



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE

Tuesday, May 19 2009

01-409, 3:10 to 6:00pm

(possible continuation meeting on May 21 from 3-5pm in 01-409)

- I. Minutes: **none.**
- II. Communications and Announcements: **none.**
- III. Reports: **none.**
- IV. Consent Agenda: **none.**
- V. Business Item(s):
 - A. **Resolution on Sustainability Learning Objectives:** Lancaster, chair of the Sustainability Committee (pp 2-4).
 - B. **Resolution on Mergers and/or Reorganizations of Academic Programs,** Academic Senate Executive Committee (pp 5-6).
 - C. **Resolution on Retention Promotion and Tenure Focus Group Report:** Kurfess, chair of the Research and Professional Development Committee (pp 7-16).
 - D. **Resolution Requiring Continuous Enrollment for Graduate Students:** Hannings, Chair of Curriculum Committee (pp 17-22).
 - E. **Resolution on Statement on Academic Freedom:** Forroohar, chair of Faculty Affairs Committee (pp 23-26).
 - 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. **Recommendations to General Education committees for 2009-2010:** (pp 27-31).
 - I. **Appointments to Academic Senate committees for 2009-2010:** (pp 32-38).
 - J. **Appointments to University committees for 2009-2010:** (pp 39-43).
 - K. **Review of carryover committee charges for 2009-2010:** (p 44).
 - L. **Appointment of Academic Senate committee chairs for 2009-2010:** (p 45).
 - M. **Approval of assigned time to Academic Senate officers and committee chairs:** (p 46).
- VI. Discussion Item(s):

Excusable reasons for missing class: Phillips, chair of the Instruction Committee (pp 47-48).
- VII. Adjournment

Adopted:

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

AS-__-09

RESOLUTION ON SUSTAINABILITY LEARNING OBJECTIVES

1 WHEREAS, On April 23 2004, The University signed the Talloires Declaration; and

2
3 WHEREAS, The signing of the Talloires Declaration committed Cal Poly to a ten-point
4 action plan to implement sustainability that includes:

5
6 Point 3: "Establish programs to produce expertise in environmental
7 management, sustainable economic development,
8 population, and related fields to ensure that all university
9 graduates are environmentally literate and responsible
10 citizens."

11 Point 4: "Create programs to develop the capability of university
12 faculty to teach environmental literacy to all undergraduate,
13 graduate, and professional school students."

14 Point 7: "Convene school deans and environmental practitioners to
15 develop research, policy, information exchange programs,
16 and curricula for an environmentally sustainable future";
17 and
18

19 WHEREAS, The University Mission Statement concludes, "As an academic
20 community, Cal Poly values free inquiry, cultural and intellectual
21 diversity, mutual respect, civic engagement, and social and environmental
22 responsibility;" and
23

24 WHEREAS, The sixth University Learning Objective states that students shall "make
25 reasoned decisions based on an understanding of ethics, a respect for
26 diversity, and an awareness of issues related to sustainability;" and
27

28 WHEREAS, The 2007 Institutional Proposal for Reaffirmation of WASC Accreditation
29 includes sustainability as one of two crosscutting issues in the Overarching
30 Theme: Our Polytechnic Identity; and
31

32 WHEREAS, Cal Poly's 2009 Strategic Plan draft includes "Lead in Sustainability: Cal
33 Poly will lead in sustainability through the educational preparation of our
34 graduates, the research and scholarly contributions of our faculty, and the

practices used throughout the University” as one of seven primary strategic goals and identifies the need to create sustainability learning objectives; and

WHEREAS, The CSU Commitment to Sustainability considers “CSU’s best institutional practices, as well as its hallmark strengths - teaching, applied research, and community service - advocate for a special role for the CSU in sustaining the continued economic and ecological viability of the state”; and

WHEREAS, California Assembly Bill 32, the “Global Warming Solutions Act of 2006,” establishes requirements to reduce greenhouse gas emissions in California that will require sweeping changes to California's economy and society, and creates a critical need for polytechnic graduates well versed in sustainability; and

WHEREAS, The Academic Senate Sustainability Committee, with input from various stakeholders, has developed the attached Sustainability Learning Objectives; therefore be it

RESOLVED: That the attached Sustainability Learning Objectives shall be considered an addendum to the University Learning Objectives.

Proposed by: Academic Senate Sustainability Committee
Date: May 1 2009

Sustainability Learning Objectives

We define sustainability as the ability of natural, social, and economic systems to survive and thrive together to meet current and future needs. All graduating Cal Poly students should be able to consider sustainability when making reasoned decisions. A student should be able to:

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

Adopted:

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

AS-____-09

**RESOLUTION ON
MERGERS AND/OR REORGANIZATIONS OF ACADEMIC PROGRAMS**

1 WHEREAS: There is no promulgated University policy on changes in the reorganization of
2 academic programs; therefore be it
3

4 RESOLVED: That the Academic Senate shall be consulted and shall make recommendations on
5 changes in the academic structure of the University whenever the matter involves
6 creation, combination, or general reorganization of the college structure of the
7 University; and be it further
8

9 RESOLVED: That whenever a teaching service area is created, dissolved, or redefined, or a
10 change occurs in the administrative location of a teaching service area, it shall be
11 considered a change in academic organization; and be it further
12

13 RESOLVED: That no change in the academic structure of the University shall be effected
14 without timely and extensive consultation with the faculty who are directly affected
15 by the potential change; and be it further
16

17 RESOLVED: That formal proposals for restructuring shall originate with the Provost/Vice
18 President for Academic Affairs in consultation with the dean(s) or directors(s) of
19 the affected units following consultation by the dean(s)/director(s) with members
20 of the affected units; and be it further
21

22 RESOLVED: That formal proposals for restructuring shall be presented by the Provost/Vice
23 President for Academic Affairs to the Academic Senate Executive Committee and
24 shall include an explicit description of the proposed administrative arrangements as
25 well as a curricular or administrative justification which supports in detail the
26 proposed change. The justification shall also include an analysis of costs and
27 benefits. Such proposals shall be presented in time to allow for reasonable review
28 by the Academic Senate Executive Committee; and be it further
29

30 RESOLVED: That the Provost/Vice President for Academic Affairs, in consultation with the
31 Academic Senate Executive Committee and with the dean(s)/director(s) involved,
32 shall appoint an *ad hoc* committee composed of at least five elected faculty
33 members (with the majority of members representing the faculty in the units

involved and from a college not involved in the proposed restructuring) and at least one student. The charge of the committee shall be to evaluate the proposed change and provide a report to the Provost/Vice President for Academic Affairs; the Academic Senate; and the dean(s), director(s), faculty, and staff of the affected units; and be it further

RESOLVED That as part of its deliberative process, the *ad hoc* committee shall solicit written opinions from the faculty and staff of the affected unit. All written communication with the committee will be confidential. The *ad hoc* committee shall, with adequate notice, conduct at least one open meeting where individuals may express their opinions about the proposed change.

Proposed by: The Academic Senate Executive Committee
Date: May 4, 2009

Adopted:

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

AS-____-09

**RESOLUTION ON
RETENTION PROMOTION AND TENURE FOCUS GROUP REPORT**

1 WHEREAS, The criteria for retention, promotion, and tenure decision should be determined by
2 the respective academic unit such as departments, colleges, and the library; and
3

4 WHEREAS, The Research and Professional Development Committee of the Academic Senate
5 during 2006/07 did a review of the retention, promotion, and tenure process for
6 each college, and that report was a starting point for the focus group report; and
7

8 WHEREAS, The Academic Senate is currently examining the definition of the "Teacher-
9 Scholar" model and its implementation at Cal Poly; and
10

11 WHEREAS, The process of evaluating candidates for retention, promotion, and tenure should
12 be evaluated and updated as appropriate; and
13

14 WHEREAS, The Research and Professional Development Committee of the Academic Senate
15 has examined the report with a specific emphasis on research, professional
16 development, creative activities, and related issues; therefore be it
17

18 RESOLVED: That the Academic Senate endorse the following recommendations presented in
19 the attached Retention Promotion and Tenure Focus Group Report (pages 5-8 of
20 the report):
21

- 22 1. *The University should provide clear guidelines and a common*
23 *format for the Working Personnel Action File (WPAF).*
- 24 2. *Each college should establish common faculty evaluation*
25 *procedures to be used for all departments within the college.*
- 26 3. *The University should recommend that colleges consider the*
27 *multiyear appointment procedure for probationary faculty that has*
28 *been developed by the College of Science and Mathematics.*
- 29 6. *The University should produce a comprehensive statement on*
30 *scholarship and professional development to reflect the*
31 *University's vision of the Teacher-Scholar Model.*
- 32 7. *The University should establish guidelines to assist faculty in the*
33 *development of Professional Development Plans to encompass*

34 *teaching, scholarship/professional development, and service, and*
35 *to clarify the method by which they will report the progress they*
36 *have made toward their goals.*

37 8. *The University should establish an environment and develop the*
38 *resources to support faculty members in their endeavor to become*
39 *successful teach-scholars.*

40 9. *Specific criteria and expectations regarding service should be*
41 *included in college RPT guidelines.*

42
43 and be it further

44
45 RESOLVED: That the omission of recommendations 4, 5, 10, and 11 should not be interpreted
46 as a statement against their endorsement but reflect the assessment of the Research
47 and Professional Development Committee that they are not within the purview of
48 the committee.

Proposed by: Academic Senate Research and Professional
Development Committee

Date: May 1 2009

Retention Promotion and Tenure Focus Group Report

February 5, 2009

Chair: Al Liddicoat, Assistant Vice President for Academic Personnel
Phil Bailey, Dean College of Science and Mathematics
Bruno Giberti, Professor of Architecture
Linda Halisky, Dean College of Liberal Arts
Mike Miller, Dean of the Library Services
Mike Suess, Associate Vice President for Academic Personnel
Brian Tietje, Associate Dean Orfalea College of Business

Overview

The Retention, Promotion, and Tenure (RPT) Focus Group instituted by Provost Durgin was given the task to review the RPT procedures and policies throughout the University, to identify best practices and issues, and to make recommendations for areas of improvement. Faculty members and administrators with a broad range of experiences and diverse backgrounds were selected to participate in this focus group. The group began by reviewing campus policies, committee reports, and faculty survey results including the *Collaborative On Academic Careers in Higher Education* (COACHE) survey conducted during the 2006-2007 academic year, the "Academic Senate Subcommittee on Research and Professional Development report to the Academic Senate" dated May 8, 2007, and the "Recommendations on Providing Workload Relief for the College of Engineering Faculty Engaged in Scholarly Activities", January 4, 2007. The committee then identified a set of issues that affect probationary faculty members engaged in the RPT process and their ability to be successful as teacher-scholars at Cal Poly. Next, the committee reviewed RPT policies, criteria, and practices, identified best practices, and considered an electronic RPT evaluation process. Finally, the focus group compiled a set of recommendations included in this report to improve faculty success and the RPT policies, procedures, and processes at Cal Poly.

Collaborative on Academic Careers in Higher Education

In winter 2007, Cal Poly participated in the Collaborative on Academic Careers in Higher Education (COACHE) project endorsed by the Harvard Graduate School of Education. The purpose of the project was to determine factors that are important to the success and job satisfaction of probationary faculty, as well as to enhance the programs that best serve the needs of new faculty members at Cal Poly. The COACHE survey was designed to solicit the perspectives of full-time, tenure-track faculty members and to study aspects of tenure and promotion, the nature of work, policies and practices, as well as culture, climate, and collegiality. Fifty-six universities across the country participate in the survey, including seven California State University Campuses- San Luis Obispo, Pomona, Fullerton, Long Beach, San Bernardino, San Marcos, and Sonoma State University.

The COACHE survey results indicate that the probationary faculty members at Cal Poly feel that the criteria for tenure in the area of professional development and service are less clear and reasonable as compared to the faculty members at the other institutions that participated in the survey. Specifically, faculty members from Cal Poly expressed lower satisfaction in the following areas:

1. Cal Poly faculty members rate the **tenure standards** (acceptable threshold) in their departments to be **less clear** than faculty members in the CSU and at other institutions (what is expected is clear and reasonable as **a scholar**, as a **campus citizen**, and as **an advisor to students**.)
2. Cal Poly faculty members report **less satisfaction** with resources and support for scholarly activities than faculty members in the CSU and at other institutions (**time, number of courses, facilities, computing services, and research services**.)
3. Cal Poly and CSU faculty members expressed **concern** over the effectiveness of a policy on the **upper limit on teaching and service obligations** and the balance between family and personal time.
4. Cal Poly faculty reports **less satisfaction** with **opportunities for collaboration and professional interaction with senior faculty** than faculty in the CSU and at other institutions.

The 2008 report of the Academic Senate Research and Professional Development Committee indicates that the understanding of the Teacher-Scholar Model needs strengthening on this campus and that at times there is a lack of consistency among various levels of review in applying the standards for tenure and promotion. Furthermore, this report indicates that the University should provide clearer guidance on the expectations for Professional Development Plans (PDP) and a process to approve and hold faculty members accountable to their plans. Peer advising and/or mentorship may provide an avenue for feedback as faculty members develop as teacher-scholars.

The Focus group reflected on the time demands of the probationary faculty. In order for faculty members to be successful as teacher-scholars, the group felt that probationary faculty should have sufficient time and resources to engage in scholarly activities, particularly during their first two years at Cal Poly. This sentiment was reinforced in the Research and Professional Development Committee's report. Furthermore, the committee affirmed that reduced service obligations, a more efficient RPT process, and better guidance on preparing working personnel action files and professional development plans will increase faculty members' time for professional development.

Best Practices

The focus group identified several best practices that could be used to guide college and university recommendations. These practices include personnel policies and criteria processes, a practical definition of the Teacher-Scholar Model, faculty professional development support, digital archival of faculty work and accomplishments, faculty development, online student evaluations, and faculty mentoring. This section presents a brief overview of these best practices.

- Personnel Policies, Procedures, and Evaluation Criteria.** The College of Science and Mathematics "Personnel Policies Procedures and Evaluation Criteria" is an example of an efficient and consistent RPT process that has been established for all departments in the college. The focus group identified the following positive aspects of this document:
- Reduced the number of performance evaluations during the tenure process (Part III-B).
 - Guidance on developing Working Personnel Action Files (WPAFs) for periodic reviews (Part IV-A) and for performance reviews (Part V-B).
 - Example outline for preparing WPAFs (Appendix A).
 - Criteria for reappointment, tenure, and promotion (Part V-D).
 - Periodic review of newly promoted tenured associate professors in 3rd Year (Part VII-A).

- Procedures for student evaluations (Part X).
- Candidates for promotion are expected to submit a professional development plan with a plan to sustain their role as teacher-scholars.

The "Library Faculty Handbook of Personnel Policies and Procedures" Section III-4 provides an example of the evaluation criteria for other factors of consideration. This document provides an excellent discussion of collegiality, professionalism, and successful interaction with coworkers. The document states that, "*Collegiality represents a reciprocal relationship among colleagues and a value system that views diverse members of a university community as critical for the progress and success of its academic mission.... Moreover, collegiality among associates involves appreciation of and respect for differences in expertise, ideas, background, and viewpoints.*"

Teacher-Scholar Model. The Orfalea College of Business' "Faculty Annual Report" (FAR) provides an approach to college-wide resource allocation based on a quantitative review of the accomplishments and the professional development plans of the faculty. The FAR document has also defined the Teacher-Scholar Model in a flexible way that allows faculty members to vary their emphasis on teaching, research and service throughout their careers. In the FAR evaluation process a weighting based on the faculty members' work emphasis is used in conjunction with an established numeric criteria to compute a composite score. The locus of service obligations changes from department to University as faculty members progress through the ranks. For example, tenured faculty members are often expected to serve on Peer Review Committees and in leadership positions within the department, college, and the University. The Orfalea College of Business uses an electronic tool, Digital Measures, to track faculty achievement and activities for resource allocation and accreditation purposes.

Faculty Professional Development Support. Recently, the College of Liberal Arts has established a system to support faculty members in their professional development and scholarly activities. Faculty members submit proposals to the College of Liberal Arts requesting one or more course release(s), student assistant support, or funds for travel that will enable them to bring their scholarly work to completion and present it to the community of scholars. The College provides some funds and support for course releases, and in some cases the College partners with departments to provide student assistant time and additional financial support for faculty professional development. At times, CLA has been able to support special unexpected faculty professional development opportunities in addition to their regularly supported activities. Examples of this supplemental support include a course release to finish a textbook, travel support to allow faculty members to present their work at prestigious invited engagements such as concerts or performances, and support for student assistance in the collection and analysis of research data. In several cases, resources are used to supplement partial support provided through the State Faculty Support Grant Program or other similar funding sources. The College of Liberal Arts reports that their support has been highly effective and not only has it enabled faculty members to be successful in their scholarly activities, but also the support has enhanced faculty morale and their sense of scholarly community within the college.

Digital Repository of Faculty Work and Accomplishments. Many universities use electronic tools to capture faculty accomplishments which can be used for dissemination of knowledge, accreditation, alumni communications, advancement, and RPT purposes. Cal Poly is in the process of implementing the Digital Commons to provide a repository for faculty work and accomplishments. Faculty members voluntarily enter their work into the Digital Commons to allow students, faculty members, staff, administrators, and the community to access their scholarly work through an electronic portfolio. The Digital Commons provides an example of an institutional repository capable of capturing information and making it available in an electronic

portfolio. There may be opportunities to apply information technology such as the Digital Commons to the RPT process and in some cases for program accreditation. Academic software tools such as Digital Measures may interface directly with the library's Digital Commons and if adopted this would create a seamless workflow from the college to the library, thus avoiding duplicate effort.

Faculty Development. The COACHE survey included custom questions used to solicit feedback on faculty support that is provided through the Center for Teaching and Learning (CTL). 84%, 60%, and 29% of faculty reported that participating in CTL activities have strongly enhanced or somewhat enhanced their teaching, professional development, and service respectively. More strikingly 92%, 86%, and 58% of female faculty report that participating in CTL activities have strongly enhanced or somewhat enhanced their teaching, professional development, and service respectively. These results indicate that the majority of probationary faculty members find that their involvement in CTL has benefited their teaching and professional development. Furthermore, an overwhelming majority of female faculty report that their involvement with CTL has enhanced their teaching, professional development, and service to the University.

Online Student Evaluations. Information provided through student evaluations is of particular interest to the University since the data provides both formative feedback that can be used to improve teaching effectiveness and summative feedback used for personnel actions. Some departments in the College of Liberal Arts have been using online student evaluations for their online courses and are interested in exploring the use of online student evaluations in face-to-face courses. The CSU, CFA, and Academic Senate CSU formed a joint committee to investigate student evaluations in response to Article 15.19 of the Collective Bargaining Agreement dated May 15, 2007. This committee was charged to study the "best and most effective practices for the student evaluation of faculty teaching effectiveness." The study evaluated instruments used for student evaluation and the use of online student evaluations. The committee documented their findings in the "Report on Student Evaluations of Teaching," dated March 12, 2008. This report provides suggestions for implementing online student evaluations and interpreting the results of these evaluations. Furthermore, the report encourages campuses to carry out research to assess the validity and reliability of online student evaluations.

San Diego State University conducted a two-year formal study of online student evaluations during the 2004-2005 and 2005-2006 academic years. Their study investigated the response rate and mean ratings for traditional and online student evaluations conducted for courses in the College of Professional Studies and Fine Arts. Paper and pencil and online student evaluation results from forty-four courses that used five instruments with 5,972 respondents were analyzed. The results of this study are documented in the "EDTEC 798: Independent Study – Effort Report." The results of this study show that online student evaluations generated higher response rates for four of the five instruments analyzed. The researcher notes that the form that did not demonstrate a higher online response rate had the smallest sample size: two courses with 176 responses. The aggregate response rate for online evaluations was 82% as compared to 73% for paper and pencil evaluations. No significant difference was found in the mean ratings for online versus paper and pencil evaluations: 4.238 and 4.294 respectively.

San Jose State University's "Interpretation Guide for Student Opinions of Teaching Effectiveness" documents a method to normalize the student evaluation results by departments and colleges so that valid comparisons can be made. The affects of grade level, course size, and major versus non-major courses were also analyzed. This report provides insight and methods that can be used to gather and interpret student evaluation data. These methods could be used to compare traditional and online student evaluations and to help the University transition to online student evaluations.

Faculty Mentoring. The College of Agriculture, Food, and Environmental Sciences has developed a formal faculty mentoring program for their faculty. This is a volunteer mentoring program that has evolved over a period of seven years. The college mentoring program coordinator meets with interested faculty members in the fall quarter to explain the mentoring program and the roles and responsibilities of the faculty involved. Faculty members wishing to be mentored fill out a survey to identify specific area of mentoring interest. These areas of interest include teaching, professional development, establishing a research program, faculty advising, Cal Poly culture, or other faculty defined topics. Similarly, faculty mentors fill out a form that includes their strengths and identifies the areas that they feel qualified and comfortable mentoring faculty members. The mentoring program coordinator then pairs mentees with mentors and asks them to work together to define their expectations, goals, and plan to accomplish these goals. The program coordinator tracks the mentoring relationships and coordinates a recognition event in the spring quarter for the faculty participants.

Several faculty members have reported benefits from the program and several faculty members who have been mentored later become mentors themselves. The program coordinator commented on non-traditional pairings such as an instance when a senior faculty member requested mentoring for the use of technology in his classroom and was paired with a junior faculty member who was a technology expert. The mentoring program coordinator plans to formally evaluate the impact of the program using survey instruments in the near future.

Committee Recommendations

This section presents a list of recommendations identified by the committee and an implementation table that includes champions and a rough timeline to guide the implementation. The first five recommendations focus on enhancing University and college procedures, and the remaining six recommendations include suggestions to clarify, support, and evaluate faculty professional development, teaching, and service accomplishments.

1. **The University should provide clear guidelines and a common format for the Working Personnel Action File (WPAF).** A common format will facilitate the preparation and review of Working Personnel Action Files. The committee recommends that the University standardize a template of required materials which should be submitted in a small binder and allow faculty members to submit additional supporting materials in a separate binder as needed. The small binder would include a summary of teaching and work assignments, student evaluations, a list of scholarly activities and research projects, and service activities.
2. **Each college should establish common faculty evaluation procedures to be used for all departments within the college.** Many departments within a college have similar but different RPT procedures. This adds to confusion of probationary faculty members within a college and unnecessarily complicates the work of the college peer review committee which is required to review and understand the documents for all of the departments they review. Departments should use the college procedures and amplify the college criteria used to evaluate teaching, professional development, and service within the discipline.
3. **The University should recommend that colleges consider the multiyear appointment procedure for probationary faculty that has been developed by the College of Science and Mathematics.** The multiyear appointment procedure developed by CSM allows three 2-year appointments for probationary faculty. In the first year of each two year appointment a periodic review is conducted to provide faculty formative feedback as they make progress

towards promotion and tenure. During probationary years two and four, summative performance reviews are conducted for retention to a subsequent two-year appointment. In year six, faculty members undergo a performance review for promotion and tenure. This procedure reduces the time faculty members spend preparing voluminous WPAF files for performance reviews, as well as the time faculty members and administrators spend reviewing materials, while providing formative feedback each year to help develop and prepare the faculty to be successful as teacher-scholars.

4. **The implementation of an online student evaluation pilot program in the College of Liberal Arts and the Orfalea College of Business to study and evaluate the effectiveness, benefits, and disadvantages of online student evaluation.** Online student evaluations have been successfully implemented University-wide at San Diego State University with no significant decrease in response rate or change in mean ratings. Online student evaluations provide a convenient mechanism for students to provide feedback of teaching effectiveness, do not take time from course instruction, and give all students an opportunity to submit feedback. The data collected via online student evaluations can be stored directly into an electronic database or faculty e-portfolio. On-line student evaluations significantly reduce the time required to prepare and process evaluation packages by the department staff, faculty, and ITS. Online student evaluations allow easily customizable instruments that may include common questions defined by the University, college, department and/or instructor. Electronic reports can automatically normalize or scale the results by factors such as course level, modes of instruction, enrollment, or major versus non-major course. Thus electronic data analysis and interpretation of student evaluations may better inform instructors and reviewers of faculty teaching effectiveness. The Provost should designate a committee to develop an RFP, evaluate potential vendors, and report recommendations to the Deans' Council. Members of the vendor selection committee should include a college dean or associate dean, and representatives from the Academic Senate, Academic Personnel, ITS, and the Library.
5. **The University should explore the use of electronic faculty evaluation processes and set up a pilot process in one college.** Several software tools are available that facilitate electronic review of faculty members via e-portfolios; the committee briefly reviewed the *Activity Insight* software package from *Digital Measures*.¹⁰ There appear to be several advantages to using an e-portfolio for faculty evaluations. These advantages include extracting and archiving information directly from University databases such as teaching assignments, grading patterns, student evaluation results, and scholarly work included in the Digital Commons; consistent organization, categorization, and presentation of materials; the ability to run reports and summarize data electronically; and electronic control over the evaluation process (online access to personnel files, deadline notification, verification of process requirements, automatic WPAF access logs, and security to protect personnel information). The Provost should designate a committee to develop an RFP, evaluate potential vendors, and report recommendations to the Deans' Council. Members of the vendor selection committee should include a college dean or associate dean, and representatives from the Academic Senate, Academic Personnel, ITS, and the Library.
6. **The University should produce a comprehensive statement on scholarship and professional development to reflect the University's vision of the Teacher-Scholar Model.** This statement should define the Teacher-Scholar Model within the context of Cal Poly and it should be in concert with the Teacher-Scholar section of the WASC self-study and the various other University documents on this subject. The statement will provide guidance to faculty members as they develop as teacher-scholars at Cal Poly and should include the benefits of the Teacher-Scholar Model to the students, faculty and the University.

7. **The University should establish guidelines to assist faculty in the development of Professional Development Plans to encompass teaching, scholarship/professional development, and service, and to clarify the method by which they will report the progress they have made toward their goals.** Probationary faculty members are expected to write and maintain Professional Development Plans (PDP) that communicate their scholarly goals and state what they intend to accomplish by the time they are considered for tenure and promotion. The PDP should include a timeline for activities that support their tenure and promotion requests, short- and long-term goals, scholarly activities of substantial quality, and intended external validation of their work. In addition, the University should define a common process for faculty to submit Professional Development Plans, gain the endorsement of their peers and approval by their dean/provost, update and archive the plans as they progress, and define how faculty members report their accomplishments against their plans in the RPT process. Candidates for promotion should be expected to submit a five-year plan indicating how they will sustain their development as teacher-scholars.
8. **The University should establish an environment and develop the resources to support faculty members in their endeavor to become successful teacher-scholars.** Policies should include reduced teaching and service assignments for new faculty members to allow them to focus on developing their teaching and scholarly activities as they begin their careers at Cal Poly. Deans should dedicate funds to provide assigned time for scholarly activities. Departments should be encouraged to schedule courses such that faculty members have blocks of time to focus on scholarly activities.
9. **Specific criteria and expectations regarding service should be included in college RPT guidelines.** The COACHE survey indicates that the University should better define the service expectations for tenure. A lack of clarity of criteria leads to misaligned priorities and unnecessary anxiety for the faculty. The college RPT documents should include a discussion about the expectation of service contributions and the roles and responsibilities of faculty members as they progress from assistant to full professor.
10. **The University or colleges should articulate a policy indicating how learning assessment can be linked to teaching, service, professional development, or some combination of them all.** Faculty members have a significant role in learning assessment for the courses they teach, program curricula, program accreditation, and the scholarship of teaching. Currently college and department RPT documents are silent and ambiguous on faculty expectations in the area of learning assessment. Clarity of faculty expectations with respect to learning assessment will lead to a better understanding and implementation of learning assessment.
11. **The University or colleges should provide direction for faculty members to better evaluate teaching effectiveness.** Peer Review Committee evaluators need guidance in how to best determine if instructors are effective teachers. Examples might include evaluating the instructor's process of defining learning outcomes for their courses, developing appropriate measures to assess learning, and developing course content and activities that achieve student learning. All faculty members should include the course learning outcomes in their syllabi so that teaching effectiveness can be evaluated against course learning outcomes. Quantitative data related to teaching effectiveness such as student evaluations, grade distributions, and other relevant evaluative parameters should be standardized. Student evaluation surveys could be rewritten to place greater importance on learning and the instructor's role in facilitating student learning in order to better assist faculty members in evaluating effective teaching and learning. In accordance with the MOU requirement to consult with the faculty of a department or equivalent unit, college deans should address the expectation of

probationary faculty to evaluate all courses and amend college guidelines accordingly. Colleges should expect probationary faculty to include a constructive narrative statement reflecting and interpreting the results of their student evaluations.

Recommendation Implementation Table

Recommendation	Champion	Develop	Implementation
1. WPAF common format	Academic Personnel	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
2. Common college-wide RPT procedures	College Deans	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
3. Multiyear appointments	College Dean and Academic Personnel	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
4. Pilot online student evaluations	Provost Committee	Winter and Spring 2009	Spring 2009
5. Pilot Electronic RPT evaluations	Provost Committee	Winter and Spring 2009	AY 2009-2010
6. Statement on scholarship	Provost	Winter and Spring 2009	Summer 2009
7. PDP guidelines	Academic Personnel and College Deans	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
8. Support for scholarship	Provost	Winter and Spring 2009	AY 2009-2010
9. Clear RPT criteria	College Deans and Departments	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
10. Learning assessment policy	Provost and/or College Deans	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011
11. Evaluation of teaching effectiveness	Provost and/or College Deans	Winter 2009 – Spring 2010	AY 2009-2010 and AY 2010-2011

Bibliography

1. The *Collaborative On Academic Careers in Higher Education* (COACHE) survey conducted at Cal Poly during the 2006-2007 academic year.
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6. The Orfalea College of Business "Faculty Annual Report."
7. "Report on Student Evaluations of Teaching; Joint Committee: The California State University, California Faculty Association, and the Academic Senate CSU," March 12, 2008.
8. "EDTEC 798: Independent Study – Effort Report" by Daniel Novak, Spring 2007.
9. "Interpretation Guide for Student Opinion of Teaching Effectiveness (SOTE) Results" prepared by the Student Evaluation Review Board, October 2004.
10. Digital Measures Website: <http://www.digitalmeasures.com/>

Adopted:

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

AS-__-09

**RESOLUTION REQUIRING CONTINUOUS
ENROLLMENT FOR GRADUATE STUDENTS**

1 WHEREAS, Most universities require their graduate students to be continuously enrolled
2 during at least the three quarters of the regular academic year until they receive
3 their degree; and
4

5 WHEREAS, Cal Poly does not require this, or requires that graduate students be enrolled
6 during the quarter in which they graduate; and
7

8 WHEREAS, During the period between completion of classes and graduation many Cal Poly
9 graduate students use campus facilities, resources, and faculty time over many
10 quarters; and
11

12 WHEREAS, Requiring graduate students to be enrolled during these quarters will allow Cal
13 Poly to keep better track of the students, and the students may be more motivated
14 to finish in a timely manner; and
15

16 WHEREAS, The University wishes to implement a requirement for continuous enrollment of
17 graduate students, including enrollment during the quarter they graduate; and
18

19 WHEREAS, This enrollment could be through a one-unit class administered by the Open
20 University, so as to keep the fees down; therefore be it
21

22 RESOLVED: That the attached proposed GS 597, Continued Graduate Study course, be
23 approved as a vehicle for this enrollment.

Proposed by: Academic Senate Curriculum Committee
Date: May 8 2009

Course Proposal

Use this for Proposing New Courses, GE Courses, U.S. Cultural Pluralism Courses

To Course Proposal Guidelines
Click on links in this form for definitions

To Curriculum Roles and Responsibilities

Department: Research and Graduate Programs

Today's Date: April 13, 2009

Proposer(s): Susan Opava
email:sopava@calpoly.edu telephone: 6-1508

For 2009-11 Catalog, courses effective Su 2009
For other courses, requested start term:

Course Catalog Information

1. **Course Prefix, Number, Title:** **GS597 Continued Graduate Study**
2. **Catalog Description (*substantive, but no more than 40 words of content description*)**

Activities other than regular coursework that are needed to complete the requirements for the degree. Analysis of data, thesis and project report writing, oral defense of the thesis/project, preparation for the comprehensive exam, and other activities related to the culminating experience for the student's program. Can be used to fulfill the continuous enrollment requirement for graduate students. Units earned in this course may not be used toward degree completion.
3. **Prerequisite and/or Concurrent Enrollment:** (*note: 300-400 level courses must have prerequisite*)

A. List course(s) or other prerequisite/concurrent requirement:

Students must be in good standing in a graduate program at Cal Poly.

B. Briefly explain the reason for any prerequisites or concurrent enrollment for the course.
4. **Total Units:** Number of units per mode of instruction: N.A. (independent study)
15 Lecture ☐ Laboratory ☐ Activity ☐ Seminar ☐ Supervision ☒ 1-15
5. **Grading Type:** Regular ☐ Credit/NC ☒
6. **General Education (GE):** No ☒ Yes ☐ If yes, GE Area: If yes, refer to GE criteria and specify criteria in "Section III. Course Objectives, Assessment, Content" of this form
7. **United States Cultural Pluralism (USCP):** No ☒ Yes ☐ If yes, refer to USCP criteria and specify criteria in "Section III. Course Objectives, Assessment, Content" of this form
8. **Service Learning:** No ☒ Yes ☐ If yes, refer to Service Learning criteria
9. **Study Abroad: Will students be taking this course while studying abroad?** No ☒ Yes ☐ If yes, refer to International Education Program criteria.

10.	<u>Crosslisted Course:</u> No <input checked="" type="checkbox"/> Yes <input type="checkbox"/>	If yes, indicate other course prefix and number: If the course already exists, and you want to add a Crosslisting, use the "Course Modification" form. If this is a new course, include a Course Proposal form for each prefix.
11.	<u>Repeatable?</u> Is the course repeatable for multiple credit? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/>	If yes, maximum # units: 15 Is the course repeatable in the same term? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 15
12.	Is this a Course to be taught with specific <u>Subtitles?</u> (e.g., ENGL 439 British Writers) No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <i>To schedule a specific subtitle, send an email to Mary Whiteford (mwhitefo@calpoly.edu). Copies may be required by your department chair/head and/or college dean's office.</i>	
13.	Is this a <u>Selected Topics Course?</u> (e.g., 470, 471, 570, 571, IS 301) No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> <i>To schedule a specific topic, use the "Selected Topic Course Proposal" form. These require approval by department chair/head and college dean.</i>	
14.	Is this a <u>Replacement Course?</u> (replaces the content of a course to be deleted from the catalog) No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> If yes, indicate prior course prefix, number: Is the deleted course <u>Articulated</u> with a California community college or university? No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, do you want the articulation agreement to continue? No <input type="checkbox"/> Yes <input type="checkbox"/>	
15.	<u>Course Classification Number(s) C/S#:</u> (Academic Programs will provide)	
I. Purpose of Course		
A.	Where does the proposed course fit within the curriculum (major, support, concentration, etc.)?	
	Graduate Program? No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> If yes, specify name of program/specialization: all graduate programs, unless exempted	
	Undergraduate Major? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> If yes, is the course:	
	* required? No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, specify name of major and/or concentration:	
	* elective? No <input type="checkbox"/> Yes <input type="checkbox"/> If yes, specify name of major and/or concentration:	
	Support for a Major outside of department? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> If yes, specify name of major and include a memo from that department:	
	Minor?: No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> If yes, specify name of minor:	
	Other program (is this course for GE, USCP, a Certificate, Credential)? No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> If yes, specify name of program: If the course is intended for another department, please include a memo from that department.	
B.	Need Briefly explain the need for this new course (e.g., changes in the discipline/profession, based on review of assessment data, etc.). Describe how the course aligns with program learning objectives. (Note: "program" refers to the item(s) check in 1.A. above—graduate program, undergraduate major, support, minor, GE, etc.) It is the vehicle for implementing a continuous enrollment requirement for graduate students. Ensures that students have access to university resources and are officially enrolled	

II.	Course Learning Objectives, Assessment, Content												
<i>Note</i>	<ul style="list-style-type: none"> Excerpts from already prepared materials may be "copied & pasted" into this section. Please do not attach a separate document. 												
A.	<p>Course Learning Objectives and Assessment Methods List the learning objectives for the course (e.g., What should students know or be able to do after taking this course?) and the assessment method that will be used to collect credible evidence of student achievement of the learning objectives. Consult the Associate Dean in your college about assessment resources. Here's a link to institutional assessment resources.</p> <p>If course is proposed for General Education, refer to GE criteria and identify GE objectives and criteria here. If course is proposed for U. S. Cultural Pluralism, refer to USCP criteria and identify USCP criteria here.</p> <p>You may use the chart below to directly relate course learning objectives to assessment methods <u>OR</u> you may list course learning objectives and assessment methods separately.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;">Course Learning Objectives</th> <th style="width: 30%;">Assessment Methods</th> </tr> </thead> <tbody> <tr> <td>Not applicable</td> <td></td> </tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> <tr><td> </td><td></td></tr> </tbody> </table>	Course Learning Objectives	Assessment Methods	Not applicable									
Course Learning Objectives	Assessment Methods												
Not applicable													
B.	<p>Expanded Course Content Provide a detailed week-by-week outline (you may include readings, discussion topics, lab experiments, activities, assignments, etc.) <i>For courses with multiple sections, faculty and/or courses with different subtitles</i>, describe the consistent principles or key elements that will be common to all sections. For a course with different subtitles, please provide a representative sample of a syllabus.</p> <p>If course is proposed for General Education, refer to GE criteria and identify GE objectives and criteria here. If course is proposed for U. S. Cultural Pluralism, refer to USCP criteria and identify USCP content here.</p>												
III.	Consultation												
A.	<p>If other departments or programs will be affected by this new course, please talk with the other department chairs/heads and attach signed <u>consultation memos</u> to this form.</p> <p>Memo not required <input checked="" type="checkbox"/> Memo attached <input type="checkbox"/></p>												
B.	<p>List all courses that already cover any significant part of the planned content/learning objectives of this course either within the department or from other departments. Explain why duplication of subject matter is necessary. Please talk with any other departments with which there will be significant duplication and attach signed <u>consultation memos</u> to this form.</p> <p>To the best of my understanding, a memo is not required <input checked="" type="checkbox"/> Memo attached <input type="checkbox"/></p>												

- C. Course proposal forms will be forwarded to the Library's representative on the Academic Senate Curriculum Committee by the Academic Programs office. The appropriate college librarian will comment on support of this course. This will be done one term prior to review by the full Senate Curriculum Committee.

IV. Resources (in consultation with the Department Head/Chair and College Dean/Associate Dean)

A. For Department and College Planning Purposes: NA

Estimated number of students in one section of this course? 100 Lec/Sem Lab/Act

Estimated number of sections offered Fall: 1 Winter: 1 Spring: 1 Summer: 1 Total: 4

B. Explain the impact of this new course on current and/or new resources and accessibility.

1. Equipment.

Does this course require new equipment? No ☒ Yes ☐ If yes, specify:

2. Supplies.

Does this course require new supplies? No ☒ Yes ☐ If yes, specify:

3. Facilities.

Indicate type of teaching environment needed.

None needed; most students will not be on campus.

Lec

Lab

Smart Room

Other

4. Faculty.

Indicate the names of the faculty members who will initially teach the course. NA

Additional information regarding staffing of other courses and/or faculty workload may be requested by department head/chair and/or college dean.

5. Information Technology.

Does this course require new computer facilities and/or software? No ☒ Yes ☐

If yes, please specify:

6. Instructional Materials and Information Technology Accessibility. (Revised 12/3/07) NA

- As of Fall Quarter 2008, new courses, including associated instructional materials and websites, must meet CSU accessibility requirements unless an exception is granted. Information is available at the following website, Accessibility.calpoly.edu
- Please review the Universal Design and Faculty Support sections of the Learning Management System support website at BlackBoardSupport.calpoly.edu
- I have read and understand Cal Poly's Universal Design webpage:
No ☐ Yes ☒
- Take advantage of the technology support tutorials, workshops and other services offered by the [Center for Teaching and Learning](#).
- If you still have questions or need any assistance, email the [Electronic and Information](#)

Technology Campus Compliance Officer or telephone 805-756-5538.

V. Approval Signatures (to Curriculum Roles and Responsibilities)

Department Curriculum Chair: NA

Date:

Department Head/Chair: NA

Date:

College Curriculum Chair: NA

Date:

College Dean: NA

(This signature is the Dean's guarantee that s/he will provide any additional resources needed to support this course.)

Date:

Vice Provost for Academic Programs:

Date:

For questions and concerns contact Mary Whiteford at mwhitefo@calpoly.edu or 756-5475

Adopted:

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

AS-__-09

RESOLUTION ON ACADEMIC FREEDOM

1 WHEREAS, Consistent with constitutional protections and long-standing American
2 Association of University Professors (AAUP) principles, Cal Poly is obligated to
3 support the academic freedom of its faculty and the integrity of its educational
4 programs; and
5

6 WHEREAS, Faculty must have “freedom to conduct research, teach, and publish, subject to the
7 norms and standards of scholarly inquiry, without interference or penalty,
8 wherever the search for truth and understanding may lead”¹; and
9

10 WHEREAS, A “Report of the Board of Trustees Ad Hoc Committee on Governance,
11 Collegiality, and Responsibility in the California State University (adopted by the
12 CSU Board of Trustees in September 1985) states in paragraph three:
13

14 Collegial governance assigns primary responsibility to the faculty
15 for the educational functions of the institution in accordance with
16 basic policy as determined by the Board of Trustees. This includes
17 admission and degree requirements, the curriculum and methods of
18 teaching, academic and professional standards, and the conduct of
19 creative and scholarly activities,
20 [http://www.calstate.edu/acadaff/System_Strategic_Planning/docs/
21 Rpt2BOT-CollegialityResponsibility.pdf](http://www.calstate.edu/acadaff/System_Strategic_Planning/docs/Rpt2BOT-CollegialityResponsibility.pdf); and
22

23 WHEREAS, The statewide Academic Senate (ASCSU) “encourages the local campus senates
24 to develop or review campus policies for the protection of freedom of inquiry,
25 research, expression, and teaching both inside the classroom and beyond”
26 (Academic Freedom and Free Speech Rights, AS-2649-04/FA, March 11 & 12
27 2004),
28 <http://www.calstate.edu/AcadSen/Records/Resolutions/2003-2004/2649.shtml> ;
29 and

WHEREAS, President Baker, in his response to Academic Senate Resolution AS-621-04/MF “Resolution on Academic Freedom,” reaffirmed the University’s commitment to the “principles of academic freedom,”
<http://www.calpoly.edu/~acadsen/Resolutions/2003-2004/AS-621-04-MF.pdf> ;”
and

WHEREAS, In recent years, there have been attempts to quell discussion of contentious issues under the guise of a need for a “balanced” approach to controversial issues; and

WHEREAS, Cal Poly has witnessed attempts by political organizations and citizen groups to bring pressure to bear on our University to circumvent the domain of faculty in determining academic offerings and/or content; and

WHEREAS, The ASCSU recommends that campus senates incorporate into their policies on academic freedom the 1940 AAUP *Statement on Academic Freedom and Tenure* with the 1970 *Interpretive Comments* (per AS-2661-04/FA, March 6-7, 2004, “Endorsing the AAUP Statement on Principles on Academic Freedom and Tenure”),
<http://www.calstate.edu/AcadSen/Records/Resolutions/2003-2004/2661.shtml> ;
and

WHEREAS, Cal Poly’s Statement on Academic Freedom has not been updated since 1991,
<http://www.academicprograms.calpoly.edu/academicpolicies/Academic-freedom.htm> ; therefore be it

RESOLVED: That the Cal Poly Academic Senate reaffirm its commitment to the principles of Academic Freedom as contained in the 1940 American Association of University Professors (AAUP) *Statement on Academic Freedom and Tenure* with the 1970 *Interpretive Comments*,
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>) ;
and be it further

RESOLVED: That the Cal Poly Academic Senate object to and reject any attempts to circumvent the domain of faculty in determining academic offerings and/or content; and be it further

RESOLVED: That Cal Poly’s Statement on Academic Freedom be expanded to include the nationally recognized definition of academic freedom as attached.

¹ American Federation of Teachers (2007). *Academic freedom in the 21st century college and university: academic freedom for all faculty and instructional staff, the AFT statement on academic freedom*. Washington, DC: American Federation of Teachers. Item no. 36-0585, www.aft.org.

STATEMENT ON ACADEMIC FREEDOM

Cal Poly recognizes and supports the principle of academic freedom, by which each faculty member has the right to teach, to conduct research, and to publish material relevant to that faculty member's discipline, even when such material is controversial.

The University also guarantees to its faculty the same rights shared by all citizens which include:

- the right to free expression,
- the right to assemble, and
- the right to criticize and seek revision of the institution's regulations.

At the same time, the faculty should recognize an equally binding obligation to perform their academic duties responsibly and to comply with the internal regulations of the university.

Each faculty member is expected to recognize the right of free expression of other members of the University community; intolerance and personal abuse are unacceptable.

Faculty shall not claim to be representing the University unless authorized to do so.

Cal Poly endorses the nationally recognized definition of academic freedom from the American Association of University Professors (AAUP): The 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes¹, as follows:

Academic Freedom

- Teachers are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties; but research, for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial subject matter which has no relation to the subject.² Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.
- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should

exercise appropriate restraints, should show respect for the opinions of others, and should make every effort to indicate they are not speaking for the institution.

¹ The footnote from the 1940 Statement states: "The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties." Reference: AAUP: The 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretative Notes, adopted by the Council of the American Association of University Professors in April 1970 and endorsed by the Fifty-sixth Annual Meeting as Association policy, <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

² The footnote from the 1970 Interpretative Notes on the AAUP Statement reads: "The intent of this statement is not to discourage what is 'controversial.' Controversy is at the heart of free academic inquiry which the entire statement is designed to focus. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to the subject."

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

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.

**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)

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

Continuing Area A/C Committee members			
Name	Department	College	Term Expires
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.

**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)

Candidates Applying for Area B/F Committee				
Name	Department	College	Recommend	Do Not Recommend (and why)
Thomas Bensky (3 year term)	Physics	CSM		
Lauren Garner (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		

Continuing Area B/F Committee members			
Name	Department	College	Term Expires
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

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.

**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 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

Mike Fahs, Communication Studies, (Incumbent)

This is an important committee. The committee chair's excellent stewardship made this time-intensive committee doable. Glad to help.

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.

04.30.09

**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.

04.30.09

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.

04.30.09

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 11th, 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

04.30.09

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.

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.

04.30.09

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 UNION ADVISORY BOARD: 1 vacancy

Carryover Committee Charges for 2009-2010

Budget and Long Range Planning Committee (inactive until a clear charge is identified)

- Possible charge: work with University Planning and Budget Advisory Committee (UPBAC) on resource allocation issues as needed
- Possible charge: work with Vice Provost of Strategic Initiatives and Planning on resource issues relative to forthcoming Strategic Plan

Curriculum Committee

- Ongoing review of curriculum proposals

Distinguished Scholarship Award Committee

- Ongoing evaluation of candidates and recipients of the DSA

Distinguished Teaching Award Committee

- Ongoing evaluation of candidates and recipients of the DTA
- Resolution on process modification - *will report fall 09*

Faculty Affairs Committee

- Review general policy for MPP searcher per AS-659-07 - (chair to investigate and report on protocol relative to Academic Senate committee involvement on developing/writing/reviewing policy) – *waiting on draft from Mike Suess. Will complete fall 09*

Fairness Board

- Review of existing syllabus policy to develop ways for discouraging grievances
- Resolution on cheating and plagiarism: update on policy and procedure and include/explain due process – *Soares is working on it*
- Ongoing review of filed grievances
- Resolution on Fairness Board Description and Procedures (clearer language to explain procedures and due process)

Grants Review Committee

- Ongoing review and awarding of campus grants

Instruction Committee

- Review of AS-669-08 (WU grade) – *still discussing*
- Resolution on improving student evaluations paradigm – *postponed until next year due to the extent of research needed*
- Discuss viability of electronic evaluations - *postponed until next year due to the extent of research needed*
- Review university compliance of EO 1037 – grading symbols, minimum standards governing the assignment of grades, policies on the repetition of course, policies on academic renewal, and grade appeals – *did not discuss*

Research Committee

- Ongoing review of Cal Poly Strategic Plan
- Resolution on handling of complaints regarding research initiatives and partnerships – *Soares will check into it – statement forwarded to Soares*
- Resolution on expanding the use of the Digital Commons – low priority – *will discuss next year*
- Committee to assess strategies/actions taken by colleges and department regarding what has and hasn't worked relative to research-related release time – *discussed, no action taken yet*

Sustainability Committee

Possible 2009-2010 Committee Chairs

Committee	Chair 08-09	Chair Since	Willing to Chair 09-10	09-10 Committee Member	College/Department
Budget and Long-Range Planning Committee	John Soares	2008-2009	Inactive		Inactive
Curriculum Committee	Dave Hannings	2006-2007	Dave Hannings	No	CAFES/Horticulture and Crop Science
Distinguished Scholarship Awards Committee	Don Choi	2005-2006	Don Choi	Maybe	CAED/Architecture
Distinguished Teaching Awards Committee	Mike Geringer	2003-2004	Mike Geringer	Maybe	OCOB/Management Area
Faculty Affairs Committee	Manzar Foroohar	2002-2003	Manzar Foroohar	Yes	CLA/History
Fairness Board	Craig Baltimore	2007-2008	Craig Baltimore	Yes	CAED/Architectural Engineering
Grants Review Committee	Ken Griggs	2006-2007	Ken Griggs	Yes	OCOB/Management Area
Instruction Committee	Stephen Phillips	2008-2009			CSM/Statistics
Research and Professional Development Committee	Franz Kurfess	2008-2009	Franz Kurfess	No	CENG/Computer Science
Sustainability Committee	Kate Lancaster	2007-2008	Kate Lancaster	Yes	OCOB/Accounting Area

Assigned Time 2009-2010

Position/Committee	Possible 2009-2010 Chair Name	2009-2010 WTUs	2008-2009 WTUs	2007-2008 WTUs	2006-2007 WTUs	2005-2006 WTUs
Academic Senate Chair	Rachel Fernflores		22.5	22.5	22.5	22.5
Academic Senate Vice-Chair	Camille O'Bryant		4	4	4	4
Budget and Long-Range Planning Committee	INACTIVE		0	4	0	4
Curriculum Committee	Dave Hannings		12	12	12	12
Distinguished Scholarship Awards Committee	Don Choi		4	4	4	0
Distinguished Teaching Awards Committee	Michael Geringer		4	4	4	4
Faculty Affairs Committee	Manzar Foroohar		4	4	4	4
Fairness Board	Craig Baltimore		3	3	4	4
Grants Review Committee	Ken Griggs		4	4	4	0
Instruction Committee			4	4	4	4
Research & Professional Development Committee	Franz Kurfess		0	4	4	4
Sustainability Committee	Kate Lancaster		4 *	0	0	0
Academic Council on International Programs			4	4	4	4
* 2 WTUs assigned to Peter Schwartz by Provost Durgin	Total Assigned		69.5	77.5 (4 saved for incentive pay)	74.5 (4 WTU unassigned)	66.5

**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

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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.