



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE

Tuesday, April 28 2009

38-114, 3:10 to 5:00pm

- I. Minutes:  
**Approval of Executive Committee minutes for meeting of April 7 2009** (pp 3-4).
- 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:
- V. Business Item(s):
  - A. **Resolution on Revision to *Fairness Board Description and Procedures*:**  
Baltimore, chair of Fairness Board (p 5).
  - B. **Resolution on Making Excellence Inclusive at Cal Poly:** Executive Committee  
(p 6).
  - C. **Resolution on Archiving Senior Projects:** Phillips, chair of the Instruction  
Committee (p 7).  
**Resolution on Cal Poly Statement on Community:** Executive Committee, (pp 8-9).
  - D. **Resolution on Campus Administrative Policies Section 523:** Executive  
Committee (pp 10-27).
  - E. **Resolution on Proposal to Establish CAFES Center for Sustainability:**  
CAFES (pp 28-45).
  - F. **Approval of caucus-elected academic senators:** please bring these names to  
the meeting.
  - G. **Receipt of caucus chair names for 2009-2010:** please bring these names to the  
meeting.
  - H. **Appointments to Academic Senate committees for 2009-2010:** (pp 46-53).
  - I. **Appointments to University committees for 2009-2010:** (pp 54-58).
  - J. **Recommendations to General Education committees for 2009-2010:**  
(pp 59-63).
  - K. **Election of nominees to the Post Promotion Increase Appeals Committee:**  
(p 64).

Continued on page 2

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, April 28 2009**

- VI. Discussion Item(s):
  - A. **Topic for Senate's fall retreat 2009.**
  - B. **Excusable reasons for missing class:** Phillips, chair of the Instruction Committee (pp 65-66).
  - C. **Caucus discussions regarding the budget deficit**
- VII. Adjournment

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

**MINUTES OF**  
**The Executive Committee of the Academic Senate**  
**Tuesday, April 7, 2009**  
**01-409, 3:10 to 5:00 p.m.**

- I. Minutes: The minutes for the February 17, 2009 meeting were approved.
- II. Communications and Announcements: none.
- III. Regular Reports:
  - A. Academic Senate Chair: none.
  - B. President's Office: Dan Howard-Greene provided a status update on the college based fee initiative. Chancellor Reed has requested that campus presidents defer action on campus fees until there is greater clarity about the overall state budget and its implications for the CSU in 2009-10. President Baker has therefore temporarily deferred any decision about when or how to go forward with increases in Cal Poly's college based fees.
  - C. Provost: Koob reported that the failure to resolve the college-based fees issue requires the University to deal with considerable uncertainty. The reported declining revenues to the state and no pre-knowledge of how the CSU Trustees might respond *Vis a Vis* the State University Fee make planning difficult. Administration has prepared estimates of the best and worst case scenarios based on questionable assumptions and will share them if requested. The commitment to make sure students have access to the courses they need for graduation remains a top priority.
  - D. Statewide Senate: LoCascio reported that 15 resolutions were presented at the March 18-20 meeting. In addition, Barry Pasternack and Hank Reichman were recommended to the governor for consideration for the Faculty Board of Trustee member position. Foroohar announced the approval of the following resolutions: Resolution in Support for Campus Process for Votes of No Confidence, Resolution on Opposing Restriction on Academic Exchanges with Cuba, and a Resolution in Opposition of Prop 8.
  - E. CFA Campus President: Saenz reported that the budget situation might, more exactly, be described as being in freefall. Polls show that the propositions are in trouble, and an additional shortfall in revenue is expected with the May Revise. CFA opposes Proposition 1A (while the CSU Board of Trustees has endorsed it). CFA feels that the spending cap in 1A locks in the cuts that the CSU has suffered in recent years with no provision for catch up. CFA is supporting the bill in the legislature to institute an oil severance tax; this money would fund an endowment for higher education in California. California is the only oil producing state without an oil severance tax.
  - F. ASI Representative: Kramer announced that student leaders are researching different ideas and ways to save the CSU. The Pride Center has moved into the University Union. The Green Initiative Fund has put together a proposal for funds, which will be submitted to the Cal Poly Plan Committee for review.
  - G. Caucus Chairs: none.
  - H. Other: none.

- IV. Consent Agenda: none.
- V. Business Item(s):
- A. Approval of caucus-elected academic senators: The following was approved:  
College of Business – Mike Geringer, Management, interim senator for spring 2009
  - B. Approval of caucus chairs for 2009-2010: The following were approved:  
College of Architecture and Environmental Design – Ed Saliklis, Architecture Engineering  
College of Agriculture, Food, and Environmental Sciences – Dave Hannings, Horticulture and Crop Science  
College of Engineering – Sam Agbo, Electrical Engineering
  - C. Approval of Academic Senate Calendar of Meetings for 2009-2010: The 2009-2010 Academic Senate Calendar of Meetings was approved as presented.
  - D. Resolution in Recognition and Support of Faculty Service in Governance (Faculty Affairs Committee): Foroohar presented this resolution, which encourages faculty to participate in shared governance, reinstates the value of shared governance in the RTP process, and asks the administration to provide active and material support. M/S/P to agendize resolution.
  - E. Resolution on Campus Administrative Policies Section 523 (Faculty Affairs Committee): Foroohar presented this resolution, which requests the endorsement of Section 523 of the Cal Poly Campus Administrative Policies. This resolution was returned to the Faculty Affairs Committee for further review.
  - F. Resolution on Revision to Fairness Board Description and Procedures: Due to lack of time, this item was not addressed.
  - G. Resolution on Making Excellence Inclusive at Cal Poly: Due to lack of time, this item was not addressed.
  - H. Appointment to Academic Senate committees for 2009-2010: The following were approved: Due to lack of time, this item was not addressed.
  - I. Appointments to University committees for 2009-2010: The following was approved:  
Inclusive Excellence Council                      John Orij, History
  - J. Nominations for Cal Poly Corporation Board of Directors: The following was nominated:  
Bill Kellogg, Agricultural Education and Communication Department
- VI. Discussion Item(s):
- A. Filling vacancies on the Academic Senate and Senate/campus committees: Due to lack of time, this item was not discussed.

The meeting was adjourned at 5:30 p.m.

Submitted by

*Gladys Gregory*  
Gladys Gregory  
Academic Senate



Adopted:

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

**AS-\_\_-09**

**RESOLUTION ON REVISION TO  
*FAIRNESS BOARD DESCRIPTION AND PROCEDURES***

WHEREAS, The service culture of the University is best served by a committee structure that is compact and robust; and

WHEREAS, To recognize the Fairness Board consists of a spectrum of University constituents who volunteer their time and resource to provide a service to the grievant (student); and

WHEREAS, The Fairness Board has well-defined procedures for handling student grievances; and

WHEREAS, The student grievant, her/himself, has a responsibility to the process; therefore, be it

RESOLVED: That the following addition to the *Fairness Board Description and Procedures* be approved by the Academic Senate:

“Procedures”:

A.9.E: In the event the student grievant fails to appear at the scheduled hearing, the Board may dismiss the case;

and be it further

RESOLVED: That the revision to the *Fairness Board Description and Procedures* be forwarded to the President for inclusion in “Campus Administrative Policies.”

Proposed by: Academic Senate Fairness Board  
Date: February 28, 2009

Adopted:

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

**AS- \_\_\_\_-09**

**RESOLUTION ON  
MAKING EXCELLENCE INCLUSIVE AT CAL POLY**

**BACKGROUND:** The Making Excellence Inclusive initiative is designed to help colleges and universities fully integrate their diversity and educational quality efforts and embed them into the core of academic mission and institutional functioning. Through this initiative, the Association of American Colleges & Universities (AAC&U) re-envisions diversity and inclusion as a multi-layered process through which we achieve excellence in learning; research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more. (AAC&U Initiative overview)

1   WHEREAS: The Academic Senate has a 30-plus year history of espousing the principles of  
2           Making Excellence Inclusive as a learning-community imperative – most recently  
3           in the Senate’s Fall ’08 retreat and (AS-663-08) *Resolution on Diversity Learning*  
4           *Objectives*; and  
5

6   WHEREAS: “Build an Inclusive Community” is one of seven goals of the Cal Poly Strategic  
7           Plan; and  
8

9   WHEREAS: A learning environment that supports attention to diversity is a standard of  
10          accreditation as promulgated by the Western Association of Schools and Colleges;  
11          and  
12

13   WHEREAS: The Academic Senate has affirmed the academic value of diversity (AS-505-98);  
14          therefore be it  
15

16   RESOLVED: That the Academic Senate support Making Excellence Inclusive as a goal and  
17          organizing principle of the Cal Poly learning community; and, be it further  
18

19   RESOLVED: That resources for the professional development of faculty in Making Excellence  
20          Inclusive be established, sustained, and identified by The University, colleges and  
21          other instructionally-related entities as part of their inventory of efforts to promote  
22          Inclusive Excellence; and, be it further  
23

24   RESOLVED: That faculty efforts in Making Excellence Inclusive be recognized as a substantive  
25          component of service in the Retention, Promotion, and Tenure evaluation process.

Proposed by: The Academic Senate Executive Committee  
Date: March 25, 2009

Adopted:

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

AS- \_\_\_\_ -09

**RESOLUTION ON  
ARCHIVING SENIOR PROJECTS**

- 1 WHEREAS, Each academic department determines the standards for the successful completion  
2 of senior projects, including style guides; and  
3
- 4 WHEREAS, Each academic department determines whether or not to archive senior projects in  
5 the Kennedy Library; and  
6
- 7 WHEREAS, The Kennedy Library provides guidelines for formatting and archiving senior  
8 projects; and  
9
- 10 WHEREAS, In order to ensure faculty and students are aware of departmental and library  
11 policies governing the submission and archiving of senior projects; therefore be it  
12
- 13 RESOLVED: That all academic departments make available to their students in writing all  
14 policies and procedures relevant to archiving senior projects; and be it further  
15
- 16 RESOLVED: That all policies and procedures conform to current Kennedy Library archiving  
17 requirements; and be it further  
18
- 19 RESOLVED: All departmental policies and procedures for archiving senior projects conform to  
20 University policies regarding Intellectual Property Rights; and be it further  
21
- 22 RESOLVED: That these policies be made available in writing to all students in each department  
23 by winter quarter 2011.

Proposed by: Academic Senate Instruction Committee  
Date: April 5, 2009

Adopted:

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

**AS-\_\_\_\_-09**

**RESOLUTION ON  
THE CAL POLY STATEMENT ON COMMITMENT TO COMMUNITY**

**BACKGROUND:** The Committee on University Citizenship (CUCIT) is a university-wide standing committee charged with exploring issues and making policy recommendations related to the preservation and ongoing development of a vital, effective tradition of university citizenship at Cal Poly. The Committee explores and makes recommendations on strategies designed to foster and expand:

- engaged, civil and mutually respectful classroom and other educational environments;
- a tradition of confident, effective and civil public campus discourse that prepares students for active civic engagement and leadership roles;
- a greater awareness of factors that lead to hostile campus work environments and strategies for further promoting campus work environments that are free from harassment and characterized by mutual respect and support, and;
- the civic engagement of students, faculty and staff beyond the University —and for strengthening Cal Poly's role as a good institutional citizen in regional, state, national and international contexts.

(Distilled from - <http://www.president.calpoly.edu/committees/CUCIT.pdf>)

- 1   RESOLVED: That the Academic Senate accepts and endorses the Cal Poly Statement on  
2                   Commitment to Community; and, be it further  
3  
4   RESOLVED: That the Academic Senate work with its university's administration in developing  
5                   plans and strategies to operationalize the goals of The Cal Poly Statement on  
6                   Commitment to Community.

Proposed by: The Academic Senate Executive Committee  
Date: April 21, 2009



### **Cal Poly Statement on Commitment to Community**

The Cal Poly community values a broad and diverse campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, engagement, integrity and social responsibility.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote diversity and social justice by acting against intolerance, hate and discrimination

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

*Committee on University Citizenship*  
*March 30, 2009*

Adopted:

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

**AS- \_\_\_\_-09**

**RESOLUTION ON  
CAMPUS ADMINISTRATIVE POLICIES SECTION 523**

1 WHEREAS, The Academic Senate Faculty Affairs Committee has reviewed §523 (Faculty  
2 Personnel Actions) of the Cal Poly Campus Administrative Policies (CAP);  
3 therefore be it  
4

5 RESOLVED: That the Academic Senate of Cal Poly acknowledge and appreciate the work of  
6 the Academic Senate Faculty Affairs Committee by endorsing §523 (Faculty  
7 Personnel Actions) of the Cal Poly Campus Administrative Policies (CAP); and be  
8 it further  
9

10 RESOLVED: That the Academic Senate affirm the Memorandum of Understanding (collective  
11 bargaining agreement for faculty employees) between The California State  
12 University (CSU) and Unit 3 Faculty as the embodiment of controlling terms and  
13 conditions that resolve ambiguity and/or govern conflict in the application of §523  
14 in faculty personnel actions.

Proposed by: Academic Senate Executive Committee  
Date: March 26 2009  
Revised: April 21, 2009

**523 FACULTY PERSONNEL ACTIONS****523.1 Performance review: retention, promotion, and tenure****A. Performance evaluation procedures**

1. Evaluations shall be conducted in accordance with Article 15 of the Memorandum of Understanding (MOU) [the collective bargaining agreement for faculty employees between The California State University and Unit 3 Faculty] and Title 5 of the California Code of Regulations.
2. Each college or other academic unit shall develop a written statement of procedures and criteria for each type of personnel action. (In this section, the use of the word "college" includes other academic units such as the library, intercollegiate athletics, and Counseling Services covered under the MOU.) Departments (In this section, use of the word "department" includes equivalent units such as area) desiring to develop statements to serve as addenda to the college statement may do so. Full-time probationary and full-time tenured faculty may participate in the development and/or subsequent amendment of these procedures and criteria. College and department statements are subject to review and approval by the college dean and the Provost/Vice President for Academic Affairs. In the event a policy or procedure in a college or department statement is in conflict with a provision of the MOU, the provision in the MOU shall prevail.
3. Timetables for evaluations shall be published annually and shall be developed in consultation with the Academic Senate.
4. A faculty employee subject to performance or periodic review has the primary responsibility for collecting and presenting evidence of their accomplishments to those charged with the responsibility of reviewing and evaluating faculty employees. Applicants should seek advice and guidance from their department chair (in this section, the use of the words "department chair" also includes department head) and dean to understand how criteria and standards are applied.
5. Evaluators will provide their written evaluation and recommendation to the faculty employee at least ten days before transmitting the evaluation to the next level of review.
6. Personnel Action File (PAF)

The PAF is the official permanent employment record of a faculty employee and resides in the office of the college dean.

7. The Working Personnel Action File (WPAF)

The WPAF is initiated by the applicant to support consideration for a performance review for retention, promotion, tenure, or periodic review. The WPAF for tenure or tenure/promotion includes the entire employment period at Cal Poly. The WPAF for promotion shall emphasize the period since the last promotion at Cal Poly or appointment to the current rank. The Provost establishes a specific deadline by which the WPAF is declared complete for each type of personnel action. Insertion of materials after that date must have the approval of the college peer review committee (PRC) and is limited to items that became accessible after the deadline. The table of contents or index should be updated to reflect any material added to the file during the course of the evaluation cycle. All supporting materials in the WPAF should be referenced and clearly explained.

- a. The applicant shall submit the WPAF to the department chair by the established deadline. Materials shall include but be not limited to:

(1) Index of materials contained in the WPAF

(2) Resume

- (a) The resume should be organized according to the categories to be evaluated including: teaching activities and performance or librarian/counselor effectiveness and performance; professional growth and scholarly achievement; service to the University and/or community; and any other activities which indicate professional commitment, service, or contribution to the discipline, department, college, or library (in the case of librarians).

- (b) The resume should be specific and distinguish between publications, submitted manuscripts, and manuscripts in preparation. A brief statement should describe the nature of the publication (type of journal/periodical, refereed or not) and the



applicant's specific role in the  
accomplishment.

(3) Professional development plan

Professional development is defined as the generation of knowledge or the acquisition of experience, skill, and information that enables one to perform at a higher level of proficiency in one's profession. Cal Poly recognizes and endorses the following four types of scholarship identified in the Carnegie Foundation report entitled *Scholarship Reconsidered: Scholarship of Teaching; Scholarship of Discovery; Scholarship of Integration; and Scholarship of Application.*

The professional development plan is a written narrative intended to serve as a guide to evaluators for understanding the faculty employee's professional goals and values as a teacher-scholar. The plan should include short- and long-term goals and objectives on how the faculty employee intends to provide substantive contributions to their discipline, how those scholarly activities can keep their teaching current and dynamic, and a periodic external validation of those activities.

- (a) A probationary faculty employee should emphasize what s/he intends to accomplish by the time s/he is considered for tenure.
- (b) Applicants for tenure and/or promotion should articulate a long-term professional development plan noting how they intend to continue making a valuable contribution to the University, its instructional program(s), and the academic community.

(4) Student Evaluations

- (a) A summary of results from at least two student evaluations during the period under review shall be included.
- (b) Evaluative statements and recommendations, along with any written

statement or rebuttal by the applicant, will be added to the WPAF by the PRCs, department chair, and dean. At the end of the review cycle, the index, faculty resume, professional development plan, evaluation summaries, and recommendations will be filed in the permanent PAF.

8. Custodian of Files  
During periodic and performance reviews, the department chair is the custodian of the WPAF at the department level (and, if appropriate, the PAF); at the college level, the custodian of the files is the dean; at the University level, the custodian is the Provost. Custodians of the files and members of PRCs shall ensure the confidentiality of the files. Normally, there shall be no duplication of file materials except for copies made for the applicant or appropriate administrator, or for distribution at PRC meetings. At the conclusion of each PRC meeting, the PRC chair is responsible for the collection of all duplicated materials. The only exception to this policy is that copies of a applicant's resume may be distributed to PRC members for use at times other than PRC meetings. After the PRC has made its recommendations, the copies of the resume shall be collected by the chair. Only the applicant/designee, PRC members, department chair, dean, and the Provost/designee shall have access to the PAF and WPAF files.
9. All evaluators, as described in "8" above, must sign the logs in the PAF and the WPAF before they make their recommendations. It is the professional obligation of all evaluators to review the information in the files before they vote or prepare a written recommendation. Evaluative statements shall be based on information in the files and validated with evidence such as class visitation; course outlines and tests; and significant curricular, scholarly, and committee contributions. If, at any level, the evidence is judged unsatisfactory, or if it does not appear to support the recommendations made, the WPAF shall be returned to the appropriate level for clarification. No one shall have access to the files except the PRC, the applicant/designee, department chair, dean, and University President/designee.
10. PRCs and department chairs
  - a. Membership of the PRC
    - (1) The probationary and tenured department faculty will elect members to serve on PRCs. No one shall

serve on more than one level of peer review for each faculty employee under review. For reappointment and tenure reviews, PRC members must be full-time tenured faculty employees of any rank. For promotion reviews, PRC members and the department chair must have higher academic rank than those being considered for promotion.

- (2) Faculty employees being considered for promotion shall be ineligible to serve on promotion or tenure review committees.
- (3) When there are insufficient eligible members to serve on the PRC, the PRC and department chair shall select members from related academic disciplines in consultation with the faculty employee under review.
- (4) At the request of the department, the college dean may agree that faculty employees participating in the Faculty Early Retirement Program may be eligible to serve on a PRC, by election, as long as such service can be completed during the terms of the Faculty Early Retirement Program assignment. PRCs may be not composed solely of faculty participating in the Faculty Early Retirement Program.

b. Responsibilities

Because of the importance of all personnel actions, members serving on a PRC and department chairs are expected to perform due diligence; observe strict confidentiality; review, understand, and apply the relevant criteria; and provide constructive written assessment of the applicant's performance.

The PRC and department chair's responsibilities include:

- (1) Review University, college, and any departmental personnel policies and procedures;
- (2) Review and sign the applicant's PAF and WPAF;
- (3) Provide a written evaluation and recommendation to the applicant at least ten days prior to transmittal of the file to the next level of review;
- (4) Within ten days following receipt of the recommendation, the applicants may submit a rebuttal statement or response in writing and/or

request a meeting be held to discuss the recommendation. The PRC or department chair at the second level of review, will consider the applicant's rebuttal statement and meet with the applicant if requested. The committee or department chair will either revise the recommendation in writing or make no change to its prior recommendation. In the case of no change, no further statement is necessary from the committee or department chair. The rebuttal statement of the applicant under review shall be added to the WPAF.

c. PRC evaluations and recommendations

- (1) Each PRC evaluation and recommendation shall be approved by a simple majority of the membership of that committee. For purposes of determining a simple majority vote of the PRC, the membership of the committee shall be defined as those committee members casting yes or no votes. If a member of the PRC or the department chair determines that s/he cannot evaluate an applicant for some reason (e.g., conflict of interest, prejudice, bias, etc.), the committee member or department chair shall withdraw from the applicant's PRC. PRC members or the department chair who abstain from voting are expected to provide written rationale.
- (2) Recommendations of a PRC at the college or department level must be accompanied by one of the following:
  - (a) A majority report and, if applicable, a minority report. Reports must include substantiating reasons for its recommendations and must be signed by those PRC members who support the report and its substantiating reasons.
  - (b) Individual recommendations from any PRC member must include substantiating reasons and signature.
  - (c) A combination of (a) and (b) above: a majority report, a minority report (if applicable), and/or individual



recommendations. In all cases, each report or recommendation must include substantiating reasons and must be signed by those supporting it.

11. Department chairs shall use Form AP 109 (Faculty Evaluation Form) to evaluate faculty for retention, promotion, and tenure. Department chairs are expected to conduct a separate level of review. Comments regarding student evaluations must be included in Section 1 of Form AP 109.

College deans should use the final page of Form AP 109 or similar format appended to Form AP 109 to record their evaluation and recommendation.

**523.1.B. Criteria for retention, promotion, and tenure**

**A. Standards**

The quality of faculty performance is the most important element to consider in evaluating individual achievement. Although teaching effectiveness is the primary and essential criterion, it alone is not sufficient for retention, promotion, and tenure. The degree of evidence will vary in accordance with the academic position being sought by the applicant. For example, the granting of tenure requires stronger evidence of worthiness than retention, and promotion to Professor requires a more rigorous application of criteria than promotion to Associate Professor.

**B. University criteria**

Recommendations for retention, promotion, and tenure are based on the exhibition of merit and ability in each of the following University criteria as well as those approved for the college/department (See CAP 523.1.A.2):

1. Teaching performance or effectiveness as a librarian and/or other professional performance

Consideration is to be given to such factors as the applicant's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of courses, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student advising, and other factors relating to performance as an instructor.

In formulating recommendations for the promotion of teaching faculty, evaluators will place primary emphasis on success in

instruction. The results of the formal student evaluation are to be considered in formulating recommendations based on teaching performance.

For librarians, consideration is to be given to such factors as furthering objectives of the library and the University by cooperating with fellow librarians; applying bibliographic techniques effectively to the acquisition, development, classification, and organization of library resources; initiating and carrying to conclusion projects within the library; demonstrating versatility, including the ability to work effectively in a range of library functions and subject areas; and supervisory and/or administrative abilities.

In formulating recommendations on the promotion of librarians, evaluators will place primary emphasis on effectiveness as a librarian as evaluated by colleagues and library users.

2. Professional growth and scholarly achievement  
Consideration is to be given to the applicant's educational background and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies, publications, presentation of papers at professional and scholarly meetings, and external validation of scholarly activities.
3. Service to University and community  
Consideration is to be given to the applicant's participation in academic advisement; placement follow-up; co-curricular activities; department, college, and University committees; Academic Senate and its committees; individual assignments; systemwide assignments; and service in community affairs directly related to the applicant's teaching area as distinguished from those contributions to more generalized community activities.
4. Other factors of consideration  
Consideration is to be given to such factors as collegiality (working collaboratively and productively with colleagues and participation in traditional academic functions); initiative; cooperativeness; and dependability.

**523.1.C Performance review of probationary faculty for retention**

- A. Performance reviews for the purpose of retention shall be in accordance with Articles 13 and 15 of the MOU.

- B. It is the responsibility of the applicant to provide sufficient evidence that s/he has fulfilled the criteria for retention.
- C. The normal probationary period is six academic years of full-time probationary service (including any credit for prior service granted at the time of appointment).
- D. Evaluation of probationary faculty involves a comprehensive assessment of performance during the entire probationary period with retention seen as leading to tenure. It should be understood that if a faculty employee has not demonstrated the potential to achieve tenure, then that individual should not be reappointed. This does not mean that retention is a guarantee of tenure.
- E. In the event of a non-retention decision, a probationary faculty employee who has served a minimum of three years of probation will be extended a terminal year of employment with no further appointment rights.

**523.1.D Performance review for tenure**

- A. Tenure represents the University's long-term commitment to a faculty employee and is only granted when there is strong evidence that the individual who, by reason of their excellent performance and promise of long-range contribution as a teacher-scholar to the educational purpose of the institution, is deemed worthy of this important commitment. Tenure means the right of a faculty employee to continue at Cal Poly unless voluntarily terminated or terminated for cause, lack of funds, or lack of work.
  - 1. To be recommended for tenure, an applicant must be rated during the final probationary year within one of the top two performance categories listed in Section V of Form AP 109 (Faculty Evaluation Form).
  - 2. Tenure decisions are considered more critical to the University than promotion decisions. An applicant who does not have the potential for promotion to Associate Professor and Professor should not be granted tenure. This does not mean that retention is a guarantee of tenure nor is tenure a guarantee of promotion. The fact that a probationary faculty employee has received early promotion is not a guarantee of tenure.
  - 3. Possession of the doctorate or other designated terminal degree from an accredited institution is required for tenure.
- B. Tenure eligibility



Tenure eligibility shall be governed by the terms of Article 13 of the MOU.

1. Normal tenure

A tenure award is considered normal if the award is made after the applicant has accrued credit for six academic years of full-time probationary service (including any credit for prior service granted at the time of appointment).

2. Early tenure

a. A tenure award is considered "early" if the award is made prior to the applicant having achieved credit for six academic years of full-time probationary service (including any credit for prior service granted at the time of appointment).

b. In addition to meeting department, college, or library criteria for normal tenure, an applicant for early tenure must provide evidence of outstanding performance in each of the following performance areas: teaching or library effectiveness, professional growth and achievement, and service to the University and community.

c. In order to receive early tenure, an applicant should, at a minimum, receive a favorable majority vote from the department PRC.

3. Tenure upon appointment

applicants for appointment with tenure shall normally be tenured professors or tenured librarians at other universities. Exceptions to this provision must be carefully documented. The President may award tenure to any individual, including one whose appointment and assignment is in a management position, at the time of appointment. Appointments with tenure shall be made only after an evaluation and recommendation by tenured faculty in the appropriate department.

**523.1.E Performance review for promotion**

A. Eligibility

Promotion eligibility shall be governed by the terms of Article 14 of the MOU. Promotion in rank is not automatic and is granted only in recognition of teaching competency or effectiveness as a librarian, professional performance, and meritorious service during the period in



rank. The application of criteria will be more rigorous for promotion to Professor or Librarian than to Associate Professor or Associate Librarian.

1. Normal promotion

- a. An application for promotion to Associate Professor or Associate Librarian is considered normal if the applicant is eligible and both of the following conditions hold:
  - (1) The applicant is tenured or the applicant is also applying for tenure.
  - (2) The applicant has completed at least the equivalent of four years in their academic rank at Cal Poly.
- b. Tenure is required for promotion to the academic rank of Professor or Librarian.

2. Early promotion

- a. An application for promotion to Associate Professor or Associate Librarian is considered "early" if the applicant is eligible and one or both of the following is true:
  - (1) The applicant is a probationary faculty employee who is not also applying for tenure.
  - (2) The applicant has not satisfied the equivalent service requirements of at least four years in their academic rank at Cal Poly.
- b. Early promotion will be granted only in exceptional cases. The circumstances and record of performance which make the case exceptional shall be fully documented by the applicant and validated by evaluators. The fact that an applicant has reached the maximum salary in their academic rank or meets the performance criteria for promotion does not in itself constitute an exceptional case for early promotion.

B. Ranking

In addition to their carefully documented recommendations, department PRCs, department chairs, college or library PRCs, and deans shall submit a ranking of those promotion applicants who were positively recommended at their respective level.

**523.2 Periodic evaluation of faculty unit employees****A. Definition of periodic evaluation**

A periodic evaluation of a faculty unit employee ("faculty employee") shall normally be required for the following purposes:

1. Evaluation of tenured faculty employees who are not subject to a performance review for promotion.
2. Evaluation of probationary faculty employees who are not subject to a performance review for retention. For example, a probationary faculty employee who receives an initial two-year appointment will undergo a periodic evaluation during their first year.
3. Annual evaluation of temporary faculty employees.
4. Evaluation of lecturers for range elevation.

**B. Periodic evaluation procedures and criteria****1. Periodic evaluation of tenured faculty employees****a. Eligibility**

- (1) Tenured Professors, Librarians, and Student Services Professional-Academic Related III (SSP-AR III).

Tenured full Professors shall be subject to a periodic evaluation at least once every five years.

- (2) Tenured Assistant or Associate Professor, Senior Assistant or Associate Librarian; and Student Services Professional-Academic Related II (SSP-AR II).

A periodic evaluation is conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor, Associate Librarian, or SSP-AR II. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor, Associate Librarian, or SSP-AR II in their preparation for subsequent promotion review.

- (3) Periodic evaluation of tenured faculty employees at any rank shall occur at least once every five years after promotion/appointment to their respective academic rank. Performance reviews for promotion can serve in lieu of periodic reviews for the purposes of this section. More frequent periodic evaluation of a tenured faculty employee may be requested by the employee, department chair, or dean. After such a request, the periodic evaluation shall be conducted as soon as possible.
  - b. Procedure for periodic evaluation of tenured faculty employees
    - (1) Procedures for the periodic evaluation of tenured faculty employees are similar to the procedures for conducting performance reviews (see CAP 523.1.A) with the exception that the periodic review concludes at the level of college dean.
    - (2) A tenured faculty employee shall be provided a copy of the PRC report of her/his periodic evaluation. The PRC chair, the department chair, and dean shall meet with the tenured faculty employee to discuss her/his strengths along with suggestions, if any, for improvement.
    - (3) A written copy of the periodic evaluation report shall be placed in the tenured faculty employee's PAF, and a copy shall be provided to her/him.
  - c. Criteria for periodic evaluation of tenured faculty employees
    - (1) The purpose of periodic evaluation of tenured faculty employees is to maintain and improve their effectiveness.
    - (2) Criteria are similar to the criteria for retention, promotion, and tenure (CAP 523.1.B).
- 2. Periodic evaluation of probationary faculty employees
  - a. Procedures for periodic evaluation of probationary faculty employees

- (1) Periodic evaluation of probationary faculty employees shall be conducted by the elected department PRC composed of tenured faculty, the department chair, and the college dean in any year in which the probationary faculty employee is not subject to a performance review for retention.
  - (2) A written copy of the periodic evaluation report shall be placed in the probationary faculty employee's PAF, and a copy shall be provided to the employee.
- b. Criteria for periodic evaluation of probationary faculty employees are similar to criteria for retention, promotion, and tenure (CAP 523.1.B).
3. Periodic evaluation of temporary faculty employees
  - a. Criteria

Evaluation of temporary faculty employees shall be appropriate to the work assignment of the temporary faculty employee and shall conform to the approved criteria established by the department/college for the performance of instructional and professional responsibilities applicable to temporary faculty.
  - b. Eligibility
    - (1) Full-time temporary faculty employees (e.g., lecturers) appointed for the entire academic year must be evaluated during that year by a PRC of the department, the department chair, and dean. Members of the PRC must be full-time tenured faculty employees. At the request of the department, the college dean may agree that a faculty employee participating in the Faculty Early Retirement Program may serve on a faculty PRC. However, PRCs may not be comprised solely of faculty participating in the Faculty Early Retirement Program.
    - (2) Part-time temporary faculty employees appointed for the entire academic year must be evaluated by the department chair. A PRC evaluation is not required; however, full-time tenured faculty



employees should be given the opportunity to provide evaluative statements and such statements should be written and signed.

- (3) Temporary faculty employees (full-time or part-time) appointed for one or two quarters are to be evaluated at the discretion of the department chair or dean. Also, the faculty employee may request that an evaluation be performed. The request must be in writing and must be accompanied by an updated resume. The request must be submitted to the department chair by the established deadline.
  - (4). Temporary faculty employees holding a three-year appointment pursuant to MOU Article 12 shall be evaluated at least once during the term of their appointment and may be evaluated more frequently upon the request of the faculty employee, department chair, or dean. Normally the evaluation will be scheduled during the second year of appointment.
  - (5) Lecturers who are no longer eligible for a service salary increase (SSI) in their current range and who have served at least five years in their current range may apply for range elevation.
- c. Procedures for periodic evaluation of temporary faculty employees
- (1) Academic Personnel will distribute a list of temporary faculty employees eligible for periodic review, including those eligible for range elevation, and the timetable for conducting the reviews.
  - (2) The temporary faculty employee shall submit a WPAF to the department chair by the established deadline. The file should include supporting materials to document the accomplishments of the work assignment of the temporary faculty employee including but not be limited to:
    - (a) Resume
    - (b) Summary of results of student evaluations of teaching



- (c) Course syllabi and examples of course materials
  - (d) Examples of examinations
  - (e) Grading schemes and grade assignments
  - (f) Statement of teaching philosophy
  - (g) Professional accomplishments which contribute to maintaining currency in the faculty employee's field of expertise such as research, scholarship, and/or creative activity
  - (h) Service activities, if applicable
- (3) All evaluators must sign the logs in the PAF and the WPAF before completing their written evaluative statements and recommendations.
  - (4) Evaluators shall provide their written evaluation and recommendation to the temporary faculty employee at least ten days before transmitting materials to the next level of review.
  - (5) The temporary faculty employee under review may submit a written rebuttal statement in response to the evaluation and/or request a meeting be held to discuss the evaluation within ten days following receipt of the evaluation.
  - (6) A written record of a periodic evaluation shall be placed in the temporary faculty employee's PAF. The temporary faculty employee shall be provided a copy of the written record of the evaluation.
  - (7) College deans are delegated authority to approve range elevation.
  - (8) Range elevation becomes effective at the beginning of the subsequent fall quarter.

## REFERENCES

- Date approved by the President: \_\_\_\_\_
- Office responsible for implementation: Provost/Vice President for Academic Affairs; Academic Personnel
- Date when the policy is to be reviewed and by whom (where stipulated): \_\_\_\_\_
- Sunset clause (where stipulated): \_\_\_\_\_
- Related University policies/documents/manuals/handbooks: Cal Poly Strategic Plan; Administrative Bulletin 85-2; Ernest L. Boyer, Scholarship Reconsidered; The Carnegie Foundation for the Advancement of Teaching 1990
- Any laws, regulations, or codes of practice which should be referred to in conjunction with the policy: Fair Labor Standards Act; Title 5 of the California Code of Regulations; California Education Code; The Higher Education Employer-Employee Relations Act (HEERA); Memorandum of Understanding; CSU Technical Letter HR 97-07

Adopted:

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

**AS- \_\_\_\_-09**

**RESOLUTION ON  
PROPOSAL TO ESTABLISH COLLEGE OF AGRICULTURE,  
FOOD AND ENVIRONMENTAL SCIENCES (CAFES) CENTER  
FOR SUSTAINABILITY**

1   **RESOLVED:** That the Academic Senate endorse the attached proposal to establish **College of**  
2                   **Agriculture, Food and Environmental Sciences (CAFES) Center for**  
3                   **Sustainability.**

Proposed by: College of Agriculture, Food and  
Environmental Sciences

Date: April 13 2009

State of California  
M e m o r a n d u m



**To:** John Soares, Chair  
Academic Senate

**Date:** April 13, 2009

**From:** Robert D. Koob  
Provost and Vice President  
for Academic Affairs

**Copies:** Susan Opava  
David Wehner

**Subject: Request for Academic Senate Review of the  
Proposal for the Establishment of the CAFES  
Center for Sustainability**

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Attached is a copy of a preliminary proposal to establish the CAFES Center for Sustainability. In accordance with campus policy for the Establishment, Evaluation and Discontinuation of Centers and Institutes, this proposal received conceptual approval by the Academic Deans' Council at its meeting on April 6, 2009. I would now appreciate the Academic Senate's review of this proposal, if possible, prior to the close of Spring Quarter 2009. Simultaneously an *ad hoc* committee, appointed by me, will review organizational and financial aspects of the proposed center. Please feel free to contact Dean David Wehner, College of Agriculture, Food and Environmental Sciences, 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

CAFES Center for Sustainability Proposal

**THE CAFES CENTER FOR SUSTAINABILITY**

*California Polytechnic State University*

*San Luis Obispo*

Proposal to Establish a Center

Prepared By:

The Sustainable Agriculture Resource Consortium (SARC)

**Members:** John Phillips, Neal MacDougall, Dave Headrick, and Hunter Francis, with the assistance of Steve Moore, Jean-Pierre Wolff and Shirley Bianchi.<sup>1</sup>

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<sup>1</sup> John Phillips is the current Faculty Director of the SARC, Neal MacDougall and Dave Headrick are faculty Program Directors, and Hunter Francis is the Program Associate. Steve Moore and Jean-Pierre Wolff are current members of SARC's Advisory Board, and Shirley Bianchi is a past member of SARC's Advisory Board.



## CAFES Center for Sustainability Proposal

### Introduction

This document has been written to satisfy the requirements for the creation of an officially-sanctioned center at the California Polytechnic State University in San Luis Obispo. Specifically, the Sustainable Agriculture Resource Consortium (SARC) wishes to become known as the CAFES Center for Sustainability. The SARC has been in existence since 2000, and started its movement towards becoming a permanent entity in 2002 when a faculty directorship was established. Since its inception, the SARC has been active in program development, outreach, and fundraising—all of which have allowed the SARC to create a presence on campus and in the community for sustainability-related activities such as the classes, projects, and conferences discussed below.

Given the SARC's success, the increasing relevance of sustainability concerns to the agricultural industry, and rising interest in the topic on the part of students, staff and faculty, there is now consensus within the College of Agriculture, Food, and Environmental Sciences (CAFES) to use the foundation SARC has laid to establish a new center—with a new name. The role of the current SARC in the process of the center's development will be to steward its establishment, and meld into the new center upon its inception. The new center will become a focal point for activities around the theme of sustainability within CAFES. This focus will include:

- Existing SARC initiatives
- Relevant projects in virtually every CAFES Department
- Tasks previously assigned to CAFES' Resource Conservation and Environmental Stewardship Committee
- Objectives generated by the 'Sustainability' strategic initiative, prioritized by CAFES' 2008 Strategic Visioning process\*\*
- Collaborations with the College's Land Use Committee
- Fundraising, outreach, and recruitment for related programs

*\*\* One of eight strategic visions identified was: "CAFES educates leaders in sustainable agriculture, food industries, and environmental stewardship by modeling state-of-the-art sustainable practices in all of its operations."*

Since 2000, SARC activity has encompassed a wide array of issues. Our work has taken on especially critical importance since President Warren Baker signed the Talloires Declaration on April 23, 2004 that committed Cal Poly to "respond to, serve, and strengthen" its community for "local and global citizenship." This has pushed us to maintain and strengthen our programs that serve both the local region and the state. In presenting this proposal for center status, we believe that the SARC has already attained a level of performance that is expected of centers and institutes at Cal Poly in terms of organization, fundraising, and recognition both inside and outside the University.

In the following sections, you will find text addressing the rationale, role, organization, financing and by-laws of the future center as currently planned.

## **Rationale for the Center<sup>2</sup>**

*This section of the proposal addresses the mission of the new Center, its reason for being and the gaps it fills.*

The SARC has assisted the College of Agriculture, Food and Environmental Sciences (CAFES) in responding to student and public interest in sustainability, which is growing rapidly. This growth reflects a need for information. The new center can help Cal Poly meet this need by working with faculty and staff to develop curricula, resources, and infrastructure, and, importantly, to cultivate connections with external stakeholders. This will greatly enhance the educational experience of those seeking to play leadership roles within a quickly changing and increasingly competitive agricultural landscape.

The current mission of the SARC is “to advance sustainable food and agricultural systems through the College of Agriculture at Cal Poly.” The SARC was formally conceived by two Cal Poly CAFES students in response to a desire to establish an umbrella organization at Cal Poly to promote sustainable agriculture. In particular, SARC was envisioned to coordinate activities at the Student Experimental Farm (SEF). The two-acre SEF was established in 1989 and was eventually certified as an organic farm in 1995. The SARC has helped the Farm maintain a high level of student interest, and has promoted faculty involvement. The current Cal Poly Organic Farm was established in 2000. It incorporates the original SEF site, plus an additional 9.5 acres within the Horticulture and Crop Science Department, both co-managed by that department.

Aside from the goal of maintaining and building programs around the Organic Farm, the SARC has been committed to creating numerous additional programs. This includes activities that go beyond the scope of certified organic agriculture. We believe a *bona fide* center based in CAFES is needed to advance similar activities. Our experience affirms that sustainability encompasses a broad range of practices, policies, and disciplines, to which the traditional academic department structure does not readily lend itself. The benefits of sustainability-related activities across departmental lines will deepen the understanding of students in each of the individual departments, and strengthen departments by promoting interdepartmental activities.

Furthermore, there is a need for an agriculture-based sustainability center to emphasize the agricultural aspects of sustainability in various forums at Cal Poly. Currently, other technical colleges such as engineering and architecture have well-established sustainability-oriented groups. Having an agriculture-based sustainability center will make it easier to partner with the existing groups in the other colleges to undertake multidisciplinary projects. It is important that the new center present itself as the agricultural face of sustainability when working with the University administration to implement the Talloires Declaration and other sustainability initiatives. Beyond providing a College presence in University-wide sustainability efforts, the new center will help link the College to external initiatives, and provide visibility for CAFES programs in the community and across the state (e.g., to prospective students, collaborators, and donors).

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<sup>2</sup> Answers the questions: What will the proposed unit do (research, public service, etc.)? Why is it needed? Why is the present organizational structure not adequate?

## CAFES Center for Sustainability Proposal

### **The Center's Role in the College of Agriculture, Food and Environmental Sciences<sup>3</sup>**

*This section of the proposal addresses how the center fits into the activities of the College of Agriculture, Food and Environmental Sciences, both at the college and the department level, and who the center's founding members are.*

The new center will:

- Assist CAFES in providing leadership in the realm of sustainability
- Foster the development and funding of new curricula and research projects
- Compile existing information on sustainability in agriculture and resource management, and identify research needs and priorities for the future
- Increase the visibility of CAFES programs in sustainability (on and off campus)
- Assist CAFES in forging new partnerships with external leaders in sustainability
- Work with CAFES Advancement to identify funding sources for related projects
- Help CAFES to improve the sustainability of its operations
- Provide a CAFES voice in University-wide sustainability efforts

Members of the SARC have already developed a Sustainable Agriculture minor which is a broad set of courses introducing students to concepts of sustainability as they affect agriculture. The SARC has played a pivotal role in the growth of the Cal Poly Organic Farm, where students can participate via the Organic Farming Enterprise class, through student projects, and as paid staff or volunteers.

CAFES departments have made use of the Organic Farm via teaching and projects:

- Senior projects
- Numerous class field trip excursions
- Infrastructure improvement projects conducted by CAFES classes
- University-sponsored workshops (e.g., WOW and 'Make a Difference Day')
- Development of business and marketing plans (by AGB students)
- Studies in organic soil fertility, composting, and cropping systems

The SARC has also served CAFES goals by disseminating information on sustainable agriculture to the general public and various professional communities. It has done this through the hosting of an array of lectures, seminars and Continuing Education offerings. For example, every year since 2002, the SARC has hosted its annual Sustainable Agriculture Pest Management Conference in collaboration with CCOF (California Certified Organic Farmers). This professional development event has played a significant role in extending valuable information on sustainable practices, and in showcasing the work of CAFES faculty alongside the work of other researchers in this arena. The success of the conference has been made possible by a high level of involvement from industry partners. It provides an excellent model for the new center to expand this involvement.

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<sup>3</sup> Answers the questions: What is its relationship to the instructional program?

Who are the unit's founding members, and how does their expertise relate to its purpose?

What effect will the unit have on the department(s) (e.g. will it generate released time for faculty or support for student research or internships)?



Outside of the University, the SARC has served as a key Cal Poly collaborator in several regional efforts to promote agricultural sustainability through:

- The Central Coast Ag Network and its 'Central Coast Grown' label;
- The Central Coast Agritourism Council's 'AgAdventures' agri-tourism program;
- Numerous 'farm-to-school' workgroups seeking to establish connections between local farms and schools;
- CSU-sponsored Cesar Chavez Day, AmeriCorps, and other youth activities;
- The College Farms Sustainable Agriculture Educators Working Group, founded with other California universities (e.g., UC Berkeley, UC Davis, CSU Chico);
- An Invasive Pest Coalition project to assess the economic impact of select invasive pests and eradication measures on California agriculture.

Beyond current SARC initiatives, there are numerous classes and projects currently existing within CAFES, which could be expanded, supported and/or better promoted with the help of a new center. These include classes, research, and projects for:

- Agricultural policy
- Agri-tourism
- Alternative energy
- Animal husbandry and grazing systems (including grass-fed beef)
- Cropping systems
- Cultural diversity
- Fair Trade chocolate
- Irrigation and water systems technology
- Long-term ecological monitoring
- Organic food production, processing and certification
- Pest bio-control
- Range and watershed management
- Sustainable silviculture
- Sustainable viticulture

A variety of the above activities are currently being conducted at Cal Poly's 3,000 acre Swanton Pacific Ranch, including an award-winning forestry program, an organic apple farm, a leased organic row crop operation, and a natural beef program. Given its distance from the San Luis Obispo campus, it has been a challenge to make CAFES students aware of the numerous sustainable agricultural opportunities at the Ranch. The new center would assist in this endeavor.

The SARC was founded by two CAFES students, Hunter Francis and Terry Hooker (both in ERSS), with the assistance of a faculty steering committee comprised of:

- John Phillips (HCS)
- Neal MacDougall (AGB)
- Tom Ruehr (ERSS)
- Doug Williams (BRAE)
- Mark Shelton (CAFES)

## CAFES Center for Sustainability Proposal

Since 2000, additional faculty members have offered their assistance at critical junctures in the development of SARC and Organic Farm programs. Significant contributions have been made by:

- David Headrick (HCS)
- Rob Rutherford (ASCI)
- Tom Neuhaus (FSN)
- Lynn Moody (ERSS)
- Joe Montecalvo (FSN)
- Ramon Leon (formerly of the HCS, now at the EARTH University in Costa Rica)

As SARC initiatives have been largely soft-funded in the past, SARC participants are particularly grateful to the Horticulture and Crop Science, Agribusiness, and Earth and Soil Sciences Departments for their numerous in-kind contributions in the form of expertise, operational support, and staff time, as well as to the CAFES Dean for early seed funding.

The knowledge base of past, current, and future faculty involved with the SARC is, by necessity, diverse. However, SARC focus has been concentrated in the area of organic and sustainable crop production to date. Additionally, the SARC has worked closely with CAFES Farm Operations in the development and promotion of Cal Poly's compost facility. The idea of forming a CAFES Center for Sustainability is to combine these with similar efforts for sustainability within CAFES. We expect that the establishment of a new center will significantly step up the involvement of CAFES faculty and staff, many of whom are already pursuing related initiatives.

In the past, involvement in the SARC at the dean's office level has included participation by an Associate Dean in SARC oversight, and at the Assistant Dean level to help SARC find funding, and to help the college show off "learn by doing" concepts exemplified by SARC activities. There has been involvement by College accounting staff and by an accounting instructor in the Agribusiness Department to improve the organization and business operation of the SARC and the Organic Farm. Recently, the CAFES dean has engaged his department heads in providing consultation regarding the role a center for sustainability could play within the College, and he has committed to helping to underwrite the Director position for the center in the future.

It is expected that a new center would continue to draw the support and involvement of Cal Poly faculty to assist in the execution of its activities. The center would solicit on-going university support for faculty resources as well as look externally for project-oriented support. Faculty participation would be encouraged by the development of grant funding to provide release time for participants. The center would facilitate the generation of pertinent grants, by helping to identify grant opportunities, by cultivating relationships with grantors, and by serving as an umbrella organization capable of developing resources for grant writers and of building a grant history. Furthermore, a dynamic and highly visible center for sustainability within CAFES would help to attract private sponsorship of and industry partnership in CAFES projects.



## CAFES Center for Sustainability Proposal

### **Organization of the Center<sup>4</sup>**

*This section of the proposal addresses the Center's organization, by-laws and its needs.*

At present, the SARC is a small organization with one full-time staff member (the Program Associate) serving under the direction of a Faculty Director. The intention for the new center in the near term is to keep its organizational structure simple, and overhead low. With the establishment of the center, we suggest creating a full-time directorship as a permanent position with part-time support staff directly responsible to the CAFES Dean and under the guidance of a faculty Steering Committee and an external Advisory Board. Currently, the SARC has a 28 member Advisory Board comprised of some of California's leading voices in the realm of sustainable and organic agriculture. The existing SARC Advisory Board can be refined and built upon. For the new center, the relationship of staff to the Steering Committee, the Advisory Board and CAFES administration is described in the by-laws and organizational chart below.

The new SARC Director will help facilitate faculty interested in working on projects relating to agricultural sustainability, in particular in subject areas identified by the College as strategic priorities. Specifically, a group of fifteen CAFES faculty from eight different departments has committed to working towards the College's sustainability priority by way of an *ad hoc* CAFES Sustainability Committee, and it is expected many among them will play an active role in the new center. These and other faculty already engaged in activities related to sustainability could serve as center 'Project Leaders' with little additional assignment.

Currently, the facility needs of the SARC are minimal, and it is expected this will continue to be the case with the establishment of a center. The SARC uses office space in Building 11 furnished by the Horticulture and Crop Science Department, which is shared with Cal Poly Organic Farm staff. Facilities under the control of departments like Agribusiness, Horticulture and Crop Science, and Dairy Science are often available to SARC when they involve curriculum-related activities (e.g., meetings, lectures, field trips). In the future and where possible, we anticipate that CAFES departments will work with the new center to provide facilities and resources for sustainability programs that directly benefit their respective students.

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<sup>4</sup> Answers the questions: What is the organizational structure of the unit? What are its by-laws? What support is required for the unit? What facilities will be needed (space, equipment, etc.)?

## CAFES Center for Sustainability Proposal

### **Financing of the Center<sup>5</sup>**

*This section of the proposal will address the Center's financing and sources of funding.*

With funding for general support and for SARC projects, faculty have often been paid or compensated through release time. Students and staff have served the SARC through paid, work-study, volunteer or internship arrangements. The strategy for future funding of the new center will discriminate between program funding which will support the general, administrative work of the center, and project funding which will support specific projects that have specific outcomes and timelines.

Since its inception, the SARC has received substantial funding from external sources:

- The Columbia Foundation (\$150,000)
- The Clarence E. Heller Foundation (\$50,000)
- The Oreggia Family Foundation (\$50,000, which was matched 2:1 by SARC with \$100,000)

The SARC has also received numerous smaller grants from community and charitable organizations, such as:

- The San Luis County Board of Supervisors
- The San Luis Obispo Community Foundation
- The James Beard Foundation of New York

SARC has held four successful annual fundraising dinners in the past four years. These dinners have raised as much as \$50,000 each. The most recent dinner, held on October 2, 2008, featured special guest speaker Dr. Timothy LaSalle, former Cal Poly professor and current CEO of the Rodale Institute in Pennsylvania. The dinners highlight the work of leading figures in the sustainability movement, and have helped raise awareness of sustainability efforts within CAFES. Best-selling author and journalist, Michael Pollan, is scheduled to be the guest speaker at the next fundraiser dinner on October 15, 2009.

Every December, the SARC co-sponsors, with the Sustainable Agriculture Pest Management Conference. This continuing education event attracts up to 200 pest control advisors (PCAs), agricultural consultants and growers. The event has been held each year for the past seven years, raising approximately \$15,000 annually for the SARC.

In the future, the new center would expand activities through new projects managed by the center and funded, most likely, through project-related grants from external funding sources. For example, the center could expand the pest management conference to a second site, or develop new conferences around other themes. Funds are available through USDA and EPA to undertake new conferences dealing with the promotion of organic agriculture, community food systems, and the reduction of pesticide use, as well as other topics related to sustainability.

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<sup>5</sup> Answers the questions: How will the unit be financed in the short term and in the long term? What will happen if outside sources of funding are no longer available after the unit is formed?

Other sources of project funding include:

- The Agricultural Research Initiative (ARI) funding
- State Faculty Support Grants
- Instructionally-Related Activities funds
- Kellogg Foundation and funding from similar charitable foundations
- Organic Farming Research Institute grants
- Sustainable Agriculture Research and Education (Western SARE) grants
- USDA Higher Education Challenge grants

The center should also be able to receive back from Grants Development, once it reaches the critical mass of grant awards, a portion of the overhead recovered on grant activity.

Other sources of financing may come from business opportunities generated by the center's activities. For example, the center could work with the Organic Farm to begin supplying more produce to Cal Poly's Campus Dining, thus shifting some of its production to Cal Poly customers as well as brokering with local organic growers to meet the complete demand of on-campus eateries. The farm currently generates approximately \$300,000 of revenue from its annual, subscription Community Supported Agriculture (CSA) program, most of which is put directly back into operating the Organic Farm.

The SARC currently enjoys the use of funds generated by the Armstrong Endowment, which were granted for use by the SARC by Dean David Wehner. In the past, this endowment was used to cover the quarter-time release of SARC's Faculty Director throughout the regular academic year. The SARC will also receive distribution of the Dr. Sonya Woods Anderson Sustainable Agriculture Resource Consortium Endowment, a \$100,000 permanent endowment established as part of Dr. Woods' estate plan. Revenue generated from this endowment in the future will be used exclusively for the purposes of meeting the greatest needs of the Sustainable Agriculture Resource Consortium (and, eventually, the new center).

The center will continue to undertake general, non-event-oriented fundraising throughout the year to supplement the other fundraising activities. As mentioned above, the center will play an active role in grant facilitation for faculty, and in collaborating with CAFES Advancement staff to cultivate private sponsorship. Through increased public awareness, the new center will build upon existing endowments to ensure an increasingly secure flow of funds to cover administrative costs. In the future, assistance in covering the center's administrative operating expenses will be furnished by the CAFES Dean through partial underwriting of the Director position.

CAFES Center for Sustainability Proposal

**Participation in the Center<sup>6</sup>**

*This section of the proposal will address the Center's membership and it's Advisory Board.*

The Center shall be comprised of a center Program Director, a faculty Steering Committee, center Project Leaders and Program Assistants reporting to the Dean of the College of Agriculture, Food and Environmental Sciences with the support of the center Advisory Board, all under the general oversight of the Dean of Research and Graduate Programs.

Faculty participating in center functions and projects will receive credit for these contributions in their reviews for retention, tenure and promotion as such participation can be classified readily as research, other scholarly activity, or service to the college or university. Professional development and service are recognized avenues for demonstrating merit in Cal Poly's faculty review process.

Oversight and governance of the SARC, as well as selection and responsibilities of its members, are described in the By-laws below.

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<sup>6</sup> Answers the questions: What constitutes membership in the unit?  
What is its advisory board? How is the board selected? How will the unit ensure that participating faculty receive credit for their contributions in the review for retention, tenure, and promotion?



CAFES Center for Sustainability Proposal

## Appendix A: By-laws of the CAFES Center for Sustainability

### ARTICLE I - NAME

The name of this organization shall be the CAFES Center for Sustainability referred to in these By-laws as the center.

### ARTICLE II - PURPOSE

Section 1 - Purpose: The center is a non-profit, non-partisan organization established for educational, research, and service purposes. The center will advance sustainable food and agricultural systems through the College of Agriculture at Cal Poly through a process of the:

- Education of students and the general public on the principles and specific techniques for implementing sustainable practices related to food, agriculture and natural resource management;
- Demonstration of holistic approaches to sustainable agriculture and resource management on Cal Poly land;
- Investigation of sustainable farming, food systems, and natural resource management through the use of undergraduate senior projects, graduate theses and faculty research; and,
- Facilitation of collaborative efforts among students, faculty, staff, and community members interested in managing and promoting sustainable food, agricultural, and natural systems.

The center will be financed by grants, contracts, and revenue generated by center activities. The center will serve as a vehicle for securing industrial sponsorship and support to sustain projects at the center.

Section 2 - Policies: The policies of the center shall be in harmony with the policies of the California State University and the California Polytechnic State University, San Luis Obispo ("University"), and the California Polytechnic State University Corporation ("Corporation").

### ARTICLE III - PARTICIPANTS

Section 1 - Class of Participants: Participants may be faculty, staff, and students of the California Polytechnic State University, San Luis Obispo, and consultants, research associates, 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 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 agricultural industry 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:**

- a. Eligibility to Participate: All interested faculty, staff, and students of the California Polytechnic State University, San Luis Obispo, are eligible to participate in the center, if so requested by the individual and approved by the center. Any faculty, staff, student, or outside participant may recommend individuals for participation in the center. Such recommendations shall be made to the Director.
- b. Request for Participation: Any qualifying individual interested in a center program may request to participate (see Class of Participants for criteria for participation).
- c. Acknowledgment of Participation: The Director of the center shall acknowledge participants.

**Section 3 – Terms and Conditions**: Terms and conditions of participation shall be determined by the center Director and shall conform to the duration of center project(s) in which participants are involved.

**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 are expected to support the programs of the center and assist the Director in program development.

**ARTICLE IV – CENTER ADMINISTRATION**

**Section 1 – Administration**: The administration of the center shall consist of the center Director, the faculty Steering Committee, center Project Leaders, the Program Assistants, and the external Advisory Board. Their collective goal is to ensure that the center works toward fulfilling its mission.

- a. The center Director: The center shall be administered by a Director appointed by the CAFES Dean in conjunction with center Steering Committee members. The Director may be an active Cal Poly faculty or staff member or may be hired from outside the University. The Director will report to the CAFES Dean. The Director is responsible for the oversight and management of all center activities. This includes working with the dean and center Steering Committee members to develop a comprehensive strategy for center programming, as well as specific annual workplans. Specific responsibilities include the coordination of fundraising, grant development and grant proposal writing, event management, bookkeeping and budgeting, outreach, web management, and maintaining and tracking all paperwork pertaining to the center. The center Director is responsible for identifying, recruiting, scheduling, and managing any part-time help. The Director shall submit an annual report following each academic year to the Provost and Vice President for Academic Affairs, the CAFES Dean, 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

## CAFES Center for Sustainability Proposal

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.

- b. The Project Leaders: The Project Leaders must be part of the full-time faculty and staff of Cal Poly (and not necessarily of the College of Agriculture, Food and Environmental Science). They shall direct specific projects developed in collaboration with the center Director, the Steering Committee, and the team of Project Leaders. This includes developing and managing annual program workplans, and coordinating, with the assistance of the center Director, projects identified in the workplans. Project Leaders shall not be compensated directly for their work as Project Leaders but it is expected that they will incorporate compensation for specific projects undertaken within their program for which funding has been provided.
- c. The Program Assistants: As funding allows, the Program Assistants assist the center Director in maintaining and tracking correspondence (mail and e-mail), phone calls and in-person contacts; handling general questions about the center from the university, the community and the general public; and facilitating the staging of center events.

### **ARTICLE V – FACULTY STEERING COMMITTEE**

Section 1 – Membership: There shall be a faculty Steering Committee numbering no more than twelve Cal Poly faculty. The Steering Committee shall be made up of a group of faculty representing an array of disciplines relevant to sustainable agriculture, food and environmental sciences. These faculty members may concurrently participate in center activities as Program Leaders, though this is not a requirement. In fact, it is expected that many Steering Committee members will be drawn from Program Leader ranks. The center Director, in consultation with the College Dean and center Project Leaders, shall choose the membership of the Steering Committee. Terms of the individual members of the Steering Committee shall be three years with the possibility of renewal at the end of the three years. There is no limit as to the number of renewals an individual member might have. The center Director, in consultation with the Project Leaders, shall determine whether individual Steering Committee members shall have their membership renewed.

Section 2 – Duties: The Steering Committee is responsible for working with the Director in strategizing and implementing center programs. This includes providing leadership by prioritizing lead initiatives, providing direction and oversight of Project Leader activity, helping to identify and to pursue sources of funding, and assisting in the operation of the center.

Section 3 – Meetings: The Steering Committee shall meet a minimum of once per quarter. A report of the meetings shall be made available to the Steering Committee, center Project Leaders, the Advisory Board, the CAFES Dean, and the Dean of Research and Graduate Programs.

Section 4 - Number Constituting a Quorum: A majority of Committee members shall constitute a quorum.

CAFES Center for Sustainability Proposal

**ARTICLE IV – EXTERNAL ADVISORY BOARD**

Section 1 – Membership: There shall be an Advisory Board numbering no more than twenty members drawn from industry, community and government. The Advisory Board shall be made up of a group of people representing the diversity of activities in the agricultural industry including, but not limited to, production, services, inputs, marketing, finance, energy, and labor. This diversity should also address the scale of activity in that representatives from very small to very large organizations should be considered. The Advisory Board should also include representatives from the communities of the Central Coast of California and from local and regional government. The center Director, in consultation with the College Dean and center Steering Committee members, shall choose the membership of the Advisory Board. Terms of the individual members of the Advisory Board shall be three years with the possibility of renewal at the end of the three years. There is no limit as to the number of renewals an individual member might have. The center Director, in consultation with the Steering Committee members, shall determine whether individual Advisory Board members shall have their membership renewed.

Section 2 – Duties: The Advisory Board will endeavor to provide the center with fundraising assistance, feedback on its workplans, and guidance on its strategies via its formal meetings and via any informal consultations.

Section 3 – Meetings: The Advisory Board shall meet a minimum of once a year. A report of the meetings shall be made available to the Advisory Board, the Steering Committee, Project Leaders, the CAFES Dean, and the Dean of Research and Graduate Programs.

Section 4 - Number Constituting a Quorum: A majority of Board members shall constitute a quorum.

**ARTICLE VII – EXECUTIVE COMMITTEE OF THE ADVISORY BOARD**

Section 1 – Composition: There shall be an Executive Committee consisting of four members drawn from the membership of the Advisory Board. The center Director will request those Advisory Board members interested in serving on the Committee to submit their names for consideration. In consultation with Steering Committee members, the center Director shall appoint the members of the Committee. The terms of the individual members of the Executive Committee shall be four years with a staggered membership such that every two years, two new members shall be brought onto the Committee and the two senior members rotated off. There shall be no renewal of Executive Committee membership.

Section 2 – Purpose: The Executive Committee will assist the center Director in putting together agendas for the Advisory Board meetings; will formulate potential policy discussions for Advisory Board meetings; will act as a sounding board for the center Director in matters related and relevant to the Advisory Board; and will serve to advise on tactical issues related to the operation of the center.

CAFES Center for Sustainability Proposal

Section 3 – Meetings: The Executive Committee will meet at least as often as the Advisory Board and in advance of the Advisory Board meeting.

**ARTICLE VIII - FISCAL POLICIES**

Section 1 - Fiscal Year: The fiscal year shall be in accordance with that of the Cal Poly Corporation.

Section 2 - Accounts and Audits: The books and accounts of the center shall be kept by the Cal Poly Corporation in accordance with sound accounting practices, 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 Agriculture, Food, and Environmental Sciences. If debts and liabilities exceed assets, the College of Agriculture, Food, and Environmental Sciences will be responsible for said debts and liabilities.

**ARTICLE VIII - OPERATING GUIDELINES**

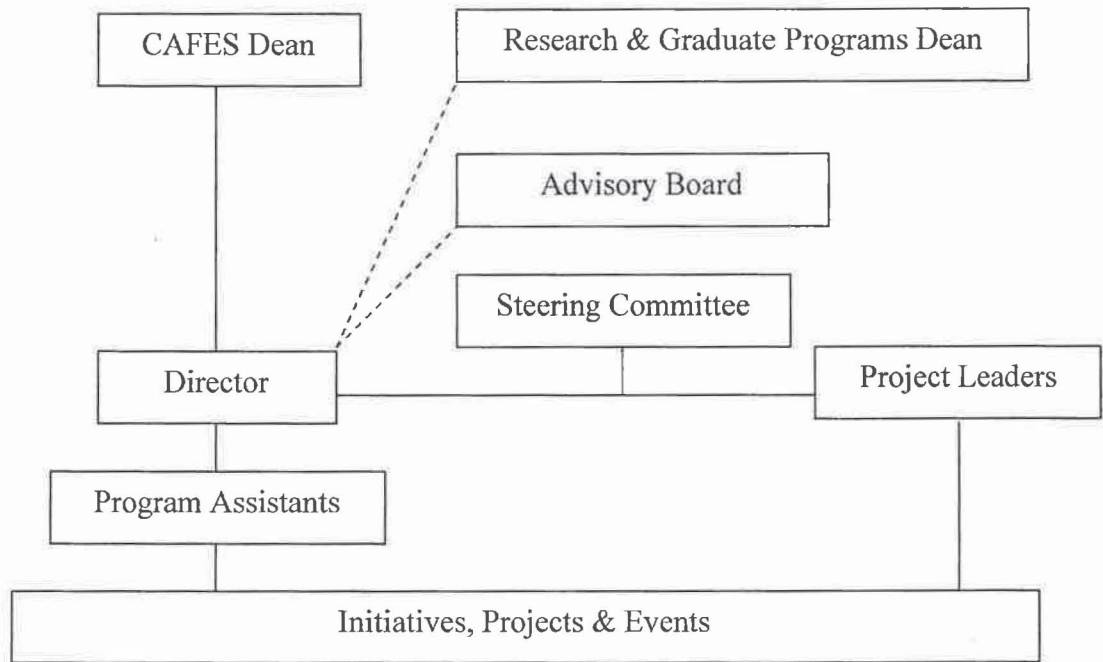
The Advisory Board may develop operating guidelines to implement these By-laws.

**ARTICLE IX – AMENDMENTS**

The By-laws may be amended by a 2/3 vote of the members of the Steering Committee, faculty Project Leaders, and full-time, non-student center staff voting at any meeting of the faculty Project Leaders. All relevant staff and faculty shall have two (2) weeks advance written notification of the proposed amendments. Any changes to the By-laws adopted by the faculty and staff must be approved by both the CAFES Dean and the Dean of Research and Graduate Programs before incorporation into the By-laws.



## Appendix B: Organizational Chart



**Statement of Interest Received for  
ACADEMIC SENATE COMMITTEE VACANCIES FOR 2009-2011**

**COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCE**

**BUDGET AND LONG-RANGE PLANNING COMMITTEE**

**Doris Derelian, Food Science and Nutrition (Incumbent)\* Tenured – 4 years at Cal Poly**

Since the committee has had very little action thus far in my participation period, I would like to remain a member. Now that significant budget issues are presented to Cal Poly it would be a good time to serve in this capacity.

**CURRICULUM COMMITTEE**

**DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE**

**DISTINGUISHED TEACHING AWARDS COMMITTEE - 2009-2010 term**

**David Headrick, Horticulture and Crop Science – Tenured 11.5 year at Cal Poly**

I am happy to serve on the Distinguished Teaching Award committee representing the College of Agriculture, Food and Environmental Sciences. I am a former recipient of the award (2005) and felt that the entire process was very rewarding and helped me to gain a better understanding of how teaching is evaluated. I also was able to meet many more colleagues from across campus. I hope to gain some insights into the workings of other classes and how instructors handle different curriculum issues. I look forward to meeting additional contacts on campus. I believe that I am well qualified to evaluate other instructors, as I have been the recipient of two additional teaching awards, one from our College of New faculty Teaching Award in 2002 and a national teaching award from the American Association of State Colleges of Agriculture and Renewable Resources in 2008.

**FACULTY AFFAIRS COMMITTEE**

**INSTRUCTION COMMITTEE - 2009-2010 term**

**RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE**

**Bill Plummer, Animal Science (Incumbent)\***

I have been a member of this committee for several years, chaired it for 2, and want to see more results. With the new Provost in place, there is an opportunity for some real changes.

**SUSTAINABILITY COMMITTEE**

**Neal MacDougall, Agribusiness (Incumbent) Tenured – 12 years at Cal Poly**

I have been deeply involved in sustainability issues at the personal, department, college, and university level. I have enjoyed being on the Sustainability Committee and feel that we have started a number of important initiatives that I would like to follow through and complete.

\* Willing to chair committee if release time is available

## COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

### DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

#### **Don Choi, Architecture (Incumbent)\* Tenure Track – 6 years at Cal Poly**

As incumbent chair of the DSA Committee I have worked to increase the size, diversity and quality of the pool of nominees through outreach to department heads and college deans. The committee has recognized a broad range of fields from aerospace engineering to history to marine biology to music, and moreover we have awarded both mid-career and senior faculty. I have also worked to increase the visibility of the award on campus and to align the DSA process with that of the long-established Distinguished Teaching Award. For 2009 and beyond, I intend to work with the committee to redefine the criteria for the DSA (the existing ones were written when the award was established in 2003) so that they better address the diverse roles of scholarship within Cal Poly as a whole. I have been very please with the collegiality and open-mindedness of the committee members, and I am grateful to them for helping to make the DSA committee meetings highly productive and efficient.

### FACULTY AFFAIRS COMMITTEE

### GRANTS REVIEW COMMITTEE

### INSTRUCTION COMMITTEE

### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE – 2009-2010 term

### SUSTAINABILITY COMMITTEE

#### **Joseph Ragsdale, Landscape Architecture (Incumbent) Tenure Track**

I am currently a tenure-track faculty member in the Landscape Architecture Department and wish to participate in both the Academic Senate and in matters concerning sustainability on campus. As a practicing and professing Landscape Architect, I am well versed in matters regarding the Committee's charge as outlined on the Senate's website. I have professional experience on projects of various sizes on university campuses as well as corporate campuses where sustainable approaches have been fully integrated. As an assistant professor of Landscape Architecture, I currently teach a range of courses that integrate the topic into core learning areas, including a materials course, support courses and design studios. I also teach with in the CAED Sustainable Environments minor required course EDES 406. This course is an interdisciplinary overview (along with Architecture, City and Regional Planning and invited speakers) to the issues and concepts of sustainable environments.

I have been involved in a number of college, campus and department activities. At the department level, I advise in off-campus study, participate in the scholarship, furniture and curriculum committees and recently completed a role of faculty advisor for two departmental clubs. At the college level (CAED), I have participated in the scholarship and awards committee and have been a member for two of Dean Tom Jones working committees, the Building Technology Committee and the Sustainability Committee. At the university level, I have been an ongoing member of the Landscape Advisory Committee for the past 6 years.

For a first appointment and exposure to the Academic Senate, I would like to help facilitate the charge as provided as well as continue to increase both awareness and action on the topic in all levels of the campus. I am a consummate team player with novel approaches, unique insight and strategic thinking. I look forward to working with the committee should I be accepted.

\* Willing to chair committee if release time is available

Received after deadline

**Sandy Stannard, Architecture – Tenured - 8 years at Cal Poly**

Within the realm of architecture, I teach and conduct research in areas that relate to sustainability. I think my expertise in this area will assist the Committee and the University. I am an USGBC LEED AP (US Green Building Council Leadership in Energy and Environmental Design Accredited Professional), which is an accreditation that requires a rigorous exam covering numerous sustainable design related topics. I am part of a nationwide "carbon neutral design" group, which meets at venues around the country to discuss carbon neutral/zero energy design issues as they relate to education. I was a faculty advisor to Cal Poly's award winning entry into the 2005 US Department of Energy sponsored Solar Decathlon competition.

I will be happy to provide further background or information as required.



## ORFALEA COLLEGE OF BUSINESS

### DISTINGUISHED TEACHING AWARDS COMMITTEE

#### **Mike Geringer, Management (Incumbent)\* Tenured – 17 years at Cal Poly**

I have devoted myself to teaching excellence throughout my career, which spans over 25 years of university level teaching. I have won numerous awards at the department, college, university, and professional level, including the Cal Poly Distinguished Teacher Award, the first Cal Poly International Educator Award, and many "Best Teacher" awards at universities in Canada, Poland, Finland, China, Korea, Australia, South Africa, and elsewhere. I have written or edited almost 20 instructional texts, over 35 teaching case studies, and over a dozen readings used at universities worldwide. I have mentored many junior (and some senior) faculty members in their teaching improvement efforts. I love teaching, I love teaching well, and I love helping others teach well.

I have served several years on the Distinguished Teaching Award Committee at Cal Poly, including serving as chair of the committee for about 5 years. This award is the highest recognition for teaching excellence at a teaching-oriented university, and I have been proud to both receive this award and to help in identifying and assessing other deserving nominees for this award. As Chair of the committee, I have always strived to run a committee that is apolitical, merit based, inclusive of a range of disciplinary perspectives, and committed to consensus in decision making. I believe that prior (and current) members of the committee will echo these statements regarding my approach to chairing the committee.

It is essential that Distinguished Teaching Award committee members be volunteers who are committed to teaching excellence and to the workload requirements of the committee. The committee takes an enormous amount of time and commitment on my part to visit each Finalist an average of 4 to 5 times over the course of approximately 11 weeks, for 1.5 to 2 hours per visit, as well as reviewing a broad range of curricular material on each candidate. Despite this workload, I enjoy working on the committee and would be pleased to continue to serve as a member and, if so desired, as Chair of the committee.

### FAIRNESS BOARD

#### **Isaac Chang, Industrial Technology (Incumbent) Tenure Track – 1.5 years at Cal Poly**

**MOTIVATION** – my intention to continue serving in the Fairness Board is based on my experience in the last 1.5 years. The few cases the committee had reviewed during the term of my service shaded some lights of how the University operates and provided different perspectives regarding faculty-student interaction. It is very helpful for a junior faculty member like me to be exposed to those issues so I am better prepared to avoid making similar mistakes in my work.

**QUALIFICATIONS** – Diverse educational background and training (three engineering degrees, one technology degree, and two business certificates, and currently work for industrial technology in business school) enable me to understand the disciplinary issues and engage in various ways of consideration. Previous years of service ensure me to stay on the same page with the Chair and the other committee members. Being the only Asian committee member helps bring in diversity in discussion, which I believe will benefit both the faculty and student body.

**EXPERIENCES** – 2007-2008 Lecturer, Industrial Technology, Cal Poly. 2008-Present Assistant Professor, Industrial Technology, Cal Poly. 2007-Present Committee member, Fairness Board. 2008-Present Club advisor, Christina Students, Cal Poly.

### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

#### **Eric Fisher, Economics (Incumbent)\* Tenured – 2 years at Cal Poly**

I have admired the work of this committee under its two chairs in the last two years: Bill Plummer and Franz Kurfess. It is struggling with a central issue facing the future of Cal Poly: What does it mean to do research at a strong teaching college in the Cal State System? I have been a productive member of the committee in the last two years, and I bring the perspective of someone who has spent most of his career at research-oriented universities. Serving on this committee has helped me learn quite a bit about the University, and it is one of the best ways that I can serve her well in return.

\* Willing to chair committee if release time is available



**COLLEGE OF EDUCATION**

BUDGET AND LONG-RANGE PLANNING COMMITTEE

CURRICULUM COMMITTEE

DISTINGUISHED TEACHING AWARDS COMMITTEE

FAIRNESS BOARD – 2009-2010 term

INSTRUCTION COMMITTEE

SUSTAINABILITY COMMITTEE

## COLLEGE OF ENGINEERING

### BUDGET AND LONG-RANGE PLANNING COMMITTEE

### CURRICULUM COMMITTEE

### DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

**Saeed Niku, Mechanical Engineering (Incumbent) Tenured - 26 years at Cal Poly**

I have served one term and have gained some experience that I think can be helpful.

### FACULTY AFFAIRS COMMITTEE

**Xi Wu, Mechanical Engineering (Incumbent) Tenure Track - 3.5 year at Cal Poly**

After serving in Faculty Affair Committee for two years, I become more and more interested in this committee. First of all, this committee focuses on important faculty affairs and charges of Cal Poly and CSU system. As a tenure-track assistant professor, I almost knew nothing about the policies of Cal Poly before I joined this committee. I believe this phenomenon commonly exists among the relatively new faculty members who are busy with their teaching and research. After several weeks' discussion of "Draft CAP 523 Faculty Personnel Actions", for instance, I thoroughly understand the requirements of retention and promotions for tenure-track faculties. The orientations of my career in Cal Poly are more clearly demonstrated in front of me. Furthermore, I will benefit a lot in the near future, because I will be promoted as a tenured faculty two years later. Being familiar with the university criteria are essential to judge whether other colleagues are qualified to be promoted or not.

Secondly, there are only two tenure-track faculties serving in this committee now. The other one will be promoted this year. I will be the only tenure-track faculty in this committee. In addition, I am also the only representative of College of Engineering --- the biggest college in Cal Poly. There is no doubt that tenure-track faculties should play more important roles in this important committee.

Lastly, I have been teaching in Cal Poly for almost four years. I ran into both good thing and bad thing happened in college of engineering. I believe I am qualified to be a representative of tenure-track faculties. This group of people is the backbone of Cal Ploy and their voice should be heard by academic senate.

### FAIRNESS BOARD

**Faysal Kolkailah, Aerospace Engineering (Incumbent) Tenured – 24 years at Cal Poly**

The word "Fairness" is the key. This is the ultimate goal. A "fair" relationship between students and faculties is the main key for a very healthy strong campus. It gives me great pleasure to be part of this process.

### GRANTS REVIEW COMMITTEE

### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

**Helen Yu, Electrical Engineering (Incumbent) Tenured – 8 years at Cal Poly**

I've been in R&PD Committee in the past two years and would like to continue for another term. This committee discusses many important issues such as "teach-scholar" model, RPT, Cal Poly strategic plan, etc. and I would like to participate.

## COLLEGE OF LIBERAL ARTS

### DISTINGUISHED TEACHING AWARDS COMMITTEE

#### FAIRNESS BOARD

**Brian Kennelly, Modern Languages and Literatures (Incumbent) Tenured – 3 years at Cal Poly**

I would like to continue serving on the Fairness Board, thereby continuing to play an integral part in the "Due Process" afforded students and instructors at Cal Poly. Craig Baltimore should be able to attest to my contributions so far.

### GRANTS REVIEW COMMITTEE

## COLLEGE OF SCIENCE AND MATHEMATICS

### CURRICULUM COMMITTEE

#### FACULTY AFFAIRS COMMITTEE

**Ulric Lund, Statistics – Tenured – 8 years at Cal Poly**

I am volunteering to serve on the Faculty Affairs Committee. I have been a member of the Library Committee for several years before it was dissolved, and have served on the Honor's Council. I was reluctant to volunteer for any new committee service next academic year since I will be on sabbatical in Fall Quarter of 2009. However, since there have been numerous attempts to solicit faculty to fill the COSAM vacancies, I am glad to offer my help if it is acceptable for me to begin in Winter Quarter of 2010.

*I have volunteered for two committees, but wish to serve on only one of the two. I have no preference and defer to whichever committee has the greater need.*

#### FAIRNESS BOARD

**Jonathan Shapiro, Mathematics (incumbent)\* Tenured – 11 years at Cal Poly**

I have been on the Fairness Board for the last two years. We have had very little work to do in this time. I have always been interested in seeing any wrongs at the university be righted, and I am actually quite pleased that the Fairness Board has been required to step in on so few occasions. When we have met to discuss issues, I believe we have done a good job in considering all sides fairly and in coming up with our recommendations. I would like this to continue. I believe my skills as a mathematician are occasionally useful on the board, especially if cases come from the mathematics or other science departments.

### INSTRUCTION COMMITTEE

**Ulric Lund, Statistics – Tenured – 8 years at Cal Poly**

I am volunteering to serve on the Faculty Affairs Committee. I have been a member of the Library Committee for several years before it was dissolved, and have served on the Honor's Council. I was reluctant to volunteer for any new committee service next academic year since I will be on sabbatical in Fall Quarter of 2009. However, since there have been numerous attempts to solicit faculty to fill the COSAM vacancies, I am glad to offer my help if it is acceptable for me to begin in Winter Quarter of 2010.

*I have volunteered for two committees, but wish to serve on only one of the two. I have no preference and defer to whichever committee has the greater need.*

### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

**Mark Stankus, Mathematics (Incumbent) Tenured – 12 years at Cal Poly**

I have been a member of the Research and Professional Development Committee for two years. I have participated in discussions, but do not have any single accomplishment that I can claim is my own.

\* Willing to chair committee if release time is available



## **CONSULTATIVE PROFESSIONAL SERVICES**

### BUDGET AND LONG-RANGE PLANNING COMMITTEE

### CURRICULUM COMMITTEE

**Wendy Spradlin, CLA Advising (Incumbent) Tenured/Permanent – 30 years at Cal Poly**

I enjoy serving on this committee. I have 6 years experience on it over the last 15 years.

### DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

### DISTINGUISHED TEACHING AWARDS COMMITTEE

### FAIRNESS BOARD – 2009-2010 term

### GRANTS REVIEW COMMITTEE

**Jeanine Scaramozzino, Library (Incumbent) Tenure Track – < 1 year at Cal Poly**

I would like to continue to work on this Academic Senate Committee. I have a good understanding of the time commitment and requirements. I have personal experience in writing and receiving grants and am comfortable that I will be able to help accomplish the goals of the Grants Review Committee. Before I became a librarian, I worked as a scientist and am secure in my understanding of grant processes. As a librarian, I bring a different perspective to the table while continuing to learn from others on campus. I feel confident that I will be able to contribute to the committee while better understanding the monies being requested on campus, the research that is being funded, and using that knowledge to help support the researchers.

### INSTRUCTION COMMITTEE

### SUSTAINABILITY COMMITTEE

**Leanne Hindmarch, Library (Incumbent) Tenure Track – 2 years at Cal Poly**

I have served on the Academic Senate Sustainability Committee for the last two years, since I arrived at Cal Poly. I have brought to this role a background related to the environment and sustainability issues, having worked for two years as librarian at a botanical garden before coming to Cal Poly. In my current role as Architecture and Environmental Design librarian, I work with students and faculty on a daily basis who are learning about and making use of sustainable practices in building design and construction. I am the Kennedy Library's sustainability liaison for research and collections.

In my two years on the sustainability committee, I have regularly attended meetings and contributed towards the committee's work on campus. I created a wiki site to manage documents created at the Sustainability Retreat held in February 2008, and created an activity to prompt discussion at the event. Currently, I am on the subcommittee to create a sustainability website which will pull together links to all campus entities doing work related to sustainability, thereby serving as a portal to sustainability on campus. I also regularly take minutes and maintain the ASSC Blackboard site.

I have very much enjoyed learning about all aspects of sustainability on campus, and hope to continue working with my colleagues on these and other initiatives for the next two years.

04.08.09

**Statement of Interest Received for  
UNIVERSITY COMMITTEE VACANCIES FOR 2009-2011**

**ACADEMIC ADVISING COUNCIL:** 1 vacancy

**Matt Carlton, Statistics (Incumbent) Tenured – 10 years at Cal Poly**

I have been a member of the Advisory Council for 4 years and co-chair for 3. Having written our annual reports and budget requests for 3 years, I am very familiar with the mission, goals, activities, and personnel of the Council. The Council has been an important advisory body in the last several years, working with Academic Programs, CMS, and SOAR to improve their advising-related components. In addition, we have begun serious efforts to improve professional advising campuswide, from the advising 101/102 workshops at CTL to the recent Day of Advising (attended by more than 50 staff). As co-chair, I have been an active part of these events, and I would like to continue in that role.

**(504/ADA) ACCOMMODATION REVIEW BOARD:** 1 vacancy

**Brittany Ianneo, Disability Resource Center - Tenured – 1 year at Cal Poly**

I have supported hundreds of students that have special educational needs or disabilities and am extremely aware of supports that are frequently requested by students from faculty and the university at large. Universal equal access on any campus is an important issue for legal and ethical reasons. As a credentialed educational psychologist and current learning disabilities specialist for the Cal Poly Disability Resource Center I believe it paramount that faculty and students understand there is compromise that can be struck in accessibility and accommodations as it pertains to curriculum, classrooms, and resources with respect to their availability and accessibility.

Having been a former teacher in the K-12 and post-secondary sector I have a great deal of knowledge regarding 504 accommodations, IEP accommodations, and what realistic requests can be supported under the new reauthorization of ADA that was passed this Summer of 2008.

I am currently in a Ph.D. program and am ABD status with a dissertation topic surrounding universal design in higher education. It is my goal to ensure our campus is accessible to all students and guests and that students have the ability to tap into their curriculum content, while empowering students to be self advocates and determine when it is appropriate to request accommodations.

I personally believe ADA legislation should not be a crutch for students, rather it should be a tool to better understand as an adult: personal responsibility, interdependence, and realistic self appraisal of one's strengths and weaknesses. Having been charged with reading hundreds of psychological and medical evaluations for professional interpretation and support, I have a great deal of experience that will assist this committee with accommodation supports and disability awareness that will be beneficial to this campus and the San Luis Obispo community. Thank you for your consideration.

**Thomas Korman, Construction Management - Tenure Track – 5 years at Cal Poly**

As a civil/construction engineer, I have also felt that I have the responsibility to ensure that the design and construction of pedestrian facilities are assessable, such that they are inclusive for all. Prior to accepting a faculty position at Cal Poly, I worked on a City-wide ADA Enhancement Program for the City of Arroyo Grande, and the design of ADA Upgrade Project for Strother Park in the City of Arroyo Grande. In addition, most recently during my profession leave, I worked with the ADA Compliance Officer and City Attorneys Office updating the City of Santa Maria's ADA Compliance Program. It was during this time that I began to realize that accessible issues extend beyond the built environment, I had the opportunity to hear concerns from residents who were challenged with visual impairments, learning disabilities, and hearing problems. This experience broaden my awareness of accessibility issues, all of which I intent to consider, when reexamining my teaching style. More importantly, I plan to integrate the knowledge I have gained regarding ADA issues into the course I teach in the Construction Management Department.



04.08.09

I would like to be considered for the 504/ADA Accommodation Review Board so that I may continue to further my understanding of the types of challenges students, staff, and faculty face due to disabilities. I feel that membership on the committee would enable me to work towards creating a equitable environment where students, staff, and faculty who have a disability do not feel denied access to learning and participation due to physical or environmental barriers. In addition, in working on the committee, I would welcome the opportunity to become involved in policy change that affects our educational delivery methods.

Prior committee experience at Cal Poly has included membership on the CAED Building Technology Committee and CAED Scholarship Committee as well as membership on the Outcomes Assessment Committee and technology Committee for the Construction Management Department.

**Mike Ruef,\* Graduate Studies, - Tenured**

As the Co-Coordinator of Special Education Programs here at Cal Poly, I teach both beginning and advanced courses in special education including courses dealing with accommodation for persons with disabilities. I am very familiar with both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Participation on this committee would allow me to sync my professional interest and service obligations.

ADVISORY COMMITTEE ON WORKPLACE VIOLENCE: 1 vacancy

**Thomas Korman, Construction Management - Tenure Track – 5 years at Cal Poly**

Prior to my employment as faculty member at Cal Poly in the Construction Management Department, I worked as a construction engineer for a large engineering and construction firm. During my employment there, where I frequently worked on construction sites, where I routinely observed employees be treated inappropriately, disrespected, insulted, verbally abused, harassed, and even physically threatened.

Assuming that my experience was unique to the Construction Industry, I was amazed to learn that according to the Occupational Safety and Health Association (OSHA), there are approximately two million violent crimes that occur at work each year, which are classified as workplace violence events. In January 2006, ABC NEWS reported that a survey of American workers revealed that over 40 percent reported being screamed at, insulted, threatened with physical violence or otherwise intimidated in the workplace by supervisors and/or co-workers. OSHA estimates that workplace violence costs employers more than \$4 billion annually, in addition demoralizing the human spirit, which I observed first hand.

As an employee at my prior work place, I felt helpless during these occurrences. Who was I to speak out against, what seemed to be the "company culture," after all, I was just grateful to have a job. I realize now, that although this behavior is prevalent throughout workplace in the United States, it should not be tolerated! A position on the Advisory Committee on Workplace Violence would allow me to continue to broaden my understanding of workplace violence and help develop policies that create a more harmonious environment where students, staff, and faculty are to be able to perform their work in a professional environment.

My prior committee experience at Cal Poly has included membership on the CAED Building Technology Committee and CAED Scholarship Committee as well as membership on the Outcomes assessment Committee and technology Committee for the Construction Management Department.

ASI BOARD OF DIRECTORS: 1 vacancy

**James LoCascio, Mechanical Engineering (Incumbent) Tenured – 28 years at Cal Poly**

I would like very much to continue my services as the Academic Senate Representative to the ASI Board of Directors for a fourth year. This has been the most satisfying position that I have had the pleasure to serve on. To observe these young energetic Cal Poly students running their student organization inspires me to make sure that my lecturers are delivered with just as much energy.

04.08.09

ATHLETICS GOVERNING BOARD: 1 vacancy

**Cliff Barber, IT (Incumbent) Tenured – 20 years at Cal Poly**

Every quarter I have several Student athletes in my courses and I have an interest in their success.

CAL POLY PLAN STEERING COMMITTEE: 2 vacancies

CAMPUS DINING ADVISORY COMMITTEE: 1 vacancy

**Neal MacDougall, Agribusiness - Tenured – 12 years at Cal Poly**

I wish to join this committee to help make Campus Dining a critical part of the local/regional food system – especially by helping to facilitate the ongoing purchase of fresh produce and meat from Central Coast growers.

CAMPUS FEE ADVISORY COMMITTEE: 1 vacancy

CAMPUS PLANNING COMMITTEE: 2 vacancies

**Neal MacDougall, Agribusiness (Incumbent) Tenured – 12 years at Cal Poly**

I have enjoyed serving on this committee and hope to continue contributing – especially by emphasizing the importance of sustainability in the long term planning.

**Margot McDonald, Architecture – Tenured – 16 years at Cal Poly**

I am interested in serving on this committee because of the potential influence on campus physical form and operations. My professional background (Reg. Architect, Oregon), service (USGBC National, American Solar Energy Society, SCUP - invited by dean to be representative) makes me a qualified candidate. As a former department head and organizer of UC/CSU/CCC Sustainability Conference provided excellent experience with balancing financial, space, and other planning issues.

**Terry Vassey, Horticulture and Crop Science - Tenure Track**

I am interested in this committee because I am already on the Landscape Committee and would like to extend my service to other areas of campus development. I am interested in the long range progress of all aspects of the campus and campus life.

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE: 1 vacancy

**Samuel Frame, Statistics - Tenure Track**

Ten days after I graduated from Cal Poly (B.S. Statistics, 2001), I began working for Toyon Research Corporation as an Intelligence, Surveillance, and Reconnaissance Algorithm Analyst in Goleta, CA. Nearly three months later, America face the terrorism event on September 11<sup>th</sup>, 2001. For five years, I worked at Toyon on a variety of Defense and Intelligence related projects (while concurrently obtaining my Ph.D. from University of California, Santa Barbara). As a faculty member, alumni, and former Defense Consultant, I am in a unique position to offer my services to the Campus Safety and Risk Management Committee, and I would enjoy being a junior faculty member of this committee.

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION: 1 vacancy



04.08.09

DEANS ADMISSIONS ADVISORY COMMITTEE: 1 vacancy

**Dean Arakaki, Electrical Engineering (Incumbent) Tenured – 8 years at Cal Poly**

I have served on this committee for the past 4 years. I am interested in ensuring that Cal Poly admits the most capable students from the applicant pool. Hence, I would like to be involved in the examination and possible modification of multi-criteria admission (MCA) policies in determining student eligibility for admission.

HEALTH SERVICES OVERSIGHT COMMITTEE: 1 vacancy who also serves on the Student Health Advisory Committee

**Samuel Frame, Statistics (Incumbent) Tenure Track**

I am interested in continuing to serve on this committee. I am particularly interested in the committee meeting, even if it is done informally.

INSTRUCTIONAL ADVISORY COMMITTEE ON COMPUTING (IACC): 1 vacancy

**Jason Williams, Psychology – Tenure Track – 5 years at Cal Poly**

I am new faculty at Cal Poly, but have been teaching for seven years at Gonzaga University in Spokane. I think I bring three things to the table: 1) a lifelong interest in computers, and some basic tech savvy; 2) I have seen how technology and computers have been used in the classroom much more efficiently than we do at Poly, and have some ideas; 3) a background in cognition and human-machine interaction. Brains are just as important as computers when it comes to having technology people who use and use well.

INCLUSIVE EXCELLENCE COUNCIL – 1 vacancy

INTELLECTUAL PROPERTY REVIEW COMMITTEE: 1 vacancy from the college of CSM

INTERNATIONAL EDUCATION AND PROGRAMS (IEP) COUNCIL: 1 vacancy

**Xiaoying Rong, Graphic Communication (Incumbent) Tenure Track – 3 years at Cal Poly**

I am serving on International Education and Program Council for 2008-2009 academic year. International education and program is important for Cal Poly to introduce culture diversity, and become an international recognized institute. I took a group of student to an extended field trip to China last summer. It was an exciting experience for the students and professors to learn the industry and culture of China. I believe the opportunities that offered by International Education and Program will enhance the learning experience of Cal Poly students. As a member of IEP Council, I participated in meetings and discussion. My experience as an international educator on campus will bring diversity to the council. I would like to continue serve on the committee.

**Christopher Yip, Architecture - Tenured – 20 years at Cal Poly**

I have a long-standing interest in off-campus programs in Asia. Having taught as an instructor in Japan (Spring 2003) and Thailand (Spring 2002, 2004, 2006, and 2008) I know the benefits of these programs to students and the university community, and would like to offer my experience to strengthening IEP.

Received after deadline

**Faysal Kolkailah, Aerospace Engineering – Tenured 25 years at Cal Poly**

I am originally from Egypt. Since 1991, I do have my PhD and Post-Doctoral Programs with 4 different universities in Egypt. I do have at least 2 different proposals on the undergraduate level from different universities in Egypt (one of them is Cairo University) I do have many connections with universities in both Egypt and Saudi Arabia. I strongly support the "International Education" concept and I do think I can help through the IEP Council.

04.08.09

STUDENT HEALTH ADVISORY COMMITTEE: 1 vacancy who also serves on the Health Services Oversight Committee

**Samuel Frame, Statistics (Incumbent) Tenure Track**

I am interested in continuing to serve on this committee. I am particularly interested in the committee meeting, even if it is done informally.

STUDENTS WITH DISABILITIES ADVISORY COMMITTEE: 3 vacancies

**Mike Ruef, Graduate Studies (Incumbent) tenured**

As the Co-Coordinator of Special Education Programs here at Cal Poly, I teach both beginning and advanced courses in special education including courses dealing with accommodation for persons with disabilities.

I have suggested to other professor how they might make accommodations for their Cal Poly students. I am very familiar with making instructional accommodations for students with disabilities and teach courses in this area in our integrated credential/M.A. program.

I have enjoyed serving on this committee, know and enjoy working with Trey Duffy and his staff and hope to continue.

Participation on this committee would allow me to sync my professional interest and service obligations.

**Douglas Swanson, Journalism (Incumbent) Tenure Track – 2.5 years at Cal Poly**

Would like to stay on it the committee.

SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE: 1 vacancy

**Mary Peracca, Counseling Services (Incumbent) Tenured – 8 years at Cal Poly**

I am interest in continuing to serve on the SUAAC as a part of my role in Counseling Services as the Alcohol and Drug Specialist. I provide individual and group counseling to both mandated and voluntary students presenting with substance abuse and dependency issues. I would like to continue to be involved at the University and community level to address the impact of substance abuse on student's academic and personal successes and to create solutions to this widespread problem. I have enjoyed collaborating with other University department on the Programming Subcommittee over the past 7 years. Thank you for considering my application.

UNIVERSITY DIVERSITY ENHANCEMENT COUNCIL: 1 vacancy

**John Oriji, History (Incumbent) Tenure Track – 20 years at Cal Poly**

I found the discussions of the members of the committee very diverse and enlightening, and I think I can contribute my own views based on my 20 years teaching experience at Cal Poly. We made many recommendations to the university, and if they are implemented, Cal Poly will offer a better learning environment for all its diverse student population.

UNIVERSITY UNION ADVISORY BOARD: 1 vacancy

## GE GOVERNANCE COMMITTEE Appointments for 09-12

**Appointment:** The Provost appoints GE Governance Committee members after consultation with the GE Director and the Academic Senate Executive Committee. Consultation means making a positive or negative recommendation.

**Membership:** A director and eight committee members compose the GE Governance Committee, two from the College of Science and Mathematics, two from the College of Liberal Arts, and one from each of the four professional colleges. Committee members will serve three-year renewable terms that are staggered to promote continuity.

**GE Governance Committee Responsibilities:** The GE Governance committee is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent GE Program that meets the noble purposes of its conceptual goals and fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the GE committee will make recommendations, through its director, to the provost on all matters and aspects pertaining to the GE Program including philosophy, content, format, delivery, and adherence to standards of quality.

**Duties:** Specific duties assigned to the committee members are the following: 1) program development, monitoring, and assessment; 2) designating GE courses; 3) encouraging innovation; 4) issues related to community-college GE programs; and 5) promoting and coordinating GE-related activities such as conferences, seminars, and speakers.

**Qualifications:** Committee members will be faculty members with a demonstrated interest in GE and who have a thorough understanding of and deep conviction and commitment to the philosophy and conceptual goals of the GE Program.

**Vacancies:** There are three vacancies on the GE Governance Committee.

1. Orfalea College of Business (3 year term)
2. College of Liberal Arts (3 year term)
3. College of Engineering (3 year term)

Candidates that have applied and their statements of interest are listed below.

Continuing members on the GE Governance Committee are also listed. (For reference only)

Name	Department	College	Recommend	Do not recommend (and why)
Claire Battista	Economics	OCOB		
Tal Scriven	Philosophy	CLA		
James Widmann	Mech Engineering	CENG		

Continuing Members			
Name	Department	College	Term Expires
John Harris	Nat Res Mgmt	CAFES	2010
Margarita Hill	Architecture	CAED	2011
Andrew Morris	History	CLA	2011
Peggy Rice	Chem/Biochem	CSM	2011
Marian Robbins	Mathematics	CSM	2010



**Statements of Interest:**

**Claire Battista – Economics - Lecturer – 12 years**

I have been teaching in the Economics Department for the past twelve years. I teach at least 4-5 sections per year of the highly impacted ECON 303: Poverty and Discrimination (D5, USCP) and also teach ECON 222: Macro (D3) and periodically teach ECON 201: Survey (D3). As such, I am very familiar with the design and delivery of GE courses. I am also one of the few faculty in the College of Business who consistently teaches general education courses and therefore believe that I am a logical choice as representative from the OCOB.

In addition to teaching in the program, I am also firmly committed to the spirit of the program. I believe that students become more expert learners when they are provided with the tools to reach across disciplines in their understanding of their socio-economic environment. Students also become better critical thinkers and more aware learners when they are encouraged to synthesize knowledge from a variety of different frameworks and disciplines. Writing serves to further enhance these critical thinking skills and also forces students to become more publicly accountable for their positions and the articulation of their positions.

In short, I believe that I can make a positive contribution to the GE committee because of my commitment to teaching in these areas as well as my commitment to the philosophy and goals of the program.

**Tal Scriven – Philosophy – Tenured – 29 years**

I have been involved in GE governance since I arrived 29 years ago. I have a decent understanding of the program, its goals and its history. My own goal is simply to facilitate the running of the committee in any way I can. I would happily like to serve on the GE committee again during the 09-12 term.

**James Widmann – Mechanical Engineering – Tenure Track – 8 years**

I am very interested in serving on the GE Committee for the three-year term 2009-2012 for the College of Engineering. I believe all of our students should graduate with a broad knowledge of many disciplines in order to best serve the State of California. I think I bring a diverse set of experiences from academia and multidisciplinary industrial experiences to provide input and shape the GE requirements at Cal Poly to best enhance our graduates ability to fully participate in society. Additionally, through my last term (2006-2009), I have learned a great deal about the GE requirements and more about the curricula of our graduates. I can continue to serve my students and the College of Engineering through this experience.

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**GE Area B/F (Science, Mathematics, and Technology)**  
**Appointments for 2009-2012**

**GE Area Committee Appointment:**

The GE Governance Committee appoints GE Area Committee members after consultation with the Academic Senate Executive Committee. **Consultation** means making a positive or negative recommendation.

- There are six members on the GE Area B/F Committee, which advises the GE Governance Committee on courses and policies in the B and F areas of Science, Mathematics and Technology.
- Terms are staggered to promote continuity on the committee.
- Candidates applying for the Area B/F Committee are listed below.
- Continuing members on the GE Area B/F Committee are also listed. (for reference only)

<b>Candidates Applying for Area B/F Committee</b>				
<b>Name</b>	<b>Department</b>	<b>College</b>	<b>Recommend</b>	<b>Do Not Recommend (and why)</b>
Thomas Bensky (3 year term)	Physics	CSM		
Lauren Gamer (2 year term)	Hort/Crop Science	CAFES		
Ken Hillers (3 year term)	Biology	CSM		
Elena Keeling (1 year term)	Biology	CSM		
Dana Paquin (3 year term)	Mathematics	CSM		

<b>Continuing Area B/F Committee members</b>			
<b>Name</b>	<b>Department</b>	<b>College</b>	<b>Term Expires</b>
Fred DePiero	Com Science	CENG	2011

**Statements of Interest:**

**Thomas Bensky – Physics - Tenure Track - 8 years at Cal Poly**

I recently created a new course, ASTR 324, which passed through the B/F committee last year. After that experience, I feel as if I have a good understanding of the requirements of B/F courses, and could help the committee in the evaluation of new proposals. Also, I have worked with Elena Keeling (current committee chair) over the past several years in organizing the annual COSAM Research conference. We work well together and I feel as if this will be a productive committee experience.

**Dana Paquin – Mathematics - Tenure Track - 1 year at Cal Poly**

I am writing to request an appointment (of any of the available term lengths) to the General Education Area B/F Subcommittee (Science/Mathematics/Technology). As an Assistant Professor of Mathematics in my first year at Cal Poly, I have a strong interest in issues related to general education at Cal Poly. I completed my undergraduate degree at a small liberal arts college (Davidson College), and held a tenure-track position at another small liberal arts college (Kenyon College) before coming to Cal Poly, and I believe that a contemporary general education is an integral component of the university degree. More precisely, I believe that a broad general education teaches students to communicate effectively, to integrate ideas, to develop

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writing skills, and to learn to think critically and solve problems from diverse fields, and that general education courses in science and mathematics are particularly important in achieving these goals.

As a mathematics teacher, I often supplement my traditional homework assignments with readings and projects on applications of the mathematics studied in class to fields outside of mathematics, and I have found that students appreciate and are interested in these connections among different subjects. For example, in my Math 142 (Calculus II) course, I have students work on a project in which they use the techniques of numerical integration that we have studied to compute the area of a country given a scaled map of the country, and to then compare their calculation with published values for the area. In my Math 143 course, I have students use Maple (a computer algebra system) to analyze properties of the helix structure of DNA. These activities illustrate the applicability of mathematics to other fields, and they require students to think critically and carefully about problems that are not necessarily identical to those in their textbook. I think that such activities are particularly useful for students that are taking the course to fulfill a general education requirement. In addition, I am interested in studying the effectiveness of various courses in science and mathematics on students' general quantitative skills, and I think that advising the GE Committee on policies related to mathematics in general education is an important and worthwhile task. Thus, I would very much like to serve on the General Education Area B/F Subcommittee.

**Lauren Garner, Horticulture and Crop Science - Tenure track - 3.5 years at Cal Poly**

I am interested in serving on the General Education Area B/F Subcommittee. After receiving my undergraduate degree from a liberal arts college, I valued the philosophy of a liberal arts education and the role of writing as a means of learning and communicating what has been learned. I would, therefore, like to contribute to the GE program, which is based on a similar set of principles. Service on this committee will also help me to learn more about the GE process, thus benefiting my advising.

My related committee work includes serving on a departmental committee to revamp our curriculum. I currently serve on the WASC Teacher-Scholar Model Working Group. I oversee the Fruit Science (FRSC) curriculum, am the major advisor for more than 40 FRSC and WVIT majors, and am the FRSC Minor Coordinator.

**Ken Hillers, Biological Sciences – Tenured - 5 years at Cal Poly**

I'm interested in science and math curriculum issues and would like to continue my service to the university on the GE Area B/F Committee. I have served on the committee for the last two years and have a good comprehension of the criteria and objectives in B/F courses.

**Elena Keeling, Biological Sciences – Biological Sciences – Tenured – 13 years at Cal Poly**

I have a long-standing interest in curriculum and in general education. I have served on either the Area B/F Committee or the General Education Steering Committee more or less continuously since 2001, including several stints as Chair of the Area B/F Committee. I have also served on my departmental Curriculum & Scheduling Committee continuously since 2003 and on the CSM Curriculum Committee since 2007. I have taught two different GE courses in biology and am currently helping to revise and coordinate the laboratory associated with one of them. I believe strongly in the importance of a strong general education program, and in the necessity of designing curricula specifically to meet the needs of non-majors in science courses. As Chair, my primary goal has been to ensure that GE courses are of high quality, appropriate rigor, and truly focused on the objectives of general education. I also helped to coordinate a pilot assessment by faculty in Math and Statistics of a learning outcome associated with Area B1. I enjoy interacting with faculty from across the university and helping guide the development of a wide range of science, math, and technology-related courses.

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**GE Area A/C Committee (Communication/Arts and Humanities)**  
**Appointments for 2009-2012**

**GE Area Committee Appointment:**

The GE Governance Committee appoints GE Area Committee members after consultation with the Academic Senate Executive Committee. **Consultation** means making a positive or negative recommendation.

- There are six members on the GE Area A/C Committee, which advises the GE Governance Committee on courses and policies in the A and C areas of Communication/Arts and Humanities
- Terms are staggered to promote continuity on the committee.
- Candidates applying for the Area A/C Committee are listed below.
- Continuing members on the GE Area A/C Committee are also listed. (for reference only)

<b>Candidate Applying for Position</b>				
<b>Name</b>	<b>Department</b>	<b>College</b>	<b>Recommend</b>	<b>Do Not Recommend (and why)</b>
Meredith Brammeier	Music	CLA		

<b>Continuing Area A/C Committee members</b>			
<b>Name</b>	<b>Department</b>	<b>College</b>	<b>Term Expires</b>
Jim Conway	Communication	CLA	2010
Don Choi	Architecture	CAED	2011
Paul Marchbanks	English	CLA	2011
Josh Machamer	Theatre & Dance	CLA	2011
Kathryn Rummell	English	CLA	2010

**Statement of Interest:**

**Meredith Brammeier - Music - Tenured 8 years**

I have been very involved with the Lower Division Transfer Patterns (LDTP) project in the past few years and am currently a course reviewer for LDTP music courses. I hope to bring my experience from this project to the curriculum committee's work.



April 14 2009

## NOMINEES TO THE POST PROMOTION INCREASE APPEALS COMMITTEE

(vote for no more than 5 nominees)

<u>Nominee</u>	<u>Department</u>	<u>Approve</u>
Kann, David	English	_____
Kato, Goro	Mathematics	_____
Kennelly, Brian	Modern Languages	_____
Walter, Virginia	Horticulture/Crop Sci	_____
_____ (write-in)	_____	_____
_____ (write-in)	_____	_____



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

Dear John Soares,

After meeting on February 20 and February 27 and approving minutes from these two meetings, the Instruction Committee would like to make a recommendation to the Executive Committee of the Academic Senate and David Conn that minor wording of the existing Attendance Policy be made to include a simple clause: "(including the first day of classes)" in one of the headings:

**..."Excusable" Reasons for Missing Class (including the first day of classes)**

It is strongly urged that instructors accept the following "excusable" reasons for allowing students to make up missed work:...

See: <http://www.academicprograms.calpoly.edu/academicpolicies/Class-attendance.htm>

This decision was based on the following:

- 1) As you and I researched, there is probably not a California State law that requires a California State University observe religious holidays (although we believe there may be a California State University policy handed down from the Chancellor's office to this effect).
- 2) Although not stated as such, we determined that a student can and often does go to the Dean of Students to discuss their concerns regarding their faculty, which would include conflicts with taking a religious holiday on the first day of classes or otherwise. In other words, students do have a mechanism in place to avoid discussing their personal religious views with their faculty if they choose.
- 3) The existing excuse policy provides "religious holidays" as an "excusable" reason for missing class in general.

Although none of the above resolve the conflicts associated with major religious holidays falling on the first day of classes when a number of students and faculty need to take the day-off, they do provide a mechanism for protecting an individual student's rights to take a religious holiday in general.

In an effort to ensure inclusivity on the first day of classes to all students however (and not only protect the rights of students practicing major religions), we believe it would be beneficial to emphasize that excusable reasons for missing class "including the first day of class" be added to the text of the standard attendance policy. We do not believe this will require a Senate resolution--simply a discussion with David Conn and the Executive Committee.

Best,

Stephen Phillips, AIA, PhD  
Chair, Instruction Committee, Academic Senate  
3/30/09



## ACADEMIC PROGRAMS

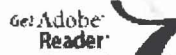
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## Academic Policies

## CLASS ATTENDANCE

Students are expected to attend class regularly to keep the quality and quantity of their work high. Absence from classes is regarded as serious. An excused absence can be allowed only by the instructor in charge of the class upon consideration of the evidence justifying the absence presented by the student. An excused absence merely gives the individual who missed the class an opportunity to make up the work and in no way excuses the student from the work required.

Source: Campus Administrative Manual 485.1 July, 1973

**"Excusable" Reasons for Missing Class**

It is strongly urged that instructors accept the following "excusable" reasons for allowing students to make up missed work:

- Illness with a doctor's statement
- Serious illness or death of close relatives
- Active participation in university events (an instructor may require a statement from the adviser involved certifying that the student was actively participating in a recognized university event)
- Field trips
- Religious holidays
- Selective service and military reasons
- NCAA athletic competitions
- Instructionally Related Activities (IRA)/competitions
- Jury duty or any other legally required court appearances
- Job or internship interviews

Any student seeking to make up missed work pursuant to the above listed "excusable" reasons must inform the instructor of their intent in a timely manner.