified as Women's Studies Affiliates. Women's Studies is at the heart of the university's interdisciplinary mission. (See Appendix E: WS All Faculty and Appendix F: WS Affiliated Faculty).

Women's Studies Minors

Women's Studies serves a core group of Women's Studies minors, who represent a proportionally small but important part of the program's engagement with students. The Minors illustrate the growing intensity of interest in Women's Studies: since 2000-2001, the number of students involved in the minor has moved from 2 to our current average of around 30-35 (See Appendix G: WS Minors Growth 2000-2007)

3. Departmental status will allow Women's Studies to hire its own faculty without being entirely relegated (as is the case now) to jointly-appointed faculty whose principal affiliations are always located elsewhere.

Because "partial hires" are the only option for a non-department, 4 faculty hires (all of whom have tenure/track responsibilities elsewhere) have created only 1.33 permanent FTEF for Women's Studies. Appointed Women's Studies faculty are organized thusly:

English Department (Tenure Home)	Women's Studies Director Administrative Leave	Women's Studies
(Tenure Home)		Women's Studies
Phil Y Department (Tenure Home)		Women's Studies
Ethnic Studies Department (Tenure Home)	1	Women's Studies

These appointments are supplemented by one additional base FTEF that Women's Studies is granted annually. This FTEF enables the program to "hire" additional faculty from other departments on an *ad hoc* basis.

There are serious disadvantages to continuing to organize Women's Studies through partial hires (and, when possible, *ad hoc* additional teaching) including:

- a) The permanent second-class status of a program without its own faculty will ensure that gender is permanently marked as a secondary area of academic inquiry and pedagogy. This is especially evident when Women's Studies is compared to Ethnic Studies, which has held departmental status since 1994.
- b) The administrative-intensive work of joint hires is excessively laborious, from the complex joint hiring process to scheduling difficulties to potential problems concerning the "value" of Women's Studies work in terms of a faculty member's candidacy for tenure and/or promotion in his/her home department.
- c) The "doubled" and notoriously heavy service responsibilities of joint appointments are especially challenging for Women's Studies faculty. The National Women's Studies Association (NWSA) summarizes:
Faculty members in Women's Studies experience service obligations that are heavier than normal. Women's Studies faculty are called upon to provide expertise for many other academic units . . . those with joint appointments need to advise students, attend meetings, and serve on committees in two academic units (Statement of the Governing Council of the NWSA, 2000).

Lack of departmental status generates barriers and difficulties for Women's Studies on multiple levels, creating obstacles to its perceived intellectual viability, hindering and complicating its administrative processes, and increasing the workload of its faculty.

4. Departmental status will enable Women's Studies to formulate pedagogical and scholarly principles through the development of RPT standards and processes. Departmental status will hence promote the excellence of Women's Studies and facilitate coherent long-term planning and program assessment.

Because Women's Studies is independent yet unable to support full lines or grant tenure/promotion, it is effectively blocked from engaging in those processes which are critical to an effective educational unit, ie, developing criterion for scholarly and pedagogical excellence (specifically, standards for teaching, research and service). Self-sufficient yet lacking department status, Women's Status cannot exercise the control needed to form a coherent vision of its own future.

Women's Studies is also hindered from developing external goals or engaging in long-range planning or assessment relative to the CLA and/or the university. Whereas departments can envision and create a course of study over time, Women's Studies

cannot similarly plan and coordinate its curriculum and courses. Because all future Goint) hires occur in terms of the plans of other departments, Women's Studies cannot coherently strategize in the long term or develop effective outcomes assessment. It can only "react."

With the status and stability provided by departmental status, long-term planning and effective program assessment would be achievable. Plans for a Women's and Gender Studies Department could, of course, follow either a no/slow-growth or growth model. But the critical element here is that there would be sufficient stability for long-range planning. (See Appendix H: Sample 5 Year Plan for Women's and Gender Studies).

5. Departmental status will empower Women's Studies to more effectively advance the mission of the university, foster diversity, promote interdisciplinary work and provide critical support in STEM areas. Women's Studies can play a unique and central role in Cal Poly's mission. It is singularly positioned to positively address issues of diversity in the curriculum, campus climate, interdisciplinary teaching and learning, and the intersection of gender issues with STEM areas.

The 2007 Cal Poly Mission Statement affirms that a Cal Poly education should be co-curricular where possible and fundamentally connected to diversity, civic engagement, and principles of social responsibility—an educational approach that is reflected in the core of Women's and Gender Studies:

As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.
(<http://www.president.calpoly.edu/mission.asp>)

The Cal Poly Strategic Plan repeatedly states that the educational mission of the university requires that academic programs address gender issues:

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.

(Cal Poly Strategic Plan <http://www.president.calpoly.edu/plans.asp?pid=1>, author's emphasis)

However, despite the consistent and clear emphasis on curricular diversity and student learning in terms of both gender and race/ethnicity, Women's Studies continues to hold programmatic status. (This is notable when compared to Ethnic Studies, a small interdisciplinary program that became a department after only two years of existence, in 1994). Departmental status for Women's Studies will clearly convey that research and teaching addressing gender are also central to the university mission and to student learning, and that gender equity is every bit as important as racial and ethnic diversity.

Gender disparities and the non- or low-rate participation of women (specifically, in STEM fields) remain critical problems at Cal Poly, as is the case at many polytechnic universities. Women's Studies is precisely the academic unit best positioned to encourage the exploration of curricular and intellectual issues involved in creating a welcoming climate and increase participation and retention of women students and faculty, especially in the STEM areas. Departmental status for Women's Studies would grant both the stability and institutional status needed to engage in the development of new (especially STEM-related) courses. Departmental status would enable Women's Studies to envision courses that speak directly to curricular diversity, make hires as appropriate to long-term plans, and create interdisciplinary curricular ventures in which faculty who work on gender (especially) in STEM fields could find collegial and practical support.

Given the increased importance of interdisciplinary teaching, learning and research at Cal Poly, it is also important to note that Women's Studies is intrinsically interdisciplinary. From the Cal Poly Women's Studies Mission Statement (2001):

Women's Studies is an interdisciplinary academic field which focuses on issues of gender, examines the contributions and status of women, and seeks to broaden the academic interrogation of sex roles and gender ideals. It enables students to analyze how gender and sexuality, along with race, class and ethnicity (as well as other markers of identity), shape women's and men's lives (Cal Poly Women's Studies Mission Statement <http://www.calpoly.edu/~womst/>).

Finally, it is worth noting that emphasis on and support for Women's Studies is strongly reflected throughout the CSU system. Of the 23 campuses, all but 3 have Women's Studies (the new campuses of Channel Islands and Monterey Bay are currently developing gender studies curricula and offering classes; only the Maritime Academy has nothing in this area). The majority of CSU Women's Studies units are departments (11). All CSU campuses with Women's Studies have minors (20), the majority (14) have majors. See Appendix I: Women's Studies in the CSU: System Overview.

IV. Institutional Status and Naming Practices for Women's [and Gender] Studies

Since the 1970s, "Women's Studies" has been the most common name for interdisciplinary academic programs that focus on issues of gender. Over the last decade, the titles of many Women's Studies departments have changed to accommodate an expanded range of inquiry, including sexuality issues and issues of maleness and masculinity. Sometimes the title "Women's Studies" is maintained to acknowledge a still-ongoing mission of Women's Studies: to work towards insuring the inclusion of women at every level of inquiry, every level of pedagogy, and at every level of the production of knowledge. On the other hand, increasing use of an expanded title reflects the new areas of growth represented in a dynamic field. In changing from "Women's Studies" to "Women's and Gender Studies" the Cal Poly Women's Studies Faculty Board wishes to both affirm its commitment to the historic goals of access and inclusivity for women, as well as to acknowledge the newer areas of gender and sexuality studies in which its faculty and its students are actively engaged.

Concluding Summary

Women's Studies at Cal Poly is an autonomous unit that, for many intents and purposes, already acts as a department. It offers a wide array of courses, the vast majority of which are General Education and/or USCP and many of which support various majors and minors. Women's Studies serves hundreds of students every year.

Over the last five years, Women's Studies has experienced considerable growth in faculty, in courses offered, and in students served-and now Women's Studies is at a critical juncture. There is no doubt that a Department of Women's and Gender Studies could have an important and extremely productive role at polytechnic university that is committed to excellence, curricular diversity, and progress (especially in areas such as diversity and parity in the STEM disciplines). But the extent to which Women's Studies can fill its vital role in any vision of a progressive polytechnic university now depends on it being given the stability and status needed to make its important contributions. The value of Women's studies to Cal Poly can be significant but only if it is allowed to take a form in which it can set standards for excellence, envision its own future, establish long-range plans, assess itself, and dynamically address critical issues. If Women's Studies is empowered to reach its full potential, it will not only benefit research and teaching in areas related to gender, but it will substantiate and advance the overall mission of the university as a whole.

List of Appendices

- Appendix A: WS Faculty Board
- Appendix B: WS Core Curriculum
- Appendix C: WS GE and USCP Projected Enrollments 07-08
- Appendix D: WS Major and Minor Support Courses
- Appendix E: WS All Faculty
- Appendix F: WS Affiliated Faculty
- Appendix G: WS Minors Growth 2000-2007
- Appendix H: Sample 5 Year Plan for Women's and Gender Studies
- Appendix I: Women's Studies in the CSU: System Overview

Appendix A: Women's Studies Faculty Board

2007-2008 Women's Studies Faculty Board

Last	First	Home Department	E-mail
Armstrong	Mary	English/Women's Studies Director	maarnstr@calpoly.edu
Burn	Shawn	Psychology	sburn@calpoly.edu
Engle	Patrice	Psychology	pengle@calpoly.edu
Fern	Rachel	Philosophy/Women's Studies	rfern@calpoly.edu
Kuhn	Devin	Philosophy/Women's Studies	dkuhn@calpoly.edu
Lehr	Jane	Ethnic Studies/Women's Studies	jlehr@calpoly.edu
O'Bryant	Camille	Kinesiology	cobryant@calpoly.edu
Shea	Christine	Communication Studies	cshea@calpoly.edu
Wetzel	Jean	Art & Design	jwetzel@calpoly.edu
Williams	Jean	Political Science	jemwilli@calpoly.edu

Women's Studies Minor Student Progression Chart

REQUIRED COURSES (20 Units)

WS 301	Introduction to Women's Studies (GE D5, USCP)(4)	4
WS 450	Feminist Theory (USCP)(4)	4

Level A - Select One 4

PSY 314	Psychology of Women (4)
SOC 311	Sociology of Gender (4)
WSIRELS 370	Religion, Gender and Society (GE C4, USCP)(4)

Level B - Select One 4

WS 350	Gender, Race, Science and Technology (GE F, USCP)(4)
WSIHIST 434	American Women's History to 1870 (4)
WSIHIST 435	American Women's History from 1870 (USCP)(4)

Level C - Select One 4

WS 311	Women In Cross Cultural Perspectives (GE D5)(4)
WS 340	Sexuality Studies (GE D5)(4)
WS 401	Seminar in Women's Studies(4)

ELECTIVE COURSES (8 Units) 8

Minors must take 8 units of electives. A list of courses that currently qualify as Women's Studies electives can be found at:
<http://www.calpoly.edu/~womst/courses.htm>

Total Units Needed for Women's Studies Minor 28

This version of the WS Minor was approved for the 2007-2009 curriculum cycle by the Women's Studies Advisory Board

2007-2008 Enrollment Projections

Fall 2007

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 301-02	D5	Yes	4	35	140
WS 340-01	D5	No	4	30	120
WSIES 350-70	F	Yes	4	32	128
WSIRELS 370-70	C4	Yes	4	32	128
WSIRELS 370-71	C4	Yes	4	32	128

Winter 2008

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 311-01	D5	No	4	35	140
WSIES 350-70	F	Yes	4	32	128
WSIRELS 370-70	C4	Yes	4	32	128
WSIRELS 370-71	C4	Yes	4	32	128
WS/HIST 435-70	n/a	Yes	4	30	120

Spring 2008

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 301-01	D5	Yes	4	35	140
WSIES 350-70	F	Yes	4	32	128
WSIRELS 370-70	C4	Yes	4	32	128
WSIRELS 370-71	C4	Yes	4	32	128
WS 450-01	n/a	Yes	4	30	120

TOTAL No. ofGE WS Courses 16

TOTAL No. ofWS Courses 18

TOTAL ENROLLMENT (ALL) 588

TOTAL GE Enrollment 528

Subtotal GE Enrollment by Area

AreaC 192

AreaD 240

AreaF 96

TOTAL usep Enrollment 523

TOTALSCU 2352

Appendix D: Women's Studies ²¹Major and Minor Program Support Courses

Cal Poly Women's Studies

<i>WS Course #/Title</i>	<i>Department</i>	<i>Major Support</i>	<i>Minor Support</i>
WS/ART 316 Woman as Subject and Object in Art History	Art and Design	Core course for the BFA	Elective for Art Minor
WS 450 Feminist Theory	English	Non-literature elective for BA in English*	
WS/ES 350 Gender, Race, Science and Technology	Comparative Ethnic Studies	Required course for the BA in Comparative Ethnic Studies	Elective for the Ethnic Studies Minor
WSIHIST434 American Women's History to 1870	History	Elective for the BA in History**	Elective for the History Minor
WSIHIST435 American Women's History from 1870	History	Elective for the BA in History**	Elective for the History Minor
WS 450 Feminist Theory	Philosophy	Elective for the BA in Philosophy	
WSIRELS 370 Religion, Gender and Society	Philosophy Religious Studies		Required course for the Religious Studies Minor

* Can serve as a non-literature elective for the MA in English

**Can serve as an elective for the MA in History

Elective courses for the Minor in Women's Studies can be taken in 9 departments: Ethnic Studies, English, Kinesiology, Music, Political Science, Psychology and Child Development, Social Sciences, Speech Communication, and Theater.

2007-2008 All Women's Studies Faculty

WS Appointed Faculty					
Last	First	Home Department	E-mail	Core Course	Elective Course
Armstrong	Mary	Women's Studies Director/English	maarmstr@calpoly.edu	WS 301, WS 340, WS 450	ENGL345
Fern	Rachel	Women's Studies/Philosophy	rfern@calpoly.edu	WS 301, WS 450	PHIL 336
Kuhn	Devin	WOTell's Studies/Philosophy	Devin.Kuhn@egu.edu	WSIRELS 370	
Lehr	Jane	Women's Studies/Ethnic Studies	jlehr@vt.edu	WSIES 350	
WS Core Course Faculty					
Last	First	Home Department	E-mail	Core Course	Elective Course
Bum	Shawn	Psychology	sburn@calpoly.edu	W 311	
Cairns	Kathleen	History	kcairns@calpoly.edu	WS/HIST 435	
Engle	Paice	Psychology	pengle@calpoly.edu	WS311	
Helmbrecht	Brenda	English	bhelmbr@calpoly.edu	WS301	ENGL469
King	Laura	Psychology	lking@calpoly.edu	PSY 314	
Mon	Barbara	Social Science	bmonr@calpoly.edu	SOC311	SOC 351
Shea	Christine	Communication Studies	c Shea@calpoly.edu	WS 301, WS 401	COMS421
Williams	Jean	Political Science	jeanwilli@calpoly.edu	W 301	POLS 310
Zulfacar	Mahlia	Ethnic Studies	mzulfaca@calpoly.edu	WS 401	
WSElec Course Faculty					
Last	First	Home Department	E-mail	Core Course	Elective Course
Halisky	Linda	College of Liberal Arts Dean/English	lhalisky@calpoly.edu		ENGL459
Jackson	Lorraine	Communication Studies	ljackson@calpoly.edu		COMS421
Lucas	Nancy	English	nlucas@calpoly.edu		ENGL345
MacCurdy	Carol	English	cmaccurd@calpoly.edu		ENGL349
Malkin	Pamela	Theater and Dance	pmalkin@calpoly.edu		TH 310
McLamore	Alyson	Music	amclamor@calpoly.edu		MU 328
O'Bryant	Camille	Kinesiology	cobryant@calpoly.edu		KI E 323
Rubba	Joanna	English	jrubba@calpoly.edu		ENGL495
Rummell	Kathryn	English	krummell@calpoly.edu		ENGL 449
Schwartz	Deborah	English	dschwartz@calpoly.edu		ENGL439
Trice	Tom	History	ttrice@calpoly.edu		HIST458
Valle	Victor	Ethnic Studies Chair	vvalle@calpoly.edu		ES 300

Cal Poly Women's Studies Affiliated Faculty 2007 - 2008 by College

Last	First	Department	College	Office Ext.	E-mail	Office Location
Doyle	D.O.	City Regional Planning	CAED	6-2285	dgoyle@calpoly.edu	34-236
Alprek	Serna	Industrial & Manufacturing Engineering Chair	CENG	6-5992	salprek@calpoly.edu	26-103A
Chen	Katherine	Material Engineering	NO		kcchen@calpoly.edu	12-107F
Liddicoat	Albert		CENG	6-5217	aliddico@calpoly.edu	20-318
Vakalis	Ignatios	Computer Science	ENG	6-6285	ivakalis@calpoly.edu	14-254
Yu	Helen	Electrical Engineering	NG	6-2441	xyu@calpoly.edu	20-311
Pompa	Rudy	Agribusiness	COA	6-5020	rpompa@calpoly.edu	22-209
Qenani-Petrela	Elvis	Agribusiness	COA	6-5035	eqenani@calpoly.edu	22-301
Demsetz	Elizabeth	Physics	COSAM	6-2448	edemsetz@calpoly.edu	52-D37
Elrod	Susan	Biological Science	COSAM	6-2875	selrod@calpoly.edu	33-379
Fidopiastis	Pal	Biological Science	COSAM	6-2883	pfidopi@calpoly.edu	33-374
Glassmeyer	Sonja	Kinesiology	COSAM	6-2203	sglassme@calpoly.edu	43-373
Hynes-Dusel	Joanne	Kinesiology	OSAM	6-2545	jhynesdu@calpoly.edu	43-453
Malik	Mary	Biological Science	COSAM	6-2788	mmalik@calpoly.edu	33-281
O'Bryant	Camille	Kinesiology	C SAM	6-1787	cobryant@calpoly.edu	43A-367
Oucellene	Michelle	Physics	COSAM		mouellet@calpoly.edu	52-E39
Tomanek	Lars	Biological Science	COSAM	6-2788	ltomanek@calpoly.edu	33-281
Ney	Cheryl	Associate Vice Provost Academic Programs	N/A	6-2246	cney@calpoly.edu	
Allen	Regulus	English	CLA	6-2596	rlallen@calpoly.edu	47-328
Allen	Teresa	Journalism	CLA	6-6068	tallen@calpoly.edu	26-24
Armstrong	Mary	English/Women's Studies Director	CLA		maarmstr@calpoly.edu	47-368
Bain	Alex	English	LA	6-5757	abain@calpoly.edu	47-358
Bennett	Penny	Graphic Communications	CLA	6-2408	pbennet@calpoly.edu	26-208
Burn	Shawn	Psychology & Human Development	CLA	6-2934	sburn@calpoly.edu	

Ca. Poly Women's Studies Affiliated Faculty 2007 – 2008 by College

Last	First	Department	College	Office Ext.	E-mail	Office Location
Cairns	Kathleen	History	CLA	6-2863	kcairns@calpoly.edu	47-25N
Call	Lewis	History	CLA	6-2672	lcall@calpoly.edu	47-25M
Catkin	George	History	eLA	6-2763	gcotkin@calpoly.edu	47-25V
Den Otter	Ron	Political Science	CLA	6-6147	rdenotte@calpoly.edu	47-11R
Engle	Patrice	Psychology & Child Development	CLA	6-2914	pengle@calpoly.edu	47-231
Fagan	Kevin	Modern Languages and Literatures	CLA	6-2750	kfagan@calpoly.edu	47-26B
Fern	Rachel	Philosophy/Women's Studies Program	CLA	6-2330	rferrin@calpoly.edu	47-34R
Firpo	Christina	History	LA	6-2834	cfirpo@calpoly.edu	47-27A
Gillile	David	English	CLA	6-2331	ddgiller@calpoly.edu	47-14H
Halisky	Linda	English	CLA	6-2596	lhalisky@calpoly.edu	47-320
Helmbrecht	Brenda	English	CLA	6-2178	bhelmbre@calpoly.edu	47-36F
Hennessee	David	English	CLA	6-2596	dlhennessy@calpoly.edu	47-37E
Hewitt	Crissa	Art & Design	CLA	6-2046	chewitt@calpoly.edu	34-124
Jipson	Jennifer	Psychology & Child Development	LA	6-2611	jipson@calpoly.edu	47-21B
Jovanovic	Jasna	Psychology & Child Development	CLA	6-2854	jjovanov@calpoly.edu	47-21N
Kecsey	Doug	English	eLA	6-2596	dkeesey@calpoly.edu	47-32D
Kennelly	Brian	Modern Languages and Literatures	CLA	6-2889	bkennell@calpoly.edu	47-28
KinS	Laura	Psychology & Child Development	CLA	6-6131	lking@calpoly.edu	47-21Q
Kuhn	Devin	Philosophy/Women's Studies Program	LA	6-2042	Devin.Kuhn@cgu.edu	
Lehr	Jane	Ethnic Studies/Women's Studies Program	CLA	6-1707	jlehr@calpoly.edu	
Long	Dianne	Political Science	CLA	6-5717	dlong@calpoly.edu	47-14C
Lovaglio	Emilia	Art & Design	CLA	6-2446	elovaglio@calpoly.edu	34-163
Lucas	Nancy	English	CLA	6-2974	nlucas@calpoly.edu	47-341

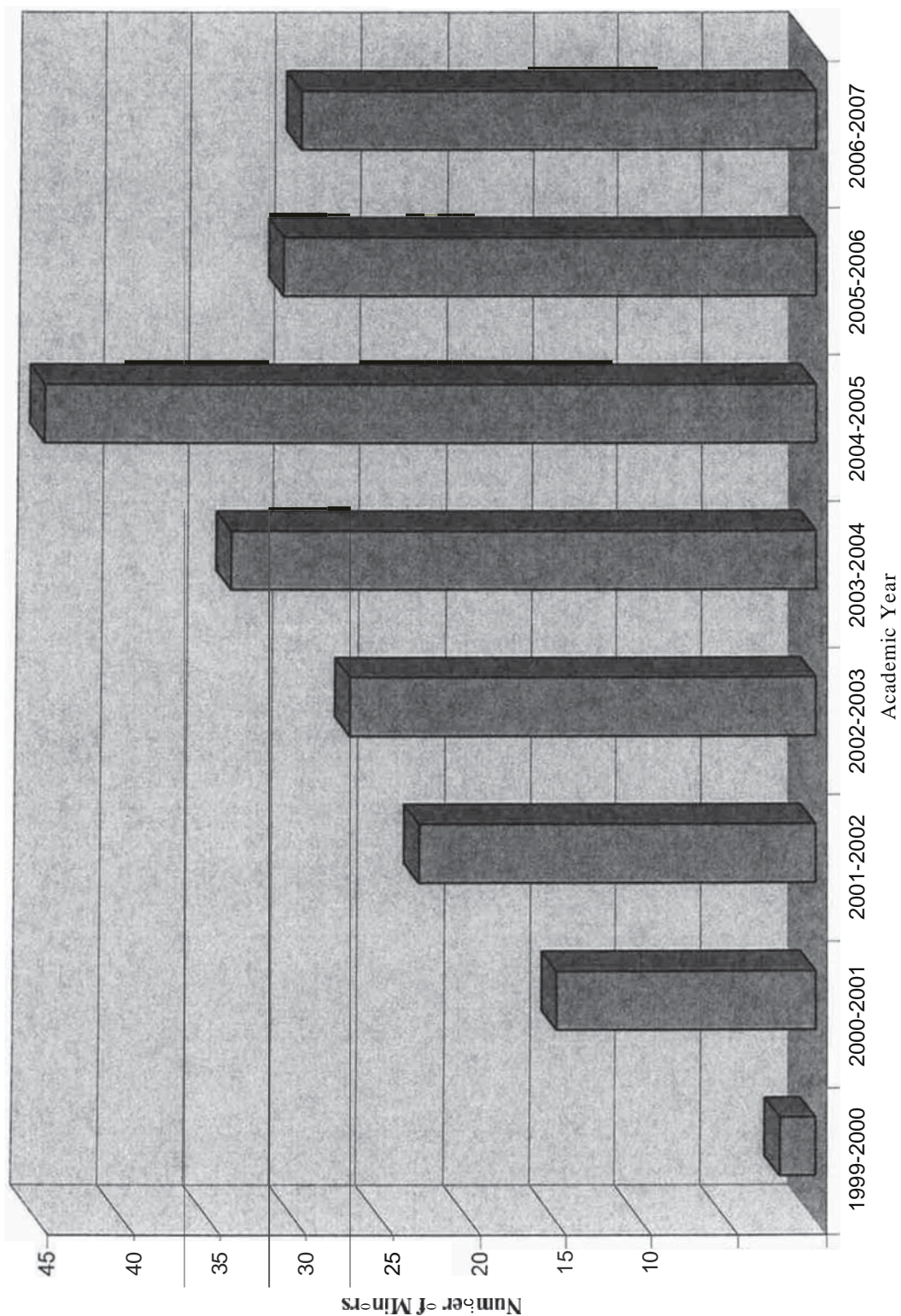
Cal Poly Women's Studies Affiliated Faculty 2007 – 2008 by College

First	Department	College	Office Ext.	E-mail

Appendix F: Women's Studies Affiliated Faculty

<u>MaeCurdy</u>	<u>Carol</u>	English	LA	6-2141	<u>cmaccurd@calpoly.edu</u>	47-26F
<u>Malikin</u>	<u>Pam</u>	<u>Theatre & Dance</u>	LA	6-6701	<u>pmalikin@calpoly.edu</u>	45-103
<u>McLamore</u>	<u>Alyson</u>	<u>Music</u>	CLA	6-2612	<u>amclamor@calpoly.edu</u>	45-132
<u>Mon</u>	<u>Barbara</u>	<u>Social Science</u>	CLA	6-6261	bmon@calpoly.edu	47-130
<u>Morgan</u>	<u>June</u>	<u>Women's Studies Program</u>	CLA	6-6701	<u>jimorgan@quest.edu</u>	34-226
<u>Pedrotti</u>	<u>Jennifer</u>	<u>Psychology & Child Development</u>	LA	6-2644	<u>jpdedrotti@calpoly.edu</u>	47-21C
<u>Perray-Covey</u>	<u>Mamie</u>	English	CLA	6-2143	<u>mperray@calpoly.edu</u>	47-350
<u>Richison</u>	<u>Jeannine</u>	English	CLA	6-2134	<u>jrichiso@calpoly.edu</u>	47-351
<u>Rong</u>	<u>Xiaoying</u>	<u>Graphic Communications</u>	CLA	6-2027	<u>xrong@calpoly.edu</u>	26-209A
<u>Rubba</u>	<u>Johanna</u>	English	LA	6-2184	<u>jrubba@calpoly.edu</u>	47-35E
<u>Rucas</u>	<u>Stacey</u>	<u>Social Science</u>	CLA	6-1374	<u>srucas@calpoly.edu</u>	47-128
<u>Rummell</u>	<u>Kathryn</u>	English	CLA	6-2142	<u>krummell@calpoly.edu</u>	47-32A
<u>Russell</u>	<u>Craig</u>	<u>Music</u>	LA	6-1547	<u>crussell@calpoly.edu</u>	45-121
<u>Schwartz</u>	<u>Debra</u>	English	CLA	6-2636	<u>dschwart@calpoly.edu</u>	47-390
<u>Shea</u>	<u>hnsr:ne</u>	<u>Communication Studies</u>	CLA	6-2909	<u>eshea@Calpoly.edu</u>	47-36F
<u>Swcall</u>	<u>Lisa</u>	<u>Psychology & Child Development</u>	CLA	6-6123	<u>lsweatt@calpoly.edu</u>	47-21A
<u>Teitelbaum</u>	<u>Jeremy</u>	<u>Communication Studies</u>	LA	6-2869	<u>jteitelb@calpoly.edu</u>	47-36Q
<u>Trice</u>	<u>Thomas</u>	History	LA	6-2724	<u>itrice@calpoly.edu</u>	47-25P
<u>alle</u>	<u>VieOr</u>	Ethnic Studies	CLA	6-2827	<u>alle@calpoly.edu</u>	38-138
<u>Velasquez</u>	<u>Gloria</u>	<u>Modern Languages & Literatures</u>	CLA	6-2992	<u>gvelasqu@calpoly.edu</u>	47-260
<u>Waitinas</u>	<u>Calhenn</u>	English	CLA	6-2136	<u>cwaitina@calpoly.edu</u>	47-32E
<u>Wetzel</u>	<u>Jean</u>	<u>Art & Design</u>	CLA	6-1272	<u>jwetzel@calpoly.edu</u>	34-147
<u>Williams</u>	<u>Jean</u>	<u>Political Science Chair</u>	CLA	6-7168	<u>jemwilli@calpoly.edu</u>	47-11F

Appendix G: Women's Studies Minors



-27-

06/7	07/8	08/9	09/10	10/11	11/12
Armstrong (2/3)	Armstrong (2/3)] Admin/Theory		Interdisciplinary LGBT Course Development → Gill Internships in LGBT Politics! Policy? [70K proposal currently under review]		LGBT Studies Minor Or Concentration
Fern (1/3)	Fern (1/3) Philosophy				
	Kuhn (1/3) Religion/Ethics				Development in Liberal Arts continues →
	Lehr (1/3) Gender and STEM Ed		Develop core curriculum for Gender, Science and Tech Minor		
		*Full Line Hire →			Gender, Science, Tech Minor or Concentration
	<u>DEPT STATUS</u>				
	Add Internship model to WS Curriculum		Applied Internship component		
STEM THINK TANK (WS)		→	→		
STEM Curricular Development (WS)		→			
ADVANCE Grant Project (N. Sungar)		→	[NSF Funding Possible]		
					Begin conceptualizing Gender, Global Sustainability → *Full Line Hire.

27 courses

Appendix I: Overview of Women's Studies in the CSU

CSU	Name of Program	Minor	Major	Instructors	Director/Coordinator	Contact Information	Comments	Program/Dent-
Bakersfield	Women and Gender Studies Program	X			Constance Oriski	corliski@csusb.edu		P
Channel Islands	NO. E							n/a
Chico	Women's Studies	X	X		Dr. Susan Place			D
Dominguez Hills	Women's Studies Program	X			Dr. Clare Weber	cweber@uoh.edu		P
East Bay	Women's Studies Program	X			Dr. Patricia Guthrie			P
Fresno	Women's Studies	X	X		Dr. Lorena Kensing	karenlo@csufresno.edu		O
Fullerton	Women's studies	X	X		Renee Bredin	rbredin@millenon.edu		D
Humboldt	Women's Studies Program	X	X		Dr. Kim Berry	khl14@axe.humboldt.edu		P
Long Beach	Women's Studies	X	X		Dr. Ely Blankle	blankley@csusb.edu		O
Los Angeles	Women's and Gender Studies	X						P
Maritime Academy	NONE							W/a
Monterey Bay	W within the human Communication Major	X	X		Unavailable		Offered only as a concentration for the Human Communication Major	
Northridge	Women's Studies	X	X		Dr. Nayerreh Tohdi	nayerreh.tohdi@csun.edu		O
Pomona	Ethnic and Women's Studies Department	X	X		Dr. Patricia de Freitas	patdefreitas@csupomona.edu	Offered only as a concentration for the Gender, Ethnicity, and Multicultural Studies Major	D
Sacramento	Women's Studies	X	X		Dr. Rita Cameron	cameronwedding@csus.edu	• "Special" Major: Special Major Graduate Programs Offered	D
San Bernardino	Women's Studies Program	X			Dr. Aurora Wolfgang	aurora@csusb.edu		P
San Diego	Women's Studies	X	X		Dr. Bonnie Kune Scott	bkscott@mail.sdsu.edu		D
San Francisco	Women's Studies	X	X	X	Dr. Loretta Stec	womS@sfu.edu		D
San Jose	Women's Studies Program	X	X		Dr. Shahin Gerami	sgcs@sjsu.edu		P
San Luis Obispo	Women's Studies Program	X			Dr. Mary Ann Irong	maarmstr@calpoly.edu		P
San Marcos	Women's Studies				Dr. Unda Pershing	Lpershing@csusm.edu		D
Sonoma	Women's and Gender Studies	X	X		Nan Alamilla Boyd	nan.alamilla.boyd@sonoma.edu		D
Stanislaus	Gender Studies Program	X			Dr. Betsy Eudey	Beudey@csuslan.edu		P

Adopted:

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

AS- -07

**RESOLUTION ON
PROPOSAL FOR THE ESTABLISHMENT OF THE
CENTER FOR COASTAL MARINE SCIENCES (CCMS)**

- 1 RESOLVED: That ~~the~~ Academic Senate of Cal Poly endorse the attached proposal for
2 establishment of The **Center for Coastal Marine Sciences (CCMS)**.

Proposed by: Biological Sciences Department and
The College of Science and Mathematics
Date: October 15, 2007



-30-
RECEIVED

CAL POLY

State of California

Memorandum

OCT 15 2007

SAN LUIS OBISPO
CA 93407

ACADEMIC SENATE

To: Bruno Giberti, Chair
Academic Senate

Date: October 10, 2007

From: William W. Durgin 
Provost and Vice President of Academic Affairs

Copies: Susan Opava
Phil Bailey
Mark Moline

Subject: Request for Academic Senate Review of the Proposal
for the Establishment of the Center for Coastal
Marine Sciences (CCMS)

Attached is a copy of a preliminary proposal to establish the Center for Coastal Marine Sciences (CCMS). In accordance with campus policy for the Establishment, Evaluation and Discontinuation of Centers and Institutes, this proposal received conceptual approval by the college deans at their meeting on October 8, 2007. I would now appreciate the Academic Senate's review of this proposal as soon as possible. Simultaneously an *ad hoc* committee, appointed by me, will review organizational and financial aspects of the proposed center. Please feel free to contact Dr. Mark Moline, Biological Sciences Department, author of the proposal, should you have any questions or would like him to make a presentation to the Academic Senate.

Thank you, and if you have any questions, please do not hesitate to contact my office.

Enclosure

Establishment of the Center for Coastal Marine Sciences

Proposal

Mark A. Moline
Professor
Biological Sciences Department
California Polytechnic State University

Mission Statement:

To promote and facilitate basic and applied interdisciplinary studies of coastal marine systems for the purpose of addressing environmental concerns and fostering hands-on student learning through discovery and outreach.

Rationale

More than half the population of the United States lives in coastal counties, which is expected to increase by 25 million people by 2015. More than 180 million people visit the shore for recreation every year. Though a comprehensive monetary value has not been assigned to our coastal economy, it is clear that it contributes significantly to the nation's overall economic activity. Tens of thousands of jobs in fishing, recreation, and tourism depend on healthy, functioning coastal ecosystems. All Americans depend on the oceans and affect the oceans, regardless of where they live. Ocean currents circulate the energy and water that regulate the Earth's climate and weather and, thus, affect every aspect of the human experience. Our very dependence on and use of ocean resources are exposing limits in natural systems once viewed as too vast and inexhaustible to be harmed by human activity.

A recent national survey indicates that the American public has only a superficial awareness of the importance of the ocean to their daily lives, let alone its importance to all life on the planet. The ocean is a source of food and medicine, controls global climate, provides energy, supplies jobs, supports economies, and reveals information about the planet that cannot be gained from any other source. The ocean conceals the highest mountains and deepest canyons on Earth, as well as valuable cultural artifacts. Exploration of the ocean has revealed amazing organisms straight out of science fiction and entire ecosystems previously unknown to humankind. But the extent of what we do not know - what remains undiscovered - sparks the imagination. With so much of the marine environment still unexplored, the ocean can be viewed as the final frontier on Earth. While most people do not recognize the number of benefits the ocean provides, or its potential for further discovery, many do feel a positive connection with it, sensing perhaps that the vitality of the sea is directly related to human survival. This connection can be a powerful tool for increasing awareness of, interest in, and responsible action toward the marine environment, and is critical to building an ocean stewardship ethic, strengthening the nation's science literacy, and creating a new generation of ocean leaders².

Strengthening the nation's awareness of the importance of the oceans requires a heightened focus on the marine environment, through both formal and informal education efforts. Curricula should expose students to ocean issues, preparing the next generation of ocean scientists, managers, educators, and leaders through diverse educational opportunities. In addition, informal education aimed at the entire population is needed to foster lifelong learning².

The proposed Center for Coastal Marine Sciences (CCMS) will address these scientific and learning needs by engaging students and faculty at Cal Poly in dialog, basic/applied research, instruction related to the coastal marine environment, and providing enhanced infrastructure toward these efforts.

The location of Cal Poly on the central coast of California affords a unique opportunity to establish a center for excellence in marine studies. Cal Poly is the only university with a

marine presence for 400 km along one of the most pristine stretches of the coastline between Monterey and Santa Barbara. Cal Poly is the closest university to Point Conception, one of the most important biogeographic ocean boundaries in the eastern Pacific Basin. The central coast of California is an area of intense upwelling and is very productive biologically, stimulating significant research interest from the larger community. It is also an important area on the West Coast for recreation, fisheries, oil development and issues relating to land use, coastal management and larger scale issues of climate change.

As marine science is inherently **interdisciplinary**, the CCMS will pool talent from across Cal Poly to foster collaborative work, promote professional development opportunities for faculty, aid in obtaining external support, augment Cal Poly's instructional programs, and build ties with industry, institutions and the community.

CCMS Functions

Faculty Impact

The CCMS will be dedicated to providing opportunities for the professional development of faculty through basic and applied research and development activities. These will primarily be through sponsored programs from government agencies, commercial companies, non-government organizations and through competition for internal university funds. Faculty members of the CCMS may also be given internal CCMS funds, when available, to stimulate new ideas, take advantage of new opportunities, and support collaborative exchange between faculty through travel and release time (see below).

In an effort to recruit expertise and grow the CCMS, interdepartmental and cross-college cooperation will be facilitated. The current founding member list (below) illustrates this CCMS function. These efforts will include open invitations, seminar exchange between departments/colleges, collaborative projects, inclusion in decision making within the CCMS and co-advising students from various disciplines. The CCMS will also facilitate these collaborative efforts by providing access to the marine environment, infrastructure, new faculty interactions and a continuing array of exciting projects.

The CCMS will be dedicated to dissemination of information to Cal Poly faculty, students, other institutions and the general public. Scientific reports, journal articles, books, and, in most cases, data will be made available over the web or in various publications. Additional efforts will be ongoing to provide information through public talks, professional seminars, and workshops organized by the CCMS. The founding members have been active in sharing findings and contributing to the general knowledge.

Faculty will use involvement in the CCMS as a means to conduct instruction complementary to the campus departments, develop their professional programs and provide service to the departments, colleges and the University. In addition, faculty involvement with CCMS will be interdisciplinary and thus will have cross-cutting impacts. Faculty members of CCMS will also provide mentorship and guidance to

individuals being considered for retention, tenure, and promotion to foster continued development, productivity and personal success. Individual accomplishments and broader impacts will be highlighted in letters provided by the CCMS director in support of retention, tenure, and promotion.

Student Opportunities and Mentorship

One of the central themes of the CCMS is to provide hands-on student learning, as highlighted in the mission statement above. This is a long standing mission of Cal Poly and one the CCMS will promote in the marine sciences. This requires the CCMS to facilitate access for students to the environment, develop infrastructure support, provide basic and advanced equipment as tools to address questions, and develop collaborations within and outside the University to extend the number and diversity of study areas. Coincident with the tangible needs, CCMS will assist departments in providing students with coherent curriculum that builds on previous learning (see below).

At the core of student success will be active mentorship by both the engaged faculty of the CCMS as well as undergraduate and graduate students. The CCMS will develop mechanisms for more inclusive student participation and will provide unique learning environments. This approach will result in a *vested* student interest, affirmation of abilities, identification with role models, exposure to real and viable careers, and practical experience within marine sciences, engineering, and other disciplines across the University.

Many departments at Cal Poly have graduate programs which have the opportunity to take advantage of the CCMS. Graduate students will actively participate in ongoing sponsored research opportunities for their thesis work and benefit from financial support. Faculty and research projects will gain from the continuity that graduate students provide. The interaction of graduate students will also promote student mentoring, departmental exchange and enhance the overall academic environment.

Relationship to Current Organizational Structure

The CCMS will serve a number of functions that are supplementary to departmental and college functions. These include promoting and facilitating research for faculty and students, enhancing the learning experience for students by providing infrastructure and equipment, serve as an information source for the public, and forge partnerships with other institutions and industry that serve the mission of the CCMS. Cal Poly is uniquely located on a pristine area of the California coastline. Without access to the marine environment, the University's academic programs are not able to integrate marine related areas into the curriculum and limit student and faculty learning and research opportunities. While the CCMS will not offer courses, the unit will provide an opportunity for departments to offer marine-related course modules, laboratories and courses. The participation of faculty from different departments will also facilitate possible cross-listed courses, team-taught courses, and GE course offerings.

The existing fiscal restrictions, limited staff and requirements for coordination and administration do not allow for significant investments by departments in specialized

areas. As marine science is inherently interdisciplinary, the CCMS will serve this role for a number of departments and colleges of the University. In addition, an integrative unit is necessary to facilitate departmental and college-level integration across the University, something that may be challenging for individual departments.

The CCMS will provide a vehicle for exciting research opportunities, which will generate funding from external sources and help participating departments. Faculty will require sponsored projects to support release time. This sustained release time through the CCMS should promote additional faculty hiring within participating departments, and increase the disciplinary expertise across campus. External funding will also allow the CCMS to support undergraduate student research/summer internships and graduate student stipends in pursuit of their thesis projects within various departments across the campus.

CCMS Structure

The CCMS will be comprised of participating faculty and staff that conduct research and/or have a shared interest in marine related studies. Membership in the CCMS will require active participation in the functions of the CCMS, such as research, grant writing, student supervision and mentorship, faculty mentorship, curriculum activities, community outreach and industry partnerships. The founding members of the CCMS are listed below with their department affiliation and area of marine-related expertise and interests. This list highlights the integrative nature of the CCMS mission and the diversity of participation across the University.

Founding Faculty Members

Dr. Nikki Adams (BIO)	Invertebrate Development, Physiology, Ecology
Dr. Thomas Bensky (PHYS)	Marine Optics
Dr. Charles Camp (MATH)	Ocean!Atmosphere Interaction!Modeling
Dr. Jennifer Carroll (CHEM)	Marine Natural Products
Dr. Paul Choboter (MATH)	Coastal Ocean Dynamics and Modeling
Dr. Christopher Clark (CSC)	Underwater Vehicle Design and Control
Dr. Pat Fidopiastis (BIO)	Marine Microbiology and Symbiosis
Dr. Elizabeth Griffith (PHYS)	Ocean Currents, Fluid Dynamics
Dr. Chris Kitts (BIO)	Marine Microbiology
Dr. Corinne Lehr (CHEM)	Metal Chemistry
Margot McDonald (ARCH)	Marine Laboratory Design and Architecture
Dr. Mark A. Moline (BIO)	Oceanography, Ecology and Technology Application
Dr. Royden Nakamura (BIO)	Fisheries Science, Aquaculture and Population Genetics
Dr. Lars Tomanek (BIO)	Invertebrate Physiology, Proteomics, Ecology
Dr. Thomas Richards (BIO)	Marine Resources
Dr. Louis Rosenberg (ME)	Robotics, Education
Dr. John Stephens (BIO)	Fisheries Ecology (<i>adjunct appointment</i>)
Dr. Francis Villablanca (BIO)	Vertebrate Genetics, Seabirds, Marine Mammals
Dr. Dean Wendt (BIO)	Invertebrate Physiology, Ecology, Ecosystem Management

The director will serve to coordinate the activities of the CCMS in terms of monitoring grant activity generating funding, developing future plans and direction, facilitating student and faculty mentoring, reporting to the existing academic units when appropriate, running CCMS meetings, supervising CCMS staff members and serving as the primary contact for the CCMS. The membership would make decisions based on consensus agreement. The CCMS would form an advisory board to provide help with CCMS goals, future directions and fund raising efforts. The full proposed structure and bylaws of the CCMS are detailed in Appendix A.

CCMS Facilities and Support

One of the most important components of the CCMS is access to the marine environment. This enables experimental manipulations in the field, equipment testing, environmental monitoring and a staging ground for other activities (i.e. boat launching, diving) for accessing additional sites. In November, 2001, the Unocal Corporation donated a kilometer-long, steel and concrete pier and oceanfront in San Luis Obispo Bay off of Avila Beach, CA to Cal Poly for use in developing a marine science education and research program (**Figure 1**). Soon after, the facility was accepted by the CSU and Cal Poly for use as a marine station and laboratory. The pier facility, the facilities on campus and the program have been developing since then, towards the establishment of the CCMS. The current status of the facilities, activities and the plans for fiscal support are highlighted in the following section.

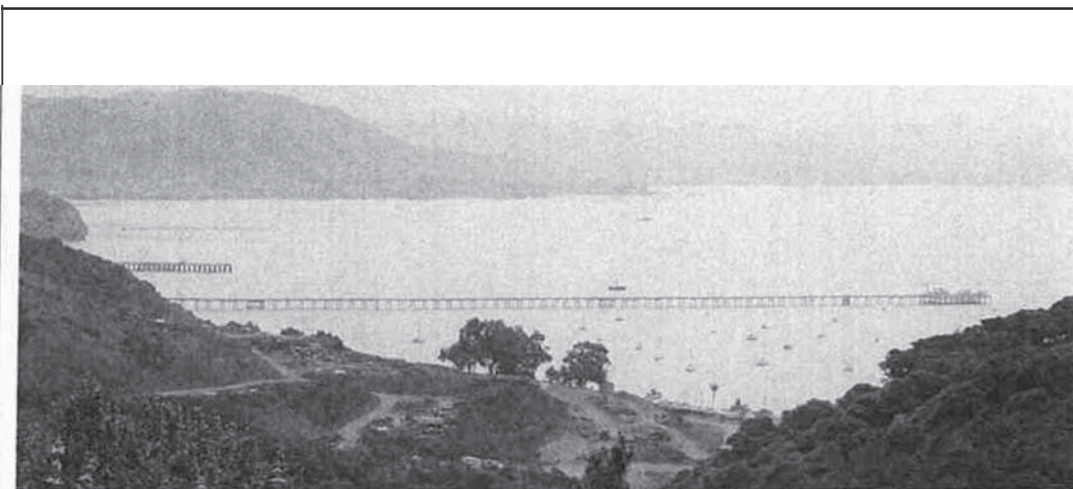


Figure 1. The Cal Poly Center for Marine and Coastal Sciences pier in San Luis Obispo Bay off Avila Beach, CA. The facility was donated in November 2001 and is the center of Marine related activity at Cal Poly.

Current Activities

Development of Facilities and Space

One important component of the CCMS will be to provide faculty and students access to the marine environment as well as computing infrastructure and equipment. The marine

faculty have been working for the past 6 years to acquire and improved off-campus facilities, on-campus facilities, computing infrastructure and equipment resources. Below is a sununary of progress in each ofthese areas, as well as future plans for the growth of facilities and space for the CCMS.

Off-campus Facilities

As referred to above, Cal Poly acquired and is in the process oftransfonning a kilometer-long petroleum transfer pier into a marine facility for the University. This facility is 15 minutes from the main campus and is the only marine facility along the 400 kln coastline from Santa Barbara to Monterey. The marine program acquired two passenger vans, which are used to move students and equipment to and from the facility. The location is extraordinary:

- A pristine rocky intertidal community is at the base ofthe facility with a dense kelp forest extending 200 m offshore.
- The Morro Bay National Estuary is 20 km to the north.
- Point Conception, one ofthe most important oceanographic and biogeographic features in the eastern Pacific, is visible to the south.
- The coastline to the north, extending to the Monterey Bay National Marine Sanctuary, is relatively undeveloped and ideal for the educational and research goals ofthe CCMS.

The facility has two components, the base ofthe pier and the pier itself. The base ofthe pier is a two-acre open bluffand a parking area for vehicles. As the bluffhas restricted access, the adjacent rocky intertidal areas are protected and serve as excellent field sites with a rich and diverse array of flora and fauna, including a harbor seal haul-out. Approximately 200m off-shore, there is a 50 m wide kelp forest that transects the pier and has a resident population of sea otters as well as a subtidal kelp forest community.



Figure 2. The platform at the south end ofthe pier facility where the majority ofthe current activity (i.e. course instruction, research, events, boat operations) occur.

The pier extends 1 km into San Luis Obispo Bay. The structure is 7 m wide with a one-lane road for access to a large platform at the south end of the pier (**Figure 2**). The surface of the road is concrete for the first 300 m for enhanced structural integrity in the surf zone with a galvanized steel-grating surface for the rest of the length. The road transitions into a large 55 m long by 35 m wide platform at the southern end of the pier where the seawater system will be installed. The platform is 10 meters above the water. There are two existing structures on this platform. The largest structure is approximately 2,000 sq. ft., with office space, a small wet laboratory, a machine shop, the electrical room, a storage room, a dive locker, a conference/classroom, a computer facility and restrooms with showers. The second structure, a boathouse and storage area, is currently being removed for installation of a new seawater system (see below).

The total electrical capacity of the facility is 12Kv with multiple 480 volt circuits. The high power design was required to power a moored ship, high capacity pumps, power the multiple banks of stadium-type lighting that exists around the platform, and two new 1-ton capacity hoists. This equipment with the exception of the lighting and two hoists was removed. The existing high capacity power will facilitate the operation of the pump and filtration for the seawater system (see below).

The steel pilings of the pier extend to the bedrock and are filled with concrete, which mushrooms at the base of each piling for added structural integrity. The facility was constructed with a cathodic protection system to prevent corrosion. Before receiving the facility, Cal Poly assessed the state of this system and determined that after 15 years of operation, 80% of the cathodic system is still available. Projecting into the future, the existing system should provide protection without significant maintenance until 2060.

On the west side of the platform is a counterbalanced trap door that opens to a staircase for access to the water and boats. The water access points are two 3 x 6 m platforms that alternate use depending on the tidal water height. Although there is access to the water, the current configuration is not ideal for small boat docking and a replacement system is currently being considered (see below). The facility presently has three day-boats for sampling the offshore water column and accessing the many remote coastal sites. The nearby breakwater provides excellent protection against wave action, which greatly facilitates small boat operations off the pier.

To oversee the pier facility and operations, a pier manager was hired. The manager has been responsible for general operations, maintenance, coordination with Facilities Services on campus (despite being an off-campus facility, Facilities Service is required to administer work performed at the pier), coordination with other state and local agencies for permitting, assist faculty and students on projects, and help develop plans and priorities for future work.

Future plans include a number of improvements to the pier facility. One project that has just been completed is a seawater system of pumps and filters to continuously draw seawater onto the pier facility. This 1000 Umin seawater system covers about a third of

the existing platform and consists of a new concrete foundation, a structure housing the pumps and filtration systems, and room for both indoor and outdoor aquaria for holding marine organisms for display and experimentation. The new system will enable new research opportunities and be a conduit for public outreach. This system is part of the Port San Luis Harbor Districts Master Plan that has been developed in consultation with the pier manager. In addition to the seawater system, plans are being developed for a new boat landing for easy access to the water, improvements to the landing for public access and stability of the bluff area, maintenance to the structure (i.e. painting), and plans for a new building to replace the existing structure which would include new classrooms, offices, laboratory spaces and conference facilities.

Campus Facilities

During the development of the off-campus facility, there have been complementary efforts to acquire and improve campus facilities. Two areas that were being used for storage have been converted into usable space for the program. The first space was an 1000 sq. ft. boat house to the south of building 53. This was cleaned out, renovated and is now serves a number of functions; staging area for equipment going to the pier, equipment testing and calibration, storage and space for research projects. An additional 2,000 sq. ft. space, the second story of building 20, was fully renovated into a laboratory facility with climate control, a recirculating seawater system, a microscope room, computer/conference room, a fonnallaboratory space with a fume hood, a reference material space and an incubator room. This facility is currently used by faculty, staff and students working on sponsored program and undergraduate senior projects.

Computing Facilities

The pier facility has been outfitted with a continuous real-time monitoring capability, measuring changes in physical, biological and chemical parameters below the pier. In addition, a meteorological station measuring wind speed and direction, relative humidity, air temperature, barometric pressure, and rainfall has been installed. These measurements are archived in a data base on a server at the pier. The server is mirrored on campus by a second server via a T1 line. The on-campus mirrored server is connected to a web server that hosts the developing CCMS website (www.marine.calpoly.edu). A portal from these servers to a server in ITS has been established that is linked to the campus mass storage device with 3 Tb of storage capacity dedicated to the program. In addition, a wireless environment has been established at the pier facility that is within the Cal Poly firewall. Future plans include a new high capacity data server on campus and developing improved bandwidth capacity between campus and the pier facility with fiber. This will allow for more advanced remote testing, real-time video streaming and will facilitate more industry collaboration.

Use of Facilities

The renovated on campus facilities have been in constant use since completion in 2004 and have been the center of active research in the Biological and Physical Sciences Departments. The availability of the facility has also supported an active undergraduate summer research, with an average of 10 students participating each year. The primary facility used for the program in terms of numbers has been the pier facility. This

visitation and use can be broken down into a number of categories, such as Cal Poly students, students from other institutions or public K-12 schools, industry, or general public. The numbers of visitors and the impact of those visits have been a positive force for everyone involved and is conveying to the general public our intention to contribute to knowledge of our coastal environment in a serious and effective way for the foreseeable future.

Visitation to the pier began in Spring, 2003. Since then and up until Spring, 2007, the average number of Cal Poly students visiting for classes or student related projects each academic year is 1,200. One hundred and fifty students from other schools visit each year with an additional 400 non-student visitations per year. Cal Poly courses hosted at the facility include;

- Architecture 352, Arch. Design
- Architecture 453, Senior Design Studio
- Biology 114, Plant diversity & Ecology
- Biology 151, Intro to Biology
- Biology 152, Biology of Plants
- Biology 263, Ecology and Evolution
- Biology 328, Marine Biology
- Biology 438, Aquaculture
- Botany 437, Phycology
- ENVE 434 Aquatic Chemistry
- Physical Sci 201, Intro. Oceanography
- SCM 330, Ocean Discovery/Technology
- Zoology 336, Invertebrate Zoology
- Zoology 423, Fisheries Science
- Zoology 425, Parasitology

Major meeting/visitations to the pier facility include;

- Auxiliary Officers Association Research Administration Committee
- Biology Graduate Student Welcome
- Cal Poly Facilities Staff Tour
- Cal Poly Facilities Trades Group
- Cal Poly Foundation Administrators meeting
- Cal Poly Police Department Supervisors meeting
- Cal Poly Week of Welcome
- Cal Poly Parents Weekend tours
- Cal Poly Open House
- California Regional Water Quality Control Board meeting
- Central Coast Science Project (teachers) tour
- County Parks Junior Lifeguard program tours
- Environmental Biotechnology Institute and Unocal representatives' tour
- Executive Dean's Group
- Morro Bay EBM Science Team meeting
- Morro Bay National History Museum Docents tour
- Multiple candidate tours for Biological Sciences and Provost

President's Cabinet Partners Program
San Luis Obispo County Park Jr. Lifeguards tours
Tri Beta pier tour
U.S. Representative Lois Capps

Research Activity

The founding CCMS faculty have developed an active research program with a significant number of ongoing research projects that are using the existing facilities and offering opportunities for student engagement. These projects range across disciplines and sub-disciplines within marine science, some of which are highlighted on the CCMS website (<http://www.marine.calpoly.edu/researchprograms/>). One internal requirement of the CCMS research, which applies to all current projects, is that research is planned, proposed and conducted with active student participation in mind. Having primarily undergraduate students engaged during all phases of research is unique to the CCMS and provides an opportunity for leadership in the marine science community.

Institutional and Industry Collaboration

The active marine research programs have attracted the attention of academic institutions, government agencies and industry at a local, state, national and international level. These programs, the uniqueness of our facilities, the location along the California coastline and most importantly, our focus on undergraduates have lead to strong active collaborations. The number and diversity of these collaborators listed below, illustrate the need, viability and potential of the CCMS.

Aethon, Inc.
Aanderaa Data Instruments
Bigelow Institute of Oceanography
Bodega Marine Laboratory
Bureau of Land Management
California Fish and Game
California Maritime Academy
California Regional Water Quality Control Board
California State Parks
California State University Channel Islands
California State University East Bay
California State University Fullerton
California State University Long Beach
California State University Los Angeles
California State University Monterey Bay
California State University Northridge
California State Polytechnic University, Pomona
California State University San Marcos
City of Morro Bay
CNRS Villefranche
Continental Control, Inc.
Cuesta College

Desert Research Institute
Florida Environmental Research Institute
Hopkins Marine Station
Humboldt State University
Hydroid, Inc.
Mineral Management Service
Monterey Bay Aquarium Research Institute
Morro Bay Harbor District
Morro Bay National Estuary Program
Moss Landing Marine Laboratories
Mote Marine Laboratory
NASA, Jet Propulsion Laboratory
Naval Postgraduate School
Naval Research Laboratory, Stennis
Naval Research Laboratory, Washington D.C.
Old Dominion University
Oregon Health & Science University
Oregon State University
Pacific Gas and Electric Company
Pacific Northwest National Laboratory
Port San Luis Harbor District
Reson, Inc.
Rutgers University
San Diego State University
San Francisco State University
San Jose State University
San Luis Obispo County School District
Satlantic, Inc.
Scripps Institution of Oceanography
SeaBird, Inc.
SeaBotix, Inc.
Sonoma State University
Tenera Environmental, Inc.
U.S. Coast Guard
U.S. Fish and Wildlife Service
U.S. Geological Survey
UCDavis
UC Irvine
UC Los Angeles
UC Reserve System, Cambria
UC Reserve System, Santa Cruz Is.
UC San Diego
UC Santa Barbara
University of Arizona
University of Florida, Gainesville
University of Hawaii

University of Illinois
University of Maine
University of Massachusetts
University of New Hampshire
University of Oslo
University of Southern California
University of Southern Mississippi
University of Southampton
University of Trondheim
University of Tromsø
University of Washington
Unocal Corporation
Virginia Institute of Marine Science
WetLabs, Inc.
Woods Hole Oceanographic Institution
World Wildlife Fund

Support

Since 1998, Cal Poly's Marine program has grown in terms of the number of faculty, graduating students, science publications and the amount of funding received (Table 1). Current support of the Marine activities has been primarily through sponsored programs with steady growth in new projects and funding levels. Unocal also provided \$500,000 of initial operating funds in 2002 and a \$3 million endowment, from which interest income is used for general pier maintenance.

Table 1. History of marine related efforts at Cal Poly since 1998.

Year	Faculty	Peer-reviewed Publications	Grant Awards	Grant Funding	Undergraduate Students	Graduate Students
2006	10	12	6	\$4,341,226	60	9
2005	7	15	6	\$4,085,384	60	7
2004	5	9	8	\$1,595,282	54	4
2003	4	7	12	\$641,095	47	2
2002	3	3	18	\$1,396,994	27	2
2001	2	6	7	\$409,499	25	4
2000	2	10	5	\$403,336	16	2
1999	2	1	4	\$263,672	11	1
1998	2	4	1	\$19,204	15	1
Totals		67	65	\$13,125,692	255	32

As evident from the externally sponsored research funding in Table 1, the faculty members are highly motivated and have demonstrated to the federal and state agencies and to private foundations that the CCMP is a viable unit to conduct high quality work. As indicated above, grant funding provides release time and summer salary for faculty, salaries for 6 full-time Cal Poly Corporation employees, and salaries for graduate and undergraduate students. Grants also fund some of the operations and purchase and maintenance of equipment. Below is a listing of sources of external sponsored research programs.

Federal

Department of Energy
Environmental Protection Agency
National Aeronautics and Space Administration
National Oceanic and Atmospheric Administration
National Science Foundation
Office of Naval Research

State

California Department of Health
California Ocean Protection Council
California Regional Water Quality Control Board (Region 3)
California Sea Grant
California State Coastal Conservancy

Non-Government Organizations

David and Lucile Packard Foundation
Resources Legacy Foundation Fund
World Wildlife Fund

Industry

Pacific Gas and Electric Company
Chevron (Unocal) Corporation

Individuals

Beverly B. Hardy
Robert A. Larsen
Paul A. Dubsky
Cynthia and Gregory Eisen
Rodney Grieve
Kelley A. Lounsbury

Fiscal Sustainability

Fiscal sustainability of the CCMS requires sufficient consistent funds for maintenance of the facilities, funding of faculty research programs, staff support and capital outlays for advancing the program. As demonstrated, individual donations and sponsored projects have been secured and will be continually sought to provide the program development and operations. Sponsored projects have also generated significant recovered indirect costs, which have also been used for program development and sustainability. The seawater system that was recently completed cost \$1.8 million, none of which was supported by the University per se, illustrating that the CCMS can conduct large capital projects.

As with any entity, the program must be adaptable to changing financial conditions. Given the current track record of funding it is likely that funding can be sustained at some

level by the participating faculty. Good forward planning can place the CCMS in a strong position to continue the activities of the CCMS during fiscally challenging times. Enhancement of the current endowment by solicitation of donations by industry and individuals is an ongoing effort, which would help in times of low sponsored program funding. As the marine environment captures the imagination of the general public, fund raising events could also supplement the effort, although these have not been thoroughly explored.

The current activities demonstrate a strong commitment to the development and growth of the CCMS. The CCMS **will** provide unique opportunities across campus to faculty and students interested in the interdisciplinary field of marine science. The Center will enhance the academic setting of the University, foster collaborations on campus and across the nation, and generate new and exciting discoveries into the dynamics of the marine environment and the influence of human interactions.

References

- 1 America's Living Oceans: Charting a Course for Sea Change. Pew Oceans Commission. June, 2003.
- 2 An Ocean Blueprint for the 21st Century. U.S. Commission on Ocean Policy. September, 2004.

APPENDIX A
BYLAWS OF THE
CENTER FOR COASTAL MARINE SCIENCES
California Polytechnic State University, San Luis Obispo

These bylaws are applicable within the authorization established by the Board of Trustees of the California State University and the California Polytechnic State University, San Luis Obispo.

ARTICLE I - NAME

The name of this organization shall be the CENTER FOR COASTAL MARINE SCIENCES, referred to in these bylaws as the Center.

ARTICLE II - PURPOSE AND POLICIES

Section 1 - Purpose

The primary purpose of the CENTER FOR COASTAL MARINE SCIENCES will be to promote and facilitate basic and applied interdisciplinary studies of coastal marine systems for the purpose of addressing environmental concerns and fostering hands-on student learning through discovery and outreach. The Center will foster interaction within the University, with other Institutional partners and industry, consistent with the overall goals of California Polytechnic State University, San Luis Obispo.

The CENTER FOR COASTAL MARINE SCIENCES will serve as a vehicle for securing industrial sponsorship and support to sustain marine-oriented projects at the Center.

The CENTER FOR COASTAL MARINE SCIENCES will be financed by grants, contracts, and revenue generated by Center activities.

Section 2 - Policies

The policies of this Center shall be in harmony with the policies of The California State University, the California Polytechnic State University, San Luis Obispo ("University"), and the California Polytechnic State University Corporation ("Corporation").

ARTICLE III - PARTICIPANTS

Section 1 - Participants

Participants may be faculty, staff, and students of the University or Corporation, and affiliated researchers, consultants, industry representatives, association representatives, and others interested in the Center.

a-Faculty

Faculty participants are persons appointed by the University to faculty rank and participating in the activities of the Center.

b – Staff

Staff participants are persons employed by the University or Corporation and participating in the activities of the Center.

c - Students

Student participants are persons engaged in study at the University on either a full-time or part-time basis and participating in the activities of the Center.

d - Affiliated Researchers

Affiliated researchers are faculty or other persons from outside the University who carry out or collaborate on research and/or other projects under the auspices of the Center.

e – Industry Representatives

Industry representatives are persons actively engaged in the oceanography as practitioners, vendors, or industry advocates.

f - Association Representatives

Association representatives are persons affiliated with a professional or trade association! organization representing Center interests and activities.

Section 2 - Approval to Participate

All interested faculty, staff, and students of the University or Corporation, and interested parties outside of the University, are eligible to participate in the Center upon approval by the Executive Committee and the Director. Any faculty, staff, student, or outside participant may recommend individuals for participation in the Center. Such recommendations shall be made to the Director.

Section 3 - Terms and Conditions

Terms and conditions of participation shall be determined by the Director, in consultation with the Executive Committee.

Section 4 - Role of Participants

Participants are encouraged to be actively engaged in the activities of the Center. They may propose programs to be implemented by the Center. If approved, these programs will receive Center support as necessary and possible. Participants will have priority consideration in Center activities and interaction with industry.

Participants are expected to support the programs of the Center and assist the Director in program development.

ARTICLE IV - ADMINISTRATION

Section 1 - Administration

The Center administration shall include a Director, Executive Committee, and External Advisory Board.

Section 2 - Director

The Center will be administered by a Director, appointed by the Dean of the College of Science and Mathematics. The term of appointment is three (3) years. The appointment may be renewed at the discretion of the Dean of the College of Science and Mathematics.

The Director may be an active Cal Poly faculty or staff member or may be hired from outside the University on a contract basis. A faculty/staff Director will serve on a released time or added compensation basis. The amount of time will vary from quarter to quarter and will depend on available funds and anticipated work load for the particular quarter. The Director will report to the Dean of the College of Science and Mathematics.

The Director shall submit an annual report following each academic year to the Provost and Vice President for Academic Affairs, appropriate college deans, and the Dean of Research and Graduate Programs. The report shall include a summary of the year's activities and a financial report, as well as information on scholarly publications and technical reports, students supported by the Center, theses and senior projects completed under the auspices of the Center, honors and awards to faculty and students, and any other noteworthy achievements.

Section 3 - Executive Committee

The Executive Committee shall consist of five to seven members, including the Director and the Dean of the College of Science and Mathematics. The balance shall consist of active faculty participants. Recommendations for faculty participation will be made by the Director directly to the Dean of the College of Science and Mathematics.

The Executive Committee shall be responsible for: a) approving candidates for Center participation; b) recommending members of the External Advisory Board; c) recommending Center programs and activities; d) developing operating guidelines to implement Center programs and activities; and e) advising the Director on matters of general policy and operations.

ARTICLE V - EXTERNAL ADVISORY BOARD

Section 1 – Membership

External Advisory Board ("Board") members are those persons recommended by the Executive Committee and appointed by the Dean to serve in an advisory capacity to the Center.

The Board shall be composed of a minimum of three (3) members representing a spectrum of expertise and background associated with Marine Sciences.

The Board will be appointed by the Dean. Initial appointments of from one to three years may be used to stagger Board membership terms. Thereafter, terms will be three years.

Section 2 – Powers and Duties

The Board shall provide advice and comment on Center programs, shall engage in public relations and support activities for Center programs, and shall provide overall guidance and direction to the Center, and to the Dean, as appropriate.

Section 3 – Meetings

The Board will meet at least once a year to review Center programs and to provide general direction to the Center. The Board may elect to meet for special purposes at any other time upon agreement of a majority of Board members.

Section 4 – Number Constituting a Quorum

A majority of Board members shall constitute a quorum.

ARTICLE VI – FISCAL POLICIES

Section 1 – Fiscal Year

The fiscal year shall correspond to that of the Corporation.

Section 2 – Accounts and Audit

The books and accounts of the Center shall be kept by the Corporation and shall be audited annually in accordance with Corporation policies.

Section 3 - Funding

Funding for the Center shall come from private or governmental grants and contracts, gifts, and fees from Center-generated short courses, conferences, and Center-generated publications.

Section 4 - Dissolution

In the event the Center is dissolved, any assets remaining after payment of all debts and liabilities shall be distributed to the Corporation in trust for College of Science and Mathematics. If debts and liabilities exceed assets, the College of Science and Mathematics will be responsible for said debts and liabilities.

ARTICLE VII - AMENDMENTS

The bylaws may be amended by a majority vote of the Executive Committee with the approval of the Dean of the College of Science and Mathematics and the Dean of Research and Graduate Programs. Any participant in the Center may propose amendments to the bylaws.