



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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, April 6 2010, 01-409, 3:10 to 5:00pm**

- I. Minutes: **Approval of minutes for Executive Committee meeting of February 23 2010:**  
(pp. 2-3).
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA Campus President:
  - F. ASI Representative:
  - G. Caucus Chairs:
  - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Academic Senate committee vacancy for 2009-2010:** (p. 4).
  - B. **Filling of vacancies to the Academic Senate for 2010-2012:** CAFES-three vacancies  
(please bring names to the meeting).
  - C. **Approval of caucus chairs for 2010-2011:** (please bring names to the meeting).
  - D. **Appointment of members to the Program Suspension, Mergers, and Reorganizations Task Force:** (please bring names to the meeting).
  - E. **Resolution on Review of Retention Promotion and Tenure Focus Group Report:**  
Lertwachara, chair of the Instruction Committee (pp. 5-17).
  - F. **Resolution on Private Donors:** Executive Committee (pp. 18-20).
  - G. **Resolution on Establishment of an Academic Senate Curriculum Appeals Committee:** Hannings, chair of Curriculum Committee (pp. 21-23).
  - G. **Resolution on Selection Process for the Nomination of Faculty Representatives to the Advisory Committee for the Selection of Campus President - reconsideration of college representation:** Executive Committee (pp. 24-28).
  - H. **Approval of Academic Senate Calendar of Meetings for 2010-2011:** (p. 29).
  - I. **Academic Senate committee vacancies for 2010-2011:** (pp. 30-40).
  - J. **University committee vacancies for 2010-2011:** (pp. 41-47).
- VI. Discussion Item(s):
  - A. **Orfalea College of Business proposal to offer MBA program in Santa Barbara :** (48-49).
  - B. **Senate elections: paper vote or electronic vote?**
- VII. Adjournment:

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

**MINUTES OF**  
**The Academic Senate Executive Committee**  
**Tuesday, February 23, 2010**  
**01-409, 3:10–5:00 p.m.**

- I. Minutes: The minutes of January 26, 2010 were approved.
- II. Communications and Announcements: none.
- III. Reports:
  - A. Academic Senate Chair: Fernflores reported that at the last statewide meeting, Chancellor Reed announced that it is difficult to schedule a faculty vote on furloughs until a budget is available, which could be during summer. The rumor that the CSU has a central office reviewing GE is not accurate. There is a group of campus presidents and provosts working to get support for a GE initiative to eliminate upper GE courses. In addition, Fernflores reported that Chancellor Reed would like to see more faculty involved with shared governance and with the maintenance of high quality instruction. The GE Task Force is considering a governance proposal that would make the GE Committee an Academic Senate Committee with an independent director in charge but has yet to achieve consensus from all members. Discussions continue.
  - B. President's Office: Howard-Greene announced that a public meeting on February 9 officially launched the presidential search at Cal Poly with resumes scheduled for review in April and campus visits in May. The 2010-2011 budget, at this time, for higher education appears fairly hopeful. President Baker continues to work on improving stem education in K-12 with the hopes to bring some people together and in agreement on what might be done in California to make stem disciplines more attractive for California students. The issue of educational outcomes needs to be addressed since it is predicted that by the year 2025, California will have a shortfall of 1 million degree workers.
  - C. Provost: Koob announced that WASC accreditation visits went well and conversations are beginning about what the next phase of WASC should look like. The Deans' Council has been discussing the elimination of remedial courses but no final decision has taken place.
  - D. Statewide Senate: Foroohar attended a meeting in Long Beach where several resolutions were discussed. In addition, summer session was discussed with the chief negotiator for the CSU, but no questions were answered. LoCascio reported that the issues of concern for statewide committee include troops to campus, remediation, and whether GE delays graduation. Also, it was announced that the Governor has formally rejected the Faculty Trustee nominees.
  - E. CFA Campus President: Saenz reported that CFA has called for unity furlough day to take place on March 2 while considering March 4 a day of action for public education.
  - F. ASI Representative: Griggs reported that a resolution on March 4 – day of action, was passed with much debate. ASI is looking at sustainability initiatives and tackling issues of diversity.
  - G. Caucus Chairs: none.
  - H. Other: none.

IV. Consent Agenda: none.

V. Business Items:

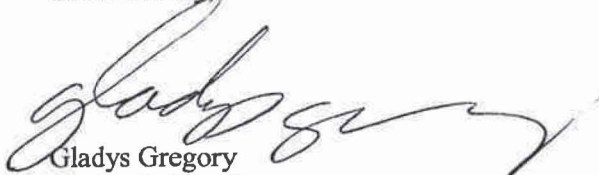
- A. Filling of vacancies to the Academic Senate for 2010-2012: The following were approved:  
 College of Agriculture, Food and Environmental Science      Jim Ahern  
 College of Architecture and Environmental Design      Ed Siliklis  
 College of Liberal Arts      Xiaoying Rong and Ken Brown
- B. Academic Senate committee vacancy for 2009-2010: The following was approved  
 Faculty Affairs Committee      Eric Olsen
- C. Approval of nominees to the Consultative Committee for the Selection of AVP for Academic Personnel: The following were approved:  
 Doris Derelian, College of Agriculture, Food and Environmental Science and Rich Saenz, College of Science and Math.
- D. Approval of committee procedures for Distinguished Teaching Awards Committee: Geringer, Chair of the Distinguished Teaching Award Committee, presented the proposed committee procedures. Dan Howard-Greene requested that additional, detailed information on the selected recipients, be submitted to the President's Office. M/S/P to approve the procedures.
- E. Approval of committee procedures for Research & Professional Development Committee: Stankus, member of the Research & Professional Development Committee, presented the proposed committee procedures. The following sentence was added to the procedures under "Initiatives in Conflict with Cal Poly's Mission Statement": *When a different process for dealing with initiatives in conflict with Cal Poly's Mission Statement is adopted by the Senate, this paragraph will be removed from these procedures.*  
M/S/P to approve the procedures as amended.
- F. Resolution on Revision of Cal Poly Mission Statement to Include Staff (Executive Committee): Fernflores, Academic Senate Chair, presented this resolution which recommends for approval a revision to the Cal Poly Mission Statement in which the contributions of staff are recognized.  
M/S/P to agendize the resolution.
- G. Approval of Internal Reviewers for CAED, CAFES, and CSM: The following were approved:  
 For College of Architecture and Environmental Design – David Gillette, English  
 For College of Agriculture, Food and Environmental Science – Brian Tietje, Marketing  
 For College of Science and Math – David Braun, Electrical Engineering

VI. Discussion Items:

- A. Senate elections: Paper vote or electronic vote – due to lack of time, this issue was not discussed.
- B. Senate committee websites– due to lack of time, this issue was not discussed.

VII. Adjournment: The meeting was adjourned at 5:05 p.m.

Submitted by

  
 Gladys Gregory  
 Academic Senate

## **ACADEMIC SENATE COMMITTEE VACANCIES FOR 2009-2010**

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

Instruction Committee (2009-2010)

### **COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

Grants Review Committee

Instruction Committee

### **COLLEGE OF SCIENCE AND MATHEMATICS**

Curriculum Committee

**Jim Mueller, Mathematics**

Instruction Committee

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 2009-2011 term (University Committee)

### **PROFESSIONAL CONSULTATIVE SERVICES**

Distinguished Teaching Award Committee

### **UNIVERSITY COMMITTEES**

CAL POLY PLAN STEERING COMMITTEE – 2 vacancies

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION - 1 vacancy

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 1 vacancy from CSM

UNIVERSITY UNION ADVISORY BOARD – 1 vacancy



Adopted:

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

AS-\_\_\_\_-10

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

- 1 WHEREAS, The Academic Senate Research and Professional Development Committee during  
2 2009 did a review of the *Retention Promotion and Tenure (RPT) Focus Group*  
3 *Report* (attached as Background Material); and  
4
- 5 WHEREAS, On May 1 2009 the Academic Senate Research and Professional Development  
6 Committee endorsed recommendations 1, 2, 3, 6, 7, 8, and 9 of the *RPT Focus*  
7 *Group Report*; and  
8
- 9 WHEREAS, On June 2 2009 the Academic Senate endorsed recommendations 1, 2, 3, 6, 7, 8,  
10 and 9 of the *RPT Focus Group Report*; and  
11
- 12 WHEREAS, During fall quarter 2009, recommendations 4, 5, 10, and 11 of the *RPT Focus*  
13 *Group Report* were forwarded to the Academic Senate Instruction Committee for  
14 its review; and  
15
- 16 WHEREAS, The Instruction Committee concluded its review and submitted its comments to  
17 recommendations 4, 5, 10, and 11 of the *RPT Focus Group Report*; therefore be it  
18
- 19 RESOLVED: That the Academic Senate approve the Instruction Committee comments on items  
20 4, 5, 10, and 11 of the *Retention Promotion and Tenure Focus Group Report* as  
21 attached; and be it further  
22
- 23 RESOLVED: That the Instruction Committee's comments be forwarded to Provost Koob and  
24 the members of the Retention Promotion and Tenure Focus Group Report for  
25 inclusion in the *Retention Promotion and Tenure Focus Group Report*.

Proposed by: Academic Senate Instruction Committee  
Date: March 16 2010



## Memorandum

To: Rachel Fern-Flores  
Chair, Academic Senate

Date: February 26, 2010

From: Kevin Lertwachara  
Chair, Instruction Committee, Academic Senate

Subject: Review of the Retention, Promotion, and Tenure Focus Group Report

The Instruction Committee was asked to review the Retention, Promotion, and Tenure Focus Group Report' regarding recommendations #4, 5, 10, and 11. Our comments regarding these recommendations are as follows:

***Recommendation #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...***

The Instruction Committee supports the pilot study to explore the idea of migrating the student evaluation process to an online environment. We also have the following suggestions/questions.

- Our concern about the pilot study is that only two of the six colleges on campus are willing to participate. Given the differences in how colleges and departments collect student evaluation data, we are not sure how the pilot study results will be applicable to other colleges and departments.
- We recommend that the committee to be designated by the Provost establish a set of requirements and objectives in order to evaluate the outcome of the pilot study.
- Currently, each college is in charge of the student evaluation process. If the University were to implement an online evaluation, who would be responsible for the campus-wide implementation and administration of the online system?
- In addition, we recommend that the University take this opportunity to review the actual content of the student evaluation questions among colleges and departments and try to establish consistency at least to a certain degree among different departments across campus.
- Will the software selected by the vendor selection committee eventually be used throughout the campus? Who will be responsible for converting the paper evaluation forms used by

different colleges and departments into an electronic format? Will it be done with some level of consistency?

- Finally, after the pilot study and prior to fully migrating the student evaluation process to an online environment, we recommend that the University seek the support of the faculty from each department or an equivalent unit.

***Recommendation #5: The University should explore the use of electronic faculty evaluation processes and set up a pilot process in one college...***

The Committee supports the pilot study to explore the use of e-portfolios to facilitate the faculty evaluation process. We also have the following comments and questions.

- As implied in the focus group report, it would be more cost effective to have a common tool used by all departments/colleges. However, the current RPT process is carried out by each department and college. If the University were to make available a common online tool, who would be responsible for the campus-wide implementation and maintenance of the online system?
- We recommend that the committee to be designated by the Provost establish a set of requirements and objectives in order to evaluate the outcome of the pilot study.
- Since the actual RPT requirements vary across departments, the pilot study that is implemented by only one college may have limited implications for other colleges/departments. As a result, we suggest that, if possible, other colleges also consider participating in the pilot study. In addition, we suggest that the pilot study team invite a representative from the current vendor or potential vendor (e.g., Digital Measures) to present the details of their products, especially to demonstrate how their product can be customized to fit various evaluation processes.
- We also recommend that the pilot study team work with the Library to explore the possibility of integrating the Library's online resources such as Digital Commons into the faculty evaluation process.

***Recommendation #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...***

The Committee supports the focus group's recommendation on linking the learning assessment to the RPT process. We suggest that the focus group extend the scope of 'learning assessment' beyond formal program accreditation and include other, less formal activities such as evaluation and revision of existing courses and curricula. The RPT documents should encourage the faculty to engage in these activities as well as recognize their effort. Since the current RPT process is usually initiated at the department level, we suggest that the policy advocated by the focus group's recommendation also be implemented at the departmental level.

***Recommendation #11:*** *The University or colleges should provide direction for faculty members to better evaluate teaching effectiveness...*

The Committee supports the focus group's recommendation. We believe that the University, colleges, as well as departments need to provide the resources to support the faculty in putting together a set of learning outcomes and a plan to assess the outcomes. Examples of these resources could include the assistance and/or coordination by the Center for Teaching and Learning or by senior faculty in the same department as a consultant or mentor to other faculty members. We also suggest that the Provost or the Senate sponsor a regular workshop (e.g., during the WOW week) on teaching/learning assessment.



Adopted: June 2 2009

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

**AS-690-09**

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

- WHEREAS, The criteria for retention, promotion, and tenure decisions should be determined by the respective academic unit such as departments, colleges, and the library; and
- WHEREAS, The Research and Professional Development Committee of the Academic Senate during 2006/07 did a review of the retention, promotion, and tenure process for each college, and that report was a starting point for the focus group report; and
- WHEREAS, The Academic Senate is currently examining the definition of the Teacher-Scholar model and its implementation at Cal Poly; and
- WHEREAS, The process of evaluating candidates for retention, promotion, and tenure should be evaluated and updated as appropriate; and
- WHEREAS, The Research and Professional Development Committee of the Academic Senate has examined the report within its purview and with specific emphasis on research, professional development, creative activities, and related issues; therefore be it
- RESOLVED: That the Academic Senate endorse recommendations 1, 2, 3, 6, 7, 8, and 9 presented in the attached Retention Promotion and Tenure Focus Group Report (see pp. 5-8 of the report).

Proposed by: Academic Senate Research and Professional  
Development Committee

Date: May 1 2009

Revised: May 19 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 3<sup>rd</sup> 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 *DigitalMeasures*.<sup>10</sup> 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.
2. The Research and Professional Development committee report to the Academic Senate dated May 8, 2007.
3. "Recommendations on Providing Workload Relief for the College of Engineering Faculty Engaged in Scholarly Activities," January 4, 2007.
4. The College of Science and Mathematics "Personnel Policies Procedures and Evaluation Criteria," July 21, 2006.
5. Library Faculty Handbook of Personnel Policies and Procedures, June 2008.
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-\_\_-10**

**RESOLUTION ON PRIVATE DONORS**

- 1 RESOLVED: That the Academic Senate support and endorse the ASCSU “Resolution on Private  
2 Donors’ Respect for Academic Freedom” (AS-2936-10/FA attached); and be it  
3 further;  
4  
5 RESOLVED: That the Academic Senate request that the President, Provost, and the Vice-  
6 President for Advancement take concrete steps to communicate to private donors  
7 the principles of academic freedom and the faculty’s autonomy in curricular and  
8 educational policies.

Proposed by: Academic Senate Executive Committee  
Date: March 22 2010

# #1 Agenda Item

AS-2936-10/FA (Rev)  
January 21, 2010  
Second Reading – March 10-11, 2010

## **Resolution on Private Donors' Respect for Academic Freedom**

1. RESOLVED: That the Academic Senate of the California State University (ASCSU) strongly reaffirm its commitment to academic freedom of the faculty and "the protection of freedom of inquiry, research, expression and teaching both inside and beyond the classroom" (AS-2675-04/FA - November 11-12, 2004); and be it further
2. RESOLVED: That the ASCSU reaffirm that decisions affecting the curriculum and the selection of the faculty for academic programs are under the purview of campus faculty (AS-2822-07/FA); and be it further
3. RESOLVED: That the ASCSU deplore attempts by private donors to pressure local administrations to intervene in faculty's academic decisions and activities inside and beyond the classroom based upon donors' political and economic views and interests; and be it further
4. RESOLVED: That ASCSU request that the Chancellor's Office and campus administrations craft disclaimers to inform donors and university personnel with whom they deal that donors' financial support of the academic enterprise does not convey a right to inject personal or political beliefs to influence the academic content delivered; and be it further,
5. RESOLVED: That the ASCSU distribute this resolution to the Board of Trustees, Campus Presidents, Vice Presidents for Advancement and Public Affairs, and Campus Senate Chairs.

RATIONALE: Seeking private funding has become an important way of supplementing the dwindling state support for the higher education. Some of the non-academic organizations which donate to CSU programs are not familiar with, nor respectful of, the principle of academic freedom as the cornerstone of the university life. A recent and illustrative incident at one CSU campus has raised concern that donors may be attempting to exert pressure to influence invitations to controversial speakers and to affect curricular decisions. (See Los Angeles Times, October 14, 2009; San Luis Obispo Tribune, January 10, 2010) In the absence of clear guidelines for the advancement staff to firmly communicate with the donors the principle of non-intervention in faculty's educational decisions, we will run the risk of outside pressure on our faculty to change the content of their educational programs inside and beyond the classroom.

Pass, without dissent



Adopted:

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

**AS-\_\_\_\_-10**

**RESOLUTION ON THE ESTABLISHMENT OF AN ACADEMIC SENATE  
CURRICULUM APPEALS COMMITTEE**

- 1   **RESOLVED:** That the Academic Senate endorse the attached proposal for the establishment of  
2                   an Academic Senate Curriculum Appeals Committee.

Proposed by: Academic Senate Curriculum Committee and  
2009-10 GE Task Force  
Date: March 29, 2010

## Catalog Proposal Appeals Process: Curriculum Appeals Committee

(March 29 2010)

The Academic Senate Curriculum Committee (ASCC) and the 2009-2010 General Education (GE) Task Force have identified a need to develop a new appeals process for handling disputes about catalog proposals. In the Academic Programs Curriculum Handbook, under the heading “Academic Senate” in the “Curriculum Roles and Responsibilities” section, the current appeals process is described thus:

“All catalog proposals, except new degree programs, appear on the Senate agenda by college as consent items. Senators are given three weeks notice of the consent items and are expected to review the summaries posted on the Academic Programs website. Issues, concerns, and questions regarding curriculum proposals are directed to the chair of the Academic Senate Curriculum Committee by one week before the Senate meeting. If the concern is strong enough, any senator may request an item be removed from the consent agenda no later than one week before the meeting. Items removed from the consent agenda will be placed on a first and second agenda cycle, with the first reading being the meeting of the consent agenda. The chair of the Curriculum Committee will invite representatives from the concerned departments to be present at the meetings where their proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.”

([http://www.ess.calpoly.edu/\\_records/curric-handbook/Curric-roles-respons.html#ASCC](http://www.ess.calpoly.edu/_records/curric-handbook/Curric-roles-respons.html#ASCC))

The ASCC and the GE Task Force believe that when there are disputes about catalog proposals that cannot be resolved prior to Academic Senate meetings, there should be debate on the Senate floor concerning the disputed catalog proposals. However, the ASCC and GE Task Force also believe that it is unsatisfactory to place catalog proposals pulled from the consent agenda to business items for a first and second reading cycle. By placing them on a first and second reading cycle, it subjects a catalog proposal that has been vetted at several levels--from the department all the way to Academic Senate committee(s)--to an up or down vote on the Academic Senate floor. The curriculum committees at all levels spend considerable time developing an understanding of proposed curriculum in all of its details. The committees are obligated to grasp the ramifications and value of approving proposed curriculum within any major or minor program that may be affected by it. Acquiring such knowledge of individual catalog proposals in the first and second reading cycle would be extremely time consuming and hence, unlikely.

Instead of placing pulled catalog proposals on the first and second reading cycle, the ASCC and GE Task Force call for the establishment of a new committee, called the “Academic Senate Curriculum Appeals Committee” (ASCAC) whose charge is to adjudicate in a timely manner any catalog proposals pulled from the consent agenda. In fulfilling its charge, the ASCAC would be required to understand the nature of disputes concerning pulled catalog proposals. The ASCAC would approve, disapprove, or return a catalog proposal to committee (returned to committee at any level, as deemed appropriate).

Members on the ASCAC will need to be knowledgeable about the curriculum as a whole so that they are nimble enough to understand disputed catalog proposals in the context of major and

minor affected programs. Consequently, membership is limited to faculty with previously demonstrated curricular knowledge. Eligible faculty for membership will be appointed by the Academic Senate Executive Committee for one year terms and may include only\*:

- A. Former Academic Senate Chairs
- B. Former Academic Senate Curriculum Committee Chairs
- C. Former GE Directors/Chairs
- D. Former Academic Senate Vice Chairs

Should the Academic Senate agree to the establishment of the ASCAC, the description of the proposed catalog proposal appeals process in the Curriculum Handbook, under the heading “Academic Senate” in the “Curriculum Roles and Responsibilities” section, would read thus:

“All catalog proposals, except new degree programs, appear on the Academic Senate agenda by college as consent items. Senators are given three weeks notice of the consent items and are expected to review the summaries posted on the Academic Programs website. Issues, concerns, and questions regarding curriculum proposals are directed to the chair of the Academic Senate Curriculum Committee at least one week before the Senate meeting. If the concern is strong enough, any senator may request an item be removed from the consent agenda no later than one week before the meeting. Items removed from the consent agenda will be placed on the Senate agenda as discussion items. The chair of the Academic Senate Curriculum Committee will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where their proposals will be discussed. It is recommended that the Senate Chair allow the Academic Senate Curriculum Appeals Committee freedom to ask questions at will, without needing to be on the speakers list. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.

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\* Since at any given time there may not be enough full time faculty who can satisfy one or more of A-D, FERPs who satisfy one or more of A-D are also eligible to serve on the ASCAC.

Adopted:

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

AS-\_\_\_\_-10

**RESOLUTION ON  
SELECTION PROCESS FOR THE NOMINATION OF  
FACULTY REPRESENTATIVES TO THE ADVISORY COMMITTEE  
FOR THE SELECTION OF CAMPUS PRESIDENT**

1 WHEREAS, The CSU Board of Trustees Policy for the Selection of Presidents indicates that  
2 there will be an advisory committee to the Trustees committee in the selection of  
3 CSU Presidents (<http://www.calstate.edu/datastore/PresidentialSearch.shtml>). The  
4 Advisory Committee to the Trustees Committee for the Selection of the President  
5 (ACTCSU) is to include the CSU campus Academic Senate Chair plus two faculty  
6 representatives. The two faculty representatives are to be elected by the campus  
7 faculty or, if a standing policy allows for the forgoing of a faculty election, that  
8 standing policy needs to be revised or ratified with each new presidential search;  
9 and

10  
11 WHEREAS, The Academic Senate has no standing policy for selecting the two faculty  
12 representatives to ACTCSU; and

13  
14 WHEREAS, In January 2010, the Academic Senate used the consent agenda process to adopt  
15 the provisional policy, attached, for the election of two faculty representatives to  
16 the ACTCSU; therefore be it

17  
18 RESOLVED: That the policy, below, which is a slightly revised version of the provisional policy,  
19 henceforth be the standing policy for the election of two faculty representatives to  
20 future incarnations of the ACTCSU:  
21

~~~~~  
**ACADEMIC SENATE SELECTION PROCESS FOR THE NOMINATION OF TWO  
FACULTY REPRESENTATIVES TO THE ADVISORY COMMITTEE TO THE  
TRUSTEE COMMITTEE FOR THE SELECTION OF THE PRESIDENT**

- 22  
23  
24  
25  
26  
27 1. The Board of Trustees Policy for the Selection of Presidents (BOT Policy) specifies that in  
28 addition to the Trustees Committee for the Selection of the President established by the  
29 Office of the Chancellor, an Advisory Committee to the Trustees Committee for the  
30 Selection of the President (ACTCSP) serves as one of the consultative groups in the  
31 selection of campus Presidents. Among the members of the ACTCSP is the Chair of the  
32 Academic Senate and two (2) "faculty representatives elected by the faculty"  
33 (<http://www.calstate.edu/datastore/PresidentialSearch.shtml>).



2. The nomination and election of the two faculty representatives to the ACTCSP shall be by and from those members of the General Faculty as defined by the Constitution of the Faculty (Article 1).
3. In order to provide the fullest possible representation of the colleges given the constraints of the BOT Policy, the combination of the two faculty representatives plus the Chair of the Academic Senate shall all come from separate colleges. Together the three shall have the following college affiliations:
  - A. One representative from either CLA or CSM.
  - B. One representative from CAFES, CAED, CENG, OCOB.
  - C. The second elected position will be an at large position. It will go to the nominee who receives the next highest votes and is not faculty from either the college of the Senate Chair or the first elected person.
  - D. In the event that one of the two elected representatives is unable to serve at any time during the search, the nominee who received the next highest number of votes in the election according to the specifications in 3 (including 3A-C) will serve in his or her stead.
4. **To become a nominee for one of the two representative positions, an eligible member of the faculty must submit to the Chair of the Academic Senate the following:**
  - A. **A statement not to exceed 200 words indicating how he or she interprets the role and responsibility of representing the Cal Poly faculty as a member of the ACTCSP.**
  - B. **A nominating petition (including the statement from A) signed by a minimum of twenty (20) and maximum of thirty (30) members of the Faculty eligible to vote in this election. No more than five (5) signatures can come from the nominee's Department and at least five (5) signatures must be from faculty in a college other than the nominee's college. Eligible signatories may not sign nomination petitions for more than one candidate without rendering their signature ineligible.**
4. At the request of the Office of the Chancellor to begin the election process for faculty representation, the Academic Senate Chair will make the call for nominations allowing for a nomination period of one week.
5. The Academic Senate Chair will also make the arrangements for the voting process, allowing for a voting period of one week.
6. The two candidates (from different colleges) with the highest number of votes shall be the faculty representatives to the (ACTCSP). If there are significant time constraints, a tie vote will be decided by the Academic Senate Chair. If time does allow, run-off elections will be conducted to deal with a tie vote. The Academic Senate Chair will not vote in the election.

74      *Rationale for 3(A-C):* All three representatives should be from different colleges from each  
75      other so that Cal Poly faculty has the broadest possible range of representation given the  
76      constraints of the BOT policy. The purpose of the at large position is to encourage the  
77      academic community to think in terms of electing the best candidates.

78      *Rationale for 4(A):* Requiring a statement of how a nominee would serve Cal Poly faculty on the  
79      ACTCSP will help faculty determine who is most likely to represent not only the interests of his  
80      or her department and college, but also the university more broadly.

81      *Rationale for 4(B):* Requiring that a nominee seek support outside of his or her department and  
82      college helps to ensure that our representatives are regarded by colleagues from across the  
83      campus as responsible representatives of Cal Poly faculty.

Proposed by: Academic Senate Executive Committee  
Date: December 27 2009  
Revised: January 5 2010

# BACKGROUND MATERIAL

## Cal Poly Academic Senate Provisional Selection Process for the Nomination of Two Faculty Representatives to the Advisory Committee to the Trustee Committee for the Selection of the President

1. The Board of Trustees Policy for the Selection of Presidents (BOT Policy) specifies that in addition to the Trustees Committee for the Selection of the President established by the Office of the Chancellor, an Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) serves as one of the consultative groups in the selection of campus Presidents. Among the members of the ACTCSP is the Chair of the Academic Senate and two (2) "faculty representatives elected by the faculty" (<http://www.calstate.edu/datastore/PresidentialSearch.shtml>).
2. The nomination and election of the two faculty representatives to the ACTCSP shall be by and from those members of the General Faculty as defined by the Constitution of the Faculty (Article 1).
3. In order to provide the fullest possible representation of the colleges given the constraints of the BOT Policy, the combination of the two faculty representatives plus the Chair of the Academic Senate shall all come from separate colleges. Together the three shall have the following college affiliations:
  - A. One representative from either CLA or CSM.
  - B. One representative from CAFES, CAED, CENG, OCOB.
  - C. The second elected position will be an at large position. It will go to the nominee who receives the next highest votes and is not faculty from either the college of the Senate Chair or the first elected person.
  - D. In the event that one of the two elected representatives is unable to serve at any time during the search, the nominee who received the next highest number of votes in the election according to the specifications in 3 (including 3A-C) will serve in his or her stead.
4. **To become a nominee for one of the two representative positions, an eligible member of the faculty must submit to the Chair of the Academic Senate the following:**
  - A. **A statement not to exceed 200 words indicating how he or she interprets the role and responsibility of representing the Cal Poly faculty as a member of the ACTCSP.**
  - B. **A nominating petition (including the statement from A) signed by twenty (20) members of the Faculty eligible to vote in this election. No more than five (5) signatures can come from the nominee's Department and at least five (5) signatures must be from faculty in a college other than the nominee's college. Eligible signatories may not sign nomination petitions for more than one candidate without rendering all petitions he or she has signed ineligible.**
4. The call for nominations will be made on January 6, 2010 and the nomination period shall end at noon on January 13, 2010.

5. Ballots to elect the two faculty representatives along with each candidate's statement shall be distributed on January 14, 2010. The ballots shall contain the names of all qualified nominees, and voters will vote for two. Completed ballots must be received by the Academic Senate Office by noon on January 21, 2010 (Building 38, Room 143).
6. The two candidates with the highest number of votes (from different colleges) shall be the faculty representatives to the (ACTCSP). Due to time constraints, a tie vote will be decided by the Academic Senate Chair. Consequently, the Academic Senate Chair will not vote in the election.

*Rationale for 3(A-C):* All three representatives should be from different colleges from each other so that Cal Poly faculty has the broadest possible range of representation given the constraints of the BOT policy. The purpose of the at large position is to encourage the academic community to think in terms of electing the best candidates.

*Rationale for 4(A):* Requiring a statement of how a nominee would serve Cal Poly faculty on the ACTCSP will help faculty determine who is most likely to represent not only the interests of his or her department and college, but also the university more broadly.

*Rationale for 4(B):* Requiring that a nominee seek support outside of his or her department and college helps to ensure that our representatives are regarded by colleagues from across the campus as responsible representatives of Cal Poly faculty.

Proposed by: Academic Senate Executive Committee  
December 11, 2010



03.03.10

## Academic Senate Calendar of Meetings For 2010-2011

All Executive Committee meetings are held in 01-409 from 3:00 to 5:00pm unless otherwise noted. All Academic Senate meetings are held in UU220 unless otherwise noted.

| <u>DATE</u>                                       | <u>MEETING</u>                       |
|---------------------------------------------------|--------------------------------------|
| September 17 2010 (Friday, 1:00 to 5:30pm, UU220) | Academic Senate Retreat              |
| September 21                                      | Executive Committee                  |
| October 5                                         | Academic Senate                      |
| October 12                                        | Executive Committee                  |
| October 26                                        | Academic Senate                      |
| November 2                                        | Executive Committee                  |
| November 9                                        | Executive Committee (if needed)      |
| November 16                                       | Academic Senate                      |
| November 30                                       | Academic Senate (if needed)          |
| <b>December 6 – January 2, 2011</b>               | <b>Finals Week and Quarter Break</b> |
| January 4                                         | Executive Committee                  |
| January 18                                        | Academic Senate                      |
| January 25                                        | Executive Committee                  |
| February 8                                        | Academic Senate                      |
| February 15                                       | Executive Committee                  |
| February 22 (Monday schedule followed)            | Executive Committee (if needed)      |
| March 1                                           | Academic Senate                      |
| March 8                                           | Academic Senate (if needed)          |
| <b>March 14 – March 27, 2011</b>                  | <b>Finals Week and Quarter Break</b> |
| March 29                                          | Executive Committee                  |
| April 12                                          | Academic Senate                      |
| April 19                                          | Executive Committee                  |
| May 3                                             | Academic Senate                      |
| May 10                                            | Executive Committee                  |
| May 17                                            | Executive Committee (if needed)      |
| May 24                                            | Academic Senate                      |
| May 31                                            | Academic Senate (if needed)          |
| <b>June 6 – June 19, 2011</b>                     | <b>Finals Week and Quarter Break</b> |

# **ACADEMIC SENATE COMMITTEE VACANCIES**

**2010-2012**

NOTE: # = Willingness to chair committee

## **College of Agriculture, Food and Environmental Science**

### **CURRICULUM COMMITTEE**

#### **FAIRNESS BOARD**

#### **Matthew Burd, Animal Science – Incumbent (Tenured – 7 years at Cal Poly) #**

I believe the Fairness Board provides a valuable service to the students and faculty of Cal Poly State University. I have served the Fairness Board for over 2 years and resolved many cases involving students and faculty. It is my goal to continue this service through the charge of the Fairness Board.

#### **GRANTS REVIEW COMMITTEE**

#### **INSTRUCTION COMMITTEE**

#### **John Harris, NRM – (Tenured) #**

Reasons to appoint are: interested in the topic of instruction, previously served on the committee for eight years, helped draft several resolutions passed by the Academic Senate.

## **College of Architecture and Environmental Design**

### **BUDGET AND LONG-RANGE PLANNING COMMITTEE**

#### **CURRICULUM COMMITTEE**

#### **Phillip Barlow, Construction Management (Tenure track – 4 years at Cal Poly)**

Being in the construction management department for the past four years we continue to firmly believe in collaborative educational opportunities for everyone in the CAED. I have served on the Curriculum Committee in our department for the past few years and am current chairman. I believe the combination of these two designations and my interest in University policies on this subject makes me an ideal candidate.

#### **FAIRNESS BOARD**

#### **Craig Baltimore, Architecture Engineering – Incumbent (Tenured)**

I would like to continue on the Committee. As past Chair, I would like to be available to the new Chair.

#### **GRANTS REVIEW COMMITTEE – 2010-2011 term**

#### **INSTRUCTION COMMITTEE – 2010-2011 term**

#### **RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE**

#### **Marc Neveu, Architecture – Incumbent (Tenure track – 3 years at Cal Poly) #**

Please accept this statement as evidence of my interest in participating in the Research and Professional Development Committee. My interest in the committee is based on my keen desire to develop the teacher / scholar model at Cal Poly. Since my arrival to Cal Poly in 2007, first as a lecturer and for the past two years as a probationary faculty member, scholarship has been an essential component to my professional development. The majority of my scholarship deals specifically with the history and theory of pedagogy and, as a result, my writing heavily impacts my teaching. I have demonstrated this in the organization and assessment of both seminars and studios as well as in the topics of the History Surveys.

#### **2009 Key Accomplishments:**

- Publication in the inaugural *Getty Research Journal*.
- Forthcoming publication in *Chora* 6.
- Chapter in forthcoming edited volume from Ashgate Press.



- Guest Editor for upcoming *Journal of Architectural Education*.
- Six (6) Peer reviewed publications (published since January 2009 and forthcoming).
- Six (6) Peer reviewed presentations (since January 2009 and forthcoming).
- Two (2) Sessions Chaired at National Conferences (since January 2009 and forthcoming).

During 2008-09 I was a member of the CTL Junior Faculty Learning Community and I very much enjoyed the opportunity to meet and work with faculty from other disciplines. I look forward to the opportunity to do the same with the Research and Professional Development Committee.

### **Orfalea College of Business**

#### **BUDGET AND LONG-RANGE PLANNING COMMITTEE**

##### **Jeff Danes, Incumbent (Tenure track)**

I am currently serving on the budget committee and would like to continue doing so. Under the leadership of Eric Fisher, the committee is focused on better understanding the budget, the budgeting process, and implication of a changing budget on Cal Poly. I believe this committee will be able to make a good contribution to the members of the senate.

##### **Eric Fisher, Economics – Incumbent Chair (Tenured) #**

I have resurrected this committee. I appreciate working especially with Andrew Kean, Paul Rinzler, Doris Derelian, Kimi Ikeda and others.

#### **CURRICULUM COMMITTEE**

##### **Chris Carr, Accounting & Law (Tenured – 13 years at Cal Poly)**

I have been at Cal Poly for 13 years. From Fall 2004 to Fall 2009 I served as the Orfalea College Associate Dean of Graduate Programs and Faculty Development. I am now back in my tenured faculty position.

In my time at Cal Poly as a faculty member and MPP employee I have seen much of the good, the bad and the ugly, including as it relates to curriculum.

See Lee Burgunder and Dan Villegas to learn about my appropriateness for this committee. They are in a good position to recommend me (or not).

Note: 2010-2011 I am scheduled to teach a 200 or more student section in the Silo (the large lecture hall that adjoins the Orfalea College of Business). While I do not foresee that my teaching said course will conflict with the date and time this committee may meet, if it does so on a given quarter just know that my College has a limited ability to move the date and time I teach in the Silo/large lecture hall. If that occurs, I would still do my best to fulfill my committee duties.

#### **DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE**

##### **Colette Frayne, Management – Incumbent (Tenured – 15 years at Cal Poly) #**

I would like to continue my service on this committee. I have the same goals and expectations and commitment to my job and have fully performed those duties in past service.

##### **Rami Shani, Management (Tenured – 25 years at Cal Poly)**

Was a member of this committee for four years. Also, received the Distinguished Scholarship Award.

#### **FACULTY AFFAIRS COMMITTEE**

##### **Eric Olsen, IT – Incumbent (Tenured – 6 years at Cal Poly)**

#### **GRANTS REVIEW COMMITTEE**

##### **Ken Griggs, Management – Incumbent (Tenured - 10 years at Cal Poly) #**

I have been a member of the committee for about six years and Chair for about three years (of the six). The committee has worked well and has been responsible for the distribution of over \$600,000 of State Faculty Support Grant funds (in the six years) with little complaint or acrimony. We have reduced some of the unnecessary processes and paperwork that were a historical legacy of the committee and this made membership a bit less onerous and time consuming. Also, in recent years, we've increase awareness of the Student Research Competition and have managed to send around sixty students to the competition over the six-year period. In general, the committee has done a good job of efficiently allocating funds in a tight budget environment. Also, I enjoy working with Susan Opava and the staff of the Research and Graduate Programs Office. We have always worked well together and I respect their professionalism.

**INSTRUCTION COMMITTEE****Kevin Lertwachara, Management – Incumbent (Tenured – 6 years at Cal Poly) #**

Since I joined the Instruction Committee in 2007, I have been actively involved in the Committee's work on learning assessment grading policies, as well as other aspects of the committee's charge. Currently, I am the chair of the Committee where I coordinate the work between our committee members, the Academic Senate, and other Committee's constituents. Within the College of Business, I have been involved in many initiatives such as curriculum development and assessment of learning, to help strengthen and improve the quality of teaching and learning within my own college and department. These experiences are directly related to the Committee's charge regarding the quality of teaching, grading policies, and electronic teaching techniques. I believe that being a member of the Instruction committee will allow me both to work with other departments and colleges across the campus as well as to reflect on my own teaching capacity. Since I joined Cal Poly in 2004, I have also served twice as the interim coordinator for the Information Systems program, where I work closely with students to advise them about their course work and career plans. My service to the IS program is also in alignment with my interest in serving on the Instruction committee where issues such as assessment of learning and appropriate grading policy are discussed. Finally, I see my membership in the senate committee also as an opportunity to get to know colleagues from various departments across campus

**SUSTAINABILITY COMMITTEE****Norm Borin, Marketing (Tenured – 18 years at Cal Poly)**

I have always been a strong advocate for sustainable practices whether at home or in the workplace environment. I have taken this personal interest and developed a research stream that focuses on determining the optimal business green strategy and communicating green product attributes to consumers. I have also introduced some sustainability topics into my classes but have found the available materials a bit substandard. I would like to work with this committee to help build green partnership with outside constituents who can help develop learning materials for the classroom and grant or research opportunities for faculty and students. I recently completed two years as a member of the SLO Chamber of Commerce's Sustainability Committee and saw the potential of building connections between the city and the university in this area.

As a marketing professor I believe I can add value to the committee's charge to increase awareness and communicate the importance of sustainable practices to all university stakeholders. I am a current member of the faculty sustainable book club (headed by Steve Marx) and have come to appreciate the varying views from members of other disciplines. More importantly I can visualize the potential in interdisciplinary work in this area.

During my 18 years at Cal Poly I have served 13 years as an elected chair of either my department or one of the 5 College Committees. I believe this is due to my peer's confidence that I can develop agendas, move them forward and complete tasks in a timely fashion that is respectful of all stakeholder views. Although I was on the academic senate it was a number of years ago and I would like to apply my committee skills to the Sustainability Committee that I believe has already done an incredible job and is at an important juncture to make an larger impact on campus and in the community. One of the recent campaign themes the OCOB has floated is Healthy and Sustainable Communities and thus it appears that the college might be receptive to groups on campus that are working in these areas. I would like to be part of a group that helps develop the necessary linkages.

Thanks for your consideration.

**Kate Lancaster, Accounting – Incumbent (Tenured) #**

I've been involved with sustainability at Cal Poly for 10+ years. Helped to develop sustainability learning objectives, the campus wide retreat, and other campus wide events such as FTN and Earth Day.

Knowledgeable about many initiatives on other campuses. Served on the WASC OPI Committee.

I believe unsustainability is the challenge our students will face and that Cal Poly has an imperative to prepare our students to be able to sire to that challenge.



**College of Engineering**

CURRICULUM COMMITTEE – 2010-2011 term

**INSTRUCTION COMMITTEE****Xiaomin Jin, Electrical Engineering – Incumbent (Tenure track – 5.5 years at Cal Poly)**

I have served on this committee for 3 years. I really understand how this committee works and will perform and contribute more in the future.

**SUSTAINABILITY COMMITTEE****David Braun, Electrical Engineering – Incumbent (Tenured – 13.5 years at Cal Poly) #**

My motivation to serve on the Sustainability Committee stems from a concern that quality of life for humans and millions of other species depends on humanity pursuing more sustainable practices. Education provides one key route to disseminate knowledge regarding sustainability and how to achieve a sustainable condition using interdisciplinary strategies based on social and political equity, economic, environmental, ecological, technical, and ethical considerations. During the 2008-2009 academic year, I worked with Sustainability Committee members to develop the Sustainability Learning Objectives that resulted in Academic Senate Resolution 688-09, approved by President Baker on June 22, 2009. With Sustainability Committee members, I helped organize and presented as a member of a panel at the CTL Workshop titled *Teaching Sustainability in Your Existing Courses* on January 23, 2009 and the *Teaching Well Workshop on Integrating Sustainability* on November 13, 2009. This academic year, I am working with Sustainability Committee members and ULO coordinators to develop assessment instruments and an assessment program for the Sustainability Learning Objectives. I would like to remain on the committee to continue this work, which will extend beyond 2010.

During the 2008-2009 academic year, the following sustainability contributions are potentially relevant:

1. "Teaching Sustainability in Cal Poly Electrical and Computer Engineering Programs," D. Braun, J. Y. Oliver, A. MacCarley, Presented on June 22 to the 2009 UC/CSU/CCC Sustainability Conference, Santa Barbara, June 21 – June 24.  
<http://sustainability.ucsb.edu/conference/track-sessions.php#research-mon-215>  
[http://sustainability.ucsb.edu/conference/presentations/Research%20and%20Curriculum\\_Case%20Studies%20on%20Infusing\\_David%20Braun\\_revised.pdf](http://sustainability.ucsb.edu/conference/presentations/Research%20and%20Curriculum_Case%20Studies%20on%20Infusing_David%20Braun_revised.pdf)
2. "Teaching and Assessing Multidisciplinary Sustainability Analysis," D. Braun, Presented on May 2, 2009 to the 12th CSU Regional Symposium on University Teaching at Cal Poly, San Luis Obispo.
3. "Teaching Sustainability Analysis in Electrical Engineering Lab Courses," D. Braun, Manuscript TE-2008-000233 accepted on Jan. 19, 2009 for publication in the *IEEE Transactions on Education*. It's still in the publication queue.

**College of Liberal Arts****BUDGET AND LONG-RANGE PLANNING COMMITTEE****Paul Rinzler, Music – Incumbent (Tenured – 12 years at Cal Poly)**

Given the university's current budget situation, serving on this committee should be particularly significant. I hope to make a contribution toward managing the university's budget and long range planning in these difficult circumstances. I believe I bring a good level of focus and attention to detail, which should be particularly pertinent for this committee.

**CURRICULUM COMMITTEE****Josh Machamer, Theatre and Dance – Incumbent (Tenured – 7 years at Cal Poly)**

Having served on the committee for 2 years, I am still very much interested in shaping the committee as the university goes through some significant curricular changes. I feel my current presence and position can help to be an asset as we move forward as well providing a level of consistency needed at this level of review.

**DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE****Ken Macro, Graphic Communication – Incumbent (Tenured - 10 years at Cal Poly)**

My term ends this calendar year and I would like to submit my statement of interest to remain on the committee for an additional two-year term. Because the committee meets several times every year and has a relatively limited amount of time to administer the program and review the

nomination applications, having a keen understanding of the processes employed in the selection protocol is an extreme benefit to the group. Having served on the committee for over four years, I have become acclimated and assimilated to these rigorous processes. As a member of this committee, I have developed and elevated respect for the scholars that populate the Cal Poly constituency. As a result, I have great aspirations to work diligently on my own scholarly endeavors so that – perhaps one day – I too, can “rise to the top” and be considered a distinguished scholar with the likes of the great recipients of the past, present and future.

#### FACULTY AFFAIRS COMMITTEE

##### **Kenneth Brown, Philosophy (Tenure track – 3 years at Cal Poly)**

As I enter my 4<sup>th</sup> year at Cal Poly on the tenure track I would like to move my service up to the University level, and to do so I have joined the Academic Senate. In my service to the Senate, I would like to participate in a committee that very directly serves the interest of the faculty. The Faculty Affairs Committee seems a natural fit. At Cal Poly I have served on the CLA Tech committee, and there have been a strong voice in the shaping of policy for faculty rights and responsibilities concerning computing and related technology. Prior to my appointment as an Assit. Prof. here at Cal Poly, I was a lecturer at CSU Long Beach for 8 years, and concurrently a grad student and then lecturer at UC Irvine. For 6 years prior to that I was a lecturer at Irvine Valley (Community) College. And during that period I have taught at other community colleges, private universities and another CSU campus (San Bernardino). I have seen several financial crises over that span, and have seen its effects on all levels of faculty in the form of layoffs, restrictions on tenure and promotion and research support. The current crisis is the worst I've seen. I would bring to the committee some experience of how other colleges and universities faced such crises, both well and poorly. But Cal Poly is also quite different from any other institution I have encountered. I have much to learn about how it runs. I think that concentrating on the interest and obligations of the faculty at the university-wide level offers me a good start to that process of familiarizing me with the working of Cal Poly.

#### INSTRUCTION COMMITTEE

##### **Nishan Havandjian, Journalism – Incumbent (Tenured – 20+ years at Cal Poly) #**

The committee this year accomplished a number of tasks important to the Cal Poly constituency. We dealt with grade changes, taking GE classes on time, assessment issues, and a calendar which addresses student, faculty and administrator concerns. Participated vigorously in the debates and put forward some creative solutions. The GE issue is important and proposed that we look at letters that department send to incoming freshman.

#### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

##### **Dustin Stegner, English – Incumbent (Tenure track – 3 years at Cal Poly)**

I have served on the Research and Professional Development committee for the past two years. I have enjoyed contributing to the drafting and submitting resolutions to the Academic Senate and participating in the ongoing discussion of the increasingly important place of research at Cal Poly. I have found the committee to be an excellent forum for inter-college engagement with the challenges and opportunities facing Cal Poly. I look forward to the possibility of representing the College of Liberal Arts for another term on the committee.

#### SUSTAINABILITY COMMITTEE

##### **Daniel Levi, Psychology & Child Development (Tenured – 25 years at Cal Poly)**

I am an environmental psychologist with a PhD. in Environmental Psychology with a minor in Renewable Natural Resources. For the last 30 years, I have worked as a researcher and consultant for government and non-profit organizations on a variety of environmental issues, including energy conservation, adoption of environmentally appropriate technology, conservation of natural areas, and responses to hazards and toxics. At Cal Poly, I teach Environmental Psychology, Behavior in Organizations, and Teamwork. During the last five years, I have been working with faculty and graduate students in the City and Regional Planning Department on the human aspects of Smart Growth and sustainable cities. I believe I have the background to work effectively on the University's Sustainability Committee.



**College of Science and Mathematics****BUDGET AND LONG-RANGE PLANNING COMMITTEE****Samuel Frame, Statistics (Tenure track) #**

On January 19<sup>th</sup> 2010, I was a proxy representative (on behalf of Professor Steve Rein) to the Academic Senate. It was my first experience in the Senate, and I am grateful to have had the opportunity to observe and participate. At the end of the session, Professor Eric Fisher (Chair, Budget and Long Range Planning - BLRPC) presented an inspirational update about the activities of BLRPC. First, he explicitly indicated the need for this committee to be active and meet regularly. The bulk of his presentation discussed the available budget information, followed by another presentation which attempted to analyze available budget information. Due to the committee mandate and their developing projects, I am extremely interested in working on BLRPC.

The BLRPC members should have diverse training in the areas of mathematics, statistics, economics, management, planning, and finance. I am an ideal candidate for this committee based on my expertise in the areas of computational statistics and computational finance methods. I am currently working on several collaborative research projects and supervising senior project students in all of these areas.

Outside the University, I am involved in several business ventures (owner of one company, on the Board of Directors for two different companies). In each case, I utilize my knowledge of Statistics and Finance for budget development, organization, and forecasting. My efforts contribute to efficient, successful organizations and forward looking management.

In the past few years, I have gained experience serving on various committees. I currently serve on the following committees: Health Services Oversight Committee, Student Health Advisory Committee, Campus Safety and Risk Management Committee. Additionally, I am the COSAM representative on the Academic Senate GE Task Force.

**Colleen Kirk, Mathematics – Incumbent (Tenured – 8.5 years at Cal Poly)**

I am currently serving on the Budget and Long Range Planning Committee.

While serving on the committee, I have learned much about the Cal Poly budget and the budgeting process. I would like to continue to serve for another term now that I am up to speed on some of the important matters.

The committee is particularly relevant during these years of acute budget crisis and has been fairly active recently. More than ever it is important for Cal Poly faculty to have access to and an understanding of matters relating to the budget. The committee should continue to advocate for transparency and for access to budgetary information for all of the faculty.

The committee has been charged with several important tasks and I would like to continue to take part in them. For example, each member of the committee will serve as a point person for his/her own college for fielding questions as Cal Poly faculty are given access to the budget dashboard. While the input of Cal Poly faculty into budgeting decisions may be limited, I think it is still important for the faculty to understand how the administration makes decisions regarding the budgeting of resources.

Other planning areas of particular interest to me include faculty loads and the maintenance of a diverse and robust student body.

I hope that you will look favorably on my request to continue serving on the Budget and Long Range Planning Committee. Thank you for your consideration.

**CURRICULUM COMMITTEE – 2010-2011 term****John Walker, Statistics (Tenured)**

I find the work of the committee interesting and important and I would appreciate the opportunity to serve a full-term. I currently chair the Statistics Department Curriculum Committee, and I am a member of the College of Science and mathematics Curriculum Committee. My membership on the COSAM committee makes me uniquely able to discuss the particulars of any curriculum items brought before the Senate from COSAM.

**DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE****Anton Kaul, Mathematics (Tenure track – 6+ years at Cal Poly)**

I believe that the scholarly work of Cal Poly faculty should be supported and that the achievements of fellow faculty members should be recognized; I would like to serve on the Distinguished Scholarship Award Committee so that I may play a role in recognizing the outstanding work of my colleagues.

## GRANTS REVIEW COMMITTEE

**Tony F García, Physics – Incumbent (Tenured – 9 years at Cal Poly)**

I am motivated to continue serving on the Academic Senate Grants review committee because the contributions I am making on this committee are satisfying, and I believe I am well qualified to complete the required work. I enjoy becoming acquainted with my colleagues at Cal Poly by learning the details of their research, and it is satisfying to play a role in rewarding those who are excelling in research by being part of the grant-awarding process. I have also greatly enjoyed judging the student research competition. It is humbling to see the caliber of research accomplished and communications skills developed by Cal Poly undergraduate and graduate students. I am grateful for being able to contribute to rewarding these students for their accomplishments by helping decide which students advance to the system-wide, CSU Student Research Competition. I believe I am well qualified for Academic Senate Grants review committee position because throughout my career at Cal Poly, I have sustained an active research program that has consistently produced publications in peer-reviewed journals. I am familiar with what is possible, and more importantly, what is required to accomplish research at Cal Poly while fulfilling the enormous teaching obligations that are fundamental to the Cal Poly experience for tenure track and tenured faculty. Below is a list of my publications completed during my career at Cal Poly (I started at Cal Poly in Fall 2001, directly after completing my PhD in June 2001).

*List of peer-reviewed journal publications produced while at Cal Poly:*

**García, A. F.**, and Mahan, S. A., *in review*. Geomorphic evidence for latest-Quaternary time tilting of the Gabilan Mesa, central Coast Ranges of California. Submitted to Earth Surface Processes and Landforms.

**García, A. F.**, and Mahan, S. A., 2009. Sediment storage and transport in Pancho Rico Valley during and after the Pleistocene-Holocene transition, Coast Ranges of central California (Monterey County). *Earth Surface Processes and Landforms*, v. 34, p. 1136-1150.

Stokes, M., and **García, A. F.**, 2009. Late Quaternary sedimentation and erosion patterns along the Rancho Marino coastal range front, Cambria, central-southern Pacific Coast Ranges, California, USA. *Journal of Quaternary Science* v. 24, p. 728-746. DOI: 10.1002/jqs.1243

**García, A. F.**, 2006. Thresholds of strath genesis deduced from landscape response to stream piracy by Pancho Rico Creek in the Coast Ranges of central California. *American Journal of Science*. V. 306, p.655-681

**García, A. F.**, and Stokes, M., 2006. Late Pleistocene highstand and recession of a small, high altitude pluvial lake, Jakes Valley, central Great Basin, USA. *Quaternary Research*, v. 65, p. 179-186.

**García, A. F.**, Zhu, Z., Ku, T.L., Chadwick, O.A., and Chacón Montero, J., 2004. An incision wave in the geologic record, Alpujarran Corridor, southern Spain (Almería). *Geomorphology*, v. 60, p. 37-72.

**García, A. F.**, Zhu, Z., Ku, T.L., Sanz de Galdeano, C., Chadwick, O.A., and Chacón Montero, J., 2003. Tectonically driven landscape development within the eastern Alpujarran Corridor, Betic Cordillera, SE Spain (Almería). *Geomorphology*, v. 50, p. 83-110.

## INSTRUCTION COMMITTEE – 2010-2011 term

## SUSTAINABILITY COMMITTEE

**Robert Echols, Physics – Incumbent (Tenured – 10 years at Cal Poly)**

I hope to be able to serve another two year term on the sustainability committee. During my term we have achieved many accomplishments, perhaps most notable being the introduction of college wide sustainability learning objectives. We have yet to initiate assessment schemes for which I look forward to being a participant. In addition, I hope to take an active role seeking out funding opportunities for sustainability related activities taking place on campus for the betterment of students and faculty.



### **Professional Consultative Services**

#### **BUDGET AND LONG-RANGE PLANNING COMMITTEE – 2010-2011 term**

##### **Shannon Stephens, Athletics – Incumbent (5 years at Cal Poly)**

I have been working with the B&LRP committee for the last year and have enjoyed the work of trying to make budgets more transparent across campus and promoting the Senate's advisory role with regards to budgetary decision making. The committee has been able to answer questions like "how many courses can Cal Poly teach" and "what does it mean for Cal Poly to have a decentralized budget". It is important that the Senate both understand these questions and know how the University's budget is being used.

This is an important committee that has lost its way over the years and it is starting to take shape once again with the current faculty and staff serving on it. I would appreciate the opportunity to continue to serve and promote the value of this Senate Committee.

#### **FACULTY AFFAIRS COMMITTEE**

##### **Navjit Brar, Library – Incumbent (12 years at Cal Poly)**

I am interested to continue to serve on Faculty Affairs Committee. Since I am the chair of Library Faculty Council this committee has offered me great insights to the policies and procedures of the university and faculty union contract. In addition, it provided me an opportunity to revise and update some of the policies and procedures based on the fiscal and environmental changes.

#### **FAIRNESS BOARD**

##### **Amie Hammond, Career Services – Incumbent**

I was recently selected to complete the remainder of an open term representing PCS on the Fairness Board. My participation began Winter Quarter 2010, and will expire this academic year. Because of the short duration of my appointment, I am eager to pursue another term so that I can become more involved with the board, and have a chance to participate in reviewing and/or hearing more cases. In addition, I believe the board would benefit from having me fulfill another term, so that continuity will not be disrupted yet again.

As a student development practitioner, I feel the board provides an excellent opportunity to promote student development and offer "teachable moments" to students. During my career in student affairs I have held positions that included the following job duties which are relevant to the Fairness Board: adjudicated student policy violations, advised/supervised student peer review boards, maintained confidential information, and mediated conflicts.

In addition, I believe many of my personal traits would benefit the Fairness Board. I am an effective listener who can be objective and impartial, yet empathetic. Both colleagues and students I have worked with have described me as diplomatic and fair.

##### **Jesse Vestermark, Library (Tenure track - started March 2010)**

I would like to serve on the fairness board to as a way to contribute my experiences in widely varying educational settings and my knowledge of student with skills ranging from high-functioning to various levels of disability.

I worked for nine years as a special education assistant for the Madison (Wisconsin) Metropolitan School District, gaining experience with alternative perspectives in education. I assisted with and taught individuals and small groups of students labeled as Emotionally Disturbed, Learning Disabled, Cognitively Disabled, and Other Health Impairment.

I also was granted a "Top-Notch Teacher" award for Madison School and Community Recreation's traveling Art Cart Program, in which I taught art classes at over 50 local parks. I could not have been successful in this undertaking without empathy for the specific demands of the varied communities in which I taught. Each area required careful consideration for creating a positive, engaging and memorable experience for children of widely varying ages, socio-economic statuses, and racial backgrounds.

Prior to working at Kennedy Library, I was awarded a temporary professional position as Kress Fellow in Art Librarianship at Yale University, where I facilitated the research needs of students, faculty, and visitors through instruction, reference, assessment and resource development.

In these settings and others, I have been required understand and identify with both the needs of the students and the standards of the teachers and curriculum, with an eye towards equal access measures and flexibility while maintaining an environment that challenges the students and gives them firm guidelines.

My expectations for the Fairness Committee are that the members thoroughly review all sides of each case and exercise compassion while maintaining impartiality. I also expect the promotion of clear guidelines, especially in areas where conflicts have arisen in the past. As a member of this group, I will use methodical consideration, empathy, and a broad perspective to assist the committee with its charges.

## RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

### Joy Harkins, Student Life and Leadership (SSP III)

As the Coordinator of The Community Center in Student Life & Leadership, I would bring a co-curricular perspective to the Research and Professional Development Committee. I believe that many possible collaborative partnerships could exist between Academic Affairs (including campus research centers and institutes), other departments on campus, and/or the community (such as non-profit agencies). A couple examples are the Division of Student Affairs - which is increasingly interested in research (including assessment) and professional development – and, community-based research - which is a growing field.

#### RESEARCH

My area of expertise is service learning – community service incorporated into course curriculum to enhance learning outcomes. I recently completed my doctoral dissertation on The Effect of Service-Learning in Higher Education on Students' Motivation to be Civically Engaged, which examined the effectiveness of various components of service learning. I have a comprehensive understanding of qualitative and quantitative research and research methodology. I have worked with the Cal Poly Research and Graduate Programs Office, as well as Grants Development and Sponsored Programs.

#### PROFESSIONAL DEVELOPMENT

In addition to research, I have a strong interest in leadership and professional development. I have initiated several professional development opportunities for the staff in the Division of Student Affairs. I organized an Emergency Preparedness Day for the entire staff, which included guest speakers and a resource fair. I also organized a First Responder Training to prepare staff to respond to survivors of sexual assault. I have taken initiative in my division because I believe professional development opportunities are important to help staff better serve students by enhancing the quality of services and improving morale.

My current role includes overseeing The Community Center in Student Life & Leadership, which includes Service Learning, Student Community Services, Alternative Breaks Program, Global Service Learning, AmeriCorps Promise Fellows, AmeriCorps Central Coast Volunteer Corps, and Sexual Assault Free Environment Resource (SAFER). Prior to my current role, I was an EOP advisor in Student Academic Services. I have also been a lecturer in the School of Education and taught courses for the Counseling and Guidance program.

I believe I am qualified to serve on this committee because of my experience working cooperatively with administrative and professional staff, students, governmental agencies, and community groups. I am knowledgeable of student development theory, university policies and procedures, and program budgeting. And, I have the ability to analyze, evaluate, recommend, and implement innovative changes.

### Marisa Ramirez, Kennedy Library – Incumbent

As the PCS incumbent, I would like the opportunity to continue my contributions to the Research & Professional Development Committee. I recognize great potential synergy between my knowledge about library-related professional development activities and the oversight the Research and Professional Development Committee provides on such activities.



## Distinguished Teaching Award Committee

### Continuing Members

OCOB

CLA

Michael Geringer #

Michael Fahs

#### **CAFES Bill Hendricks, Recreation Parks & Tourism (Tenured – 15+ years at Cal Poly)**

As a recipient of the CAFES Dole Outstanding Teaching Award in 2003, Dean David Wehner contacted me regarding my interest in serving on the Distinguished Teaching Awards Committee. Although not a recipient of the Cal Poly Distinguished Teaching Award I would be honored to serve Cal Poly in this capacity.

My teaching philosophy is to provide a stimulating learning environment that encourages students to reach their fullest potential, to take responsibility for individual learning, and to develop a thirst for knowledge, skill development and critical thinking.

Other teaching honors have included a 1998 Teaching Award of Merit by the National Association of Colleges and Teachers of Agriculture and the 2000 Cal Poly Distinguished Faculty Service-Learning Award.

As a member of the committee, my goal would be to serve as an objective reviewer of candidates for the award and to assist in recognizing two of our colleagues among the many outstanding teacher-scholars at our university.

#### **CAED Michael Lucas, Architecture – Incumbent – winner 2008 (Tenured – 12 years at Cal Poly)**

I am the incumbent for this committee and would consider it an honor to be able to serve again. I was the recipient of the award in 2008, and one of the few teachers in my college to ever receive it. I teach across our curriculum in studio courses as well as General Education C4 course cross-listed with Ethnic Studies – a course I originated. I was also fortunate to be selected to teach a second GE C4 course in Cal Poly's London Studies program in 2009. My teaching evaluations have remained strong across my eleven years at Cal Poly.

Previously I was a member of the General Education Steering Committee for nine years. I was Chair of the USCP subcommittee of the Senate Curriculum Committee for many years. I was the invited on-campus reviewer for Psychology and Child Development during their last review. I have been invited as a peer reviewer in the Ethnic Studies and City and Regional Planning and elected Chair of our department Peer Review Committee for the last three years. I have been an outside Peer Reviewer for five other universities.

#### **CENG Phillip Nico, Computer Science – Incumbent - winner 2008 (Tenured – 9 years at Cal Poly)**

To me, excellence in teaching is the most important part of Cal Poly's mission. I would like to continue to serve on the DTA committee in order to promote such by recognizing faculty who do it well. So much quality instruction is never noticed by anyone other than the students in a particular class that it is important to recognize and reward these efforts in a public manner.

It is also important to maintain the integrity of the awards process to ensure that is public and free from political interference.

In order to demonstrate that I can tell it when I see it, I supposed I should say that in addition to having been selected as a past finalist for the DTA, I have received numerous departmental teaching awards as well as the Society of Women Engineers' "Most Supportive Professor" award. Having served on this committee for the past term has been a great pleasure and has improved my own teaching. I hope to continue.

#### **CSM Elena Keeling, Biology – winner 2007 (Tenured – 13 years at Cal Poly)**

I was honored to receive the Distinguished Teaching Award for 2006-2007 and would be happy to participate in the process of giving this award to others. I think it is important for Cal Poly to continue its tradition of emphasizing and honoring quality in the classroom. I have observed and mentored junior faculty and part-timers; in addition I have given workshops and led a seminar on teaching for graduate students. I look forward to gaining insights to improve my own teaching through observing others teaching a range of subjects and in a variety of styles.

#### **Nanine Van Draanen, Chem & BioChem – winner 2004 (Tenured - 13 years at Cal Poly) #**

I am keenly interested in serving on the Distinguished Teaching Award committee. When undergoing my own evaluation as a DTA nominee, I was struck by what a great opportunity the

committee members had to see a broad array of teaching talent in diverse fields. Even when the committee member had no prior knowledge of my area of expertise (organic chemistry), they were required to evaluate the quality of the instruction. To be a fair and competent judge of teaching skills in any discipline seems like a fascinating challenge for me.

I believe I understand the responsibilities of the committee: evaluating the student nominations and choosing the best candidates from those nominees, attending a class section of each of the nominees, and working together with other committee members to choose the most deserving awardees. I imagine the final choice is often difficult, as the campus is fortunate to have many excellent teachers.

I have served for two years on the Chemistry Department's Temporary Faculty Evaluation Committee (TEMFEC), charged with evaluating the full-time lecturers in our department. I enjoy this committee assignment very much; I like attending the lecturer's classes, seeing how they interact with students, present material, and strive to engage our students in the learning process. I think I have been a fair evaluator and have tried to give meaningful feedback to our lecturers. I have also been an active member of the peer review committees for our junior tenure-track faculty. This responsibility also involves attending class sections and working with the rest of the committee to create a letter of evaluation for the candidate. Both committee responsibilities appear similar to the DTA committee responsibilities, except that our department candidates work in my area of expertise.

I would very much enjoy expanding my experience in evaluating teaching abilities to the University-wide forum.



## UNIVERSITY COMMITTEES

ACADEMIC ADVISING COUNCIL – (cannot be from CSM)

(504/ADA) ACCOMMODATION REVIEW BOARD

**Thomas Korman, Construction Management (Tenured track – 6 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 accessible, so 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 professional leave, I worked with the ADA Compliance Officer and City Attorney's Office updating the City of Santa Maria's ADA Compliance Program. I was during this time that I began to realize that accessibility 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 broadened my awareness of accessibility issues, all of which I intend to consider, when reexamining my teaching style. More importantly, I plan to integrate the knowledge I have I have gained regarding ADA issues into the courses I teach in the Construction Management Department.

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 an equitable environment where students, staff, and faculty who have a disability are not 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.

ADVISORY COMMITTEE ON WORKPLACE VIOLENCE

**Thomas Korman, Construction Management – Incumbent (Tenured track – 6 years at Cal Poly)**

I am currently the incumbent and have served on the committee for the past year. This committee is very important to me because 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 constructions sites, I routinely observed employees being 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% 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 to demoralizing the human spirit, which I observed first hand.

As an employee at my prior work places, 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 realized now, that although this behavior is prevalent throughout workplaces 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 able to perform their work in a professional environment.

My participation on the committee has increased my awareness of workplace violence issues, and I feel I have much to contribute to the committee. It is my desire to remain on the committee during my next term.

**ATHLETICS GOVERNING BOARD****Camille O'Bryant, Kinesiology (Tenured)**

As a former NCAA Division I and III coach of swimming, diving, synchronized swimming and rowing as well as a faculty member who teaches courses related to sport in society; I am deeply interested in and committed to ensuring that the students in our NCAA programs have every opportunity to succeed in their classroom as well as on the "field of play". Moreover, the Kinesiology Department and Athletics Program share a storied history in higher education, in general, and at Cal Poly, in particular. We have common objectives in that our constituent members use human movement and physical activity as cornerstones for their educational growth and well-being. I am confident that I would bring a reasonable amount of knowledge related to the governance of intercollegiate sport in the United States and the "Role" and potential for intercollegiate athletics as part of the educational mission of our campus.

**Julie Shaw, Athletics**

In submitting my statement of interest for the Athletics Governing Board, I will attempt to be brief and candid about my interest. I believe that with the experience that I have obtained through my position as an Assistant Women's Basketball Coach here at Cal Poly, I am a valuable resource of information. Not only do the students here at Cal Poly thrive under the "Learn by Doing" philosophy, but from my experience, the staff and faculty do as well. With insight from the ground level of the athletic department I would like to assist in keeping the President and other administrators informed on what can be done to help not only Cal Poly athletics, but the institution as a whole keep true to its mission statement.

Currently, I am looking to expand responsibilities here on campus and increase my involvement to help, "provide opportunities to involve students in meaningful learning experiences related to their academic disciplines". I have always been an advocate not only for my student athletes, but for all student athletes. I see this position as an extension of this and plays well to my strengths. Organization, communication, and innovation are qualities that I value and possess. I hope that this experience will be an added tool for future goals of working in administration and will prepare me for more leadership positions. I will use the education that I have received here at Cal Poly as well after graduating with my master's in Educational Leadership and Administration. In addition to this, I am also a doctoral candidate in the UCSB Educational Leadership and Administration Doctoral program. The ability to handle a career and this educational goal serves as a representation as to what I aspire to be and that I am fully capable of responsibility, as well as my passion for education.

I do not ignore the fact that there will be much to learn, such as policies, budgetary concerns, and the inner workings of the athletic department, but that is what Cal Poly's entire mission statement encapsulates. I want to continue to be a part of the learn by doing philosophy and assist in any capacity to providing these students with the best academic and athletic experience as possible while here at Cal Poly.

**CAL POLY HOUSING CORPORATION BOARD****CAL POLY PLAN STEERING COMMITTEE – 2 vacancies****CAMPUS FEE ADVISORY COMMITTEE****CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE****Bill Kellogg, Ag Ed and Communication (Tenured – 27 years at Cal Poly)**

I've served on this important campus-wide committee before and have a continued interest in providing for a safe campus.

**COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT) – 2 vacancies\*\*****Phillip Barlow, Construction Management (Tenure track – 4 years at Cal Poly)**

I have a deep and personal interest in seeing Cal Poly succeed in its efforts to improve its university citizenship with the central coast community. In addition to my normal teaching load, I have developed and taught (for the past three years) a two unit – technical elective course entitled Construction Service-Learning. In this class we take 30 students and raise \$12,000 to construct six small residential community construction projects for the poor and/or elderly in the community. This is one small example of how Cal Poly can do a better job of reaching out the community we reside and continue developing our university citizenship. I believe my position in



the construction management department, my personal interest and past community action, and my interest in university policy on this subject makes me an ideal candidate.

**Samuel Calkins, Military Science (Lecturer – 1 year at Cal Poly)**

The Committee on University Citizenship's (CUCIT) charter to develop and preserve a "vital, effective tradition of university citizenship" is one that I hold to be critically important. In this age of hyper-connectivity, it is imperative that we mentor students toward engagement and contributions as citizens. For even as our electronic communications allow us to maintain continuous awareness of events around the world that interest us, it becomes easier to lose sight of the critical relationships and needs on campus and in our local community. Therefore, I believe serving on a committee that is dedicated to emphasizing the importance of civil discourse, service, and engagement is a great way to contribute to the success of our students and university.

I've been an army officer for 17 years and spent much of that time, including three years as an assistant professor of economics at West Point and one year as professor of military science here at Cal Poly, training young adults to become leaders. Based on the caliber of student, excellence of education, and emphasis of "learning by doing" at Cal Poly, I believe that all of our students will have the expertise and skills required to become leaders in their fields upon graduation. Thus the experiences they have as students have the potential to affect not only them, but also countless people in the workforce they will one day influence. An ethos of responsible citizenship then will be critical to their effectiveness for many years to come. If our students leave Cal Poly with an ingrained sense of shared responsibility and community, our state and nation will be the better for it.

As an army officer I've spent years training students and soldiers to keep the larger mission in mind when conducting day to day business. Whether that larger mission is the support of local people in villages in Iraq or relationships that build confidence in a corporation, having a sense of purpose and community makes us all more effective over the long-term. I firmly believe that understanding the consequences of one's decisions and actions in a larger context leads to better, lasting results. I served on the board of directors for the local chapter of Big Brothers Big Sisters for two years in Fairbanks, Alaska, and witnessed first-hand how giving back to the community can create trust and reinforce success. I also acted as the faculty advisor to over 40 student volunteers for Big Brothers Big Sisters in West Point, New York for three years and confirmed my belief that being a better citizen makes us all better leaders. Finally, while working with the provincial government in the Diyala Province of Iraq I learned that a sense of citizenship is a global virtue and universal currency that can become the building block of shared understanding.

If chosen to serve as a member of CUCIT, I will use my varied experience to contribute to the committee's initiatives. During a meeting of the committee that I attended as a guest as part of my research prior to applying, I observed efforts to implement and publicize a draft version of the University's "Commitment to Community." I believe I can be a productive member of the team that continues to promote and publicize this commitment and similar initiatives. My experiences are likely different than many of the current committee members' and I think I can bring different but complimentary perspectives to the discussion. My experience as a university educator gives me a common ground with the university community, but I also think my experience as an army officer will give me a different perspective that will be beneficial to the group. Army officers strive to imbue soldiers with values such as responsibility, respect for diversity, and selfless service because those values make us better citizens and more effective soldiers. CUCIT similarly hopes to stress the importance of such values to members of the Cal Poly community.

Finally, my goals as a committee member would center on publicizing the expectation that Cal Poly community members reflect on what "university citizenship" means, then strive to become better citizens. I will gladly put the time in to collaborate on events and activities that reinforce this expectation. Organizing events to reinforce the statement, to include organizing discussions among students and faculty, recommending speakers and seminars on the topic, and integrating citizenship training into orientation events are all initiatives I would recommend and assist in implementing. In closing, I believe I have the experience and motivation to be an active and contributing member of the committee and therefore ask to be considered for membership.

**Saeed Niku, Mechanical Engineering – Incumbent (Tenured - 27 years at Cal Poly)**

Have served before and enjoy the issues.



**Camille O'Bryant, Kinesiology – Incumbent\*\* (Tenured)**

My teaching and research interest areas are directly in line with the charge of this committee. As a professor of sociology and psychology of sport and physical activity; I am deeply committed to and interested in building a community on this campus that fosters mutual respect for all of the citizens who are part of the campus community. The opportunities that members of this committee have to ensure that university policies, procedures and other aspects of campus "climate" are organized in a manner which allows us to continue to build and nurture a campus community in which all of its citizens can live, work, and grow to their fullest potential.

**COORDINATING COMMITTEE ON AIDS AND HIV INFECTION****DEANS ADMISSIONS ADVISORY COMMITTEE****Dean Arakaki, Electrical Engineering – Incumbent (Tenured – 9 years at Cal Poly)**

I have served on this committee for the past 5 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 admissions (MCA) policies in determining student eligibility for admission.

**John Pan, IME (Tenured – 7 years at Cal Poly)**

I have basic knowledge of MCA model from researching the quality of the IME students.

**Steve Rein, Statistics (Tenured)**

As a statistician by training, I have some familiarity with data and how it can be efficiently used. In the case of admissions, I have already discussed possibilities of involving statistics in the fine-tuning of the MCA and admissions process for the university with Jim Maraviglia and we have started the process of obtaining data to assess the use of MCA components for the purpose of predicting student success measures. Presumably a reweighting of MCA components such that the students with the greatest likelihood of success will result.

The methodologies which could be employed to relate student success measures to application data, multiple regression, logistic regression and loglinear models are all relatively standard and I have taught these subjects to our undergraduates regularly in the last twelve years. I have also been the university's statistics consultant about once per year for the last twelve years and am relatively good at working with others in a collaboration to help them get the most out of their data.

Aside from the question of specifics of the MCA, I would imagine that Statistics, which emphasizes an understanding of how to deal with uncertain outcomes, would be helpful in other areas that DAAC needs to consider.

**Peter Schuster, Mechanical Engineering (Tenured – 7 years at Cal Poly)**

To be blunt, I have no prior experience with university admissions (beyond being an applicant myself...long ago). My interest in joining the committee at this time stems from how the current state economy is influencing our admissions process. Since Cal Poly is going to be accepting fewer applicants for at least the next few years, it is even more critical that we make sure that those most likely to succeed are at the top of the list.

In addition, I know that diversity is critical to the success of any organization, and that Cal Poly is not as diverse as the population we serve. I would like to understand how the admissions model could be used to provide a vehicle to enhance diversity rather than a barrier to prevent it.

I know from my experience as manager at Ford Motor Company and as a project leader at Cal Poly that the people who succeed in a particular organization are not always those with the best "statistics" or "scores" at the outset. I would like to be involved with this committee to better understand how the admissions decisions are made, and to help influence those decisions to ensure the future success of our students and, more importantly, our graduates.

**DISABILITY ACCESS AND COMPLIANCE COMMITTEE****John Harris, NRM – Incumbent (Tenured)**

Reasons to appoint are: think that human access is an important topic, worked with people with disabilities for many years, taught a site design class that dealt with accommodation as a major topic, and served on the committee for several years.



**HEALTH SERVICES OVERSIGHT COMMITTEE****Samuel Frame, Statistics – Incumbent (Tenure track)**

I am willing to continue serving on this committee. I recommend this committee meet at least once per year.

**INFORMATION RESOURCE MANAGEMENT POLICY AND PLANNING COMMITTEE****Steve Rein, Statistics (Tenured)****INSTRUCTIONAL ADVISORY COMMITTEE ON COMPUTING (IACC)****Jason Williams, Psychology – Incumbent (Tenure track – 2 years at Cal Poly)**

I have enjoyed serving on this committee over the past 6 months, and look forward to the remainder of my term. The focus of the committee has been e-mail retention policy and security, and I have spent much of my time becoming acquainted with these issues. I am in general interested in improving networking of classrooms and offices on campus, as this would greatly aid in security, ease of classroom access to instructional materials, and back-up of information. Due to its technical nature, the learning curve on this committee is pretty steep, and I believe the committee and the Senate would be best served by my serving another term.

**INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)****INTELLECTUAL PROPERTY REVIEW COMMITTEE - vacancies from: CAED, CLA, and CSM****Harvey Levenson, Graphic Communication – Incumbent (Tenured – 27 years at Cal Poly)**

I would like to continue on this committee. IP processes, services, and growth is an important facet of first rate polytechnic universities.

**INTERNATIONAL EDUCATION AND PROGRAMS (IEP) COUNCIL****Kevin Fagan, Modern Languages and Lit (Tenure track – 9 years at Cal Poly)**

I wish to serve on this Committee to offer my experience and expertise in the area of second language learning and study abroad programs, in order to promote Cal Poly's Diversity Learning Objectives.

I have directed Cal Poly Study Abroad Programs in Chile, Mexico and Spain.

I have participated as faculty in Cal Poly's summer program in Peru.

I began a new student exchange program in Chile and am exploring the possibility of a new program in Italy. I have advised both incoming and outgoing students on academic and off-campus issues.

I have taught all levels of Spanish language for nine years on campus, as well as elementary Italian the last four years.

I have graduate studies in applied linguistics and teach Introductory and Advanced Linguistics in Spanish courses.

In the IEP CSU, I have participated in on-campus interviews for participating students since I came to Cal Poly. I also completed an on-site report on CSU students studying in Santiago, Chile.

In the MLL Dept., I have been Major and Spanish Minor advisor, dealing with students who study outside the CSU and Cal Poly systems. I have been member of Search Committees for language faculty and department chair.

In my personal life, I have learnt, with different degrees of fluency, Gaelic, French, Latin, Greek, Spanish and Italian, besides residing in England, Spain, Italy, Mexico, Chile and Texas.

At Cal Poly, I have been Academic Senator for the College of Liberal Arts for the past two years.

I consider world language learning, study abroad experience and international students on-campus as essential to the University's achievement of its Diversity Learning Objective.

**J. Michael Geringer, International Business (Tenured – 17 years at Cal Poly)**

I have a PhD in international business, have worked in over 30 nations, lived in 4 nations, participated in study abroad, been the coordinator of the international business concentration for 15 years, taught at universities on 5 continents, advised over 1000 international business students, received the first Cal Poly International Educator Award, published in 4 languages. My life, my teaching, my research, my passion is international learning and helping others to understand and appreciate different cultures of this world.

**Barry Jones, Construction Management (Tenured – 8 years at Cal Poly)**

In the past 8 years led Cal Poly student groups to the UK - hosted students from different parts of the worlds at Cal Poly - and set up exchange agreement so very involved with international endeavors and the opportunities for Cal Poly students.

**Gerry Ritchie, Food Science and Nutrition (Tenure track – 2.5 year at Cal Poly)**

My motivation to serve on the IEP Council stems from my belief that international education opportunities and exchanges at the University level are crucial step in the maturation of young adults. I believe that it broadens people's outlook on life when they have the opportunity to study in other countries and live in a different culture. It leads to a better understanding and tolerance of other cultures which can result in less conflict and misunderstandings.

The strengths and skills that I could contribute to the committee are the previous experience I have had of living and teaching in other cultures. I have lived in many countries (Uganda, Kenya, India, UK, Australia, New Zealand, USA, Seychelles) as well as having travelled extensively. I have also taught or studied at universities in the UK, Australia, New Zealand as well as the US. I believe that this has benefited my outlook and my teaching. My background would provide experience that would be useful on the IEP Council. I also have a reading knowledge of French and a small amount of Spanish.

My commitment to the benefits of cross-cultural experiences is demonstrated by my recent application and acceptance to be a participant faculty for the Australia study program at the University of Adelaide in Australia. Unfortunately, I had to withdraw my application due to teaching commitments in Winter 2011. However, I plan to re-apply in the near future.

In addition, I organized a 4 week Summer Program on Wine and Sustainability for Wine & Viticulture students from Cal Poly, Fresno State and students from Switzerland, France, Italy, China and Russia. In 2009, they spent 4 weeks travelling around California in a bus learning about the winegrowing regions and winemaking practices and learning about each others cultures.

I have taught students from different countries and am very aware of the sensitivity one needs towards a different culture and how we may have to change our teaching methods to acknowledge those sensitivities. Such awareness is also important for students from Cal Poly when they study abroad. My goal would be to contribute to ensuring that all international education programs meet the educational needs of our students while helping them broaden their horizons about other ways of life. I believe this will make them better leaders of the future.

**Xiaoying Rong, Graphic Communication – Incumbent (Tenure track – 5 years at Cal Poly)**

I have been serving on International Education Council for two years. The IEP brings diversity to the university and brings students unique opportunity to learn from different cultures.

I have international background and currently hosting two international visiting scholars. I have experience in working with international students and professionals. In Summer 2008, I lead a group of students with another professor in our department to visit Beijing and Shanghai for an extended field trip.

My interests are bringing more international collaborations in our program. Advising and providing students opportunities in exploring culture differences and get them well prepared for globalized economy.

I am a dedicated faculty member in international program and exchanging. I believe that my experience and passion in international education and collaboration could contribute to the IEP program.

**Peter Schuster, Mechanical Engineering (Tenured – 7 years at Cal Poly)**

Prior to coming to Cal Poly, I worked at Ford Motor Company for 10 years. During that time, I worked extensively with engineers and managers from different cultures and nations. I also traveled and worked in several other countries. During my last eighteen months at Ford, I was located in England and led a team of engineers in England, Germany, Japan, and Sweden. As a result, I know first hand how essential an awareness and appreciation for different cultures is to success in the modern world.

As a student, I did not take advantage of my alma mater's international programs – to my later regret. But, this experience makes me more aware of the barriers – both real and imagined – which prevent student from taking on an international experience during their academic career (e.g. financial burdens, language barriers, progress toward degree).

In addition to my experience, I have another motivation for interest in this committee. My current professional development interest involves engineering design for the poor. Many of the activities



for students in this area involve international travel. Although this many not include taking classes in a foreign country, the students involved still learn a considerable amount from the exposure to and interaction with those in another culture.

My goals as a member of the committee would be to encourage more Cal Poly students to engage in some type of international education experience, remove actual and perceived barriers to such experiences, and encourage simplified and streamlined processes for faculty initiating less structured international experiences.

#### STUDENT HEALTH ADVISORY COMMITTEE

##### **Samuel Frame, Statistics – Incumbent (Tenure track)**

I am willing to continue serving on this committee. I recommend this committee meet at least once per year.

#### SUSTAINABILITY ADVISORY COMMITTEE

##### **Phillip Barlow, Construction Management (Tenure track – 4 years at Cal Poly)**

Being in the construction management department for the past four years and having over 20 years of private and public construction management experience, gives me a unique perspective on sustainability and dealing with land use and physical projects. I am also registered as a LEED AP (Leadership in Energy and Environmental Design Accredited Professional) which is the most respected sustainability designation in the construction industry. I believe the combination of these two designations and my interest in University policies on this subject makes me an ideal candidate.

#### UNIVERSITY UNION ADVISORY BOARD



**Orfalea College of Business Graduate Programs  
Proposal to the Academic Senate Curriculum Committee  
for an off-site MBA in Santa Barbara**

*Approved by the Orfalea College of Business Graduate Programs Committee  
February 9, 2010*

**Bringing Cal Poly to Santa Barbara**

Building on the success of its on-site full-time MBA program in San Luis Obispo, the Orfalea College of Business is planning to launch an off-site MBA in the Santa Barbara area. Cal Poly's Santa Barbara MBA will provide a part-time program that enables working professionals to complete an MBA in twenty-four months.

The 60-unit Santa Barbara MBA degree is a part-time, alternate location for the Orfalea College's full-time program in San Luis Obispo. The MBA curriculum is identical in both locations, and consists of fifteen 4-unit courses. Nine core courses are required, and the remaining six courses are taken from available electives. Santa Barbara electives will reflect local demand and faculty expertise.

**Santa Barbara is a great market for working professionals seeking an MBA.**

The Santa Barbara area, including the region from Ventura to Vandenberg, provides an underserved population base of working professionals who are seeking an MBA to enhance their career prospects and business expertise. There are no other on-site MBA programs presently offered in the Santa Barbara area.

**The Cal Poly Santa Barbara MBA will offer a blended course delivery, 65% via live weekly class sessions and 35% via online learning that students can experience at their desktop.**

Each 4-unit course will be taught with two and three quarters hours of on-site engaged instruction in Santa Barbara, complemented by additional instruction delivered in an online, asynchronous format that allows students to complete reading assignments, projects, homework, and group activities in the comfort and convenience of their own home or office.

Students who take two courses each quarter will have class for almost three hours on two different weekday evenings. Faculty who teach in the program will travel to Santa Barbara once a week for this live component of the course.

**The Cal Poly Santa Barbara MBA will be financially self-supporting.**

The Orfalea College of Business will deliver the Santa Barbara MBA through Continuing Education (CE), as it currently administers the Master's in Accounting – Taxation program in San Luis Obispo. CE programs are required to be financially self-supporting, so the tuition for the MBA program must cover its full costs.

**Orfalea College of Business Faculty will initially teach courses in this program as part of their regular teaching load. In the future, off-load options will be considered.**

In consultation with the area chairs, the Graduate Programs Director, and the Associate Dean, faculty members will be selected to teach in the program as part of their regular teaching load. In future years the option of teaching these courses for extra compensation will be explored. Faculty participation in the program is voluntary, and work assignments to cover the Santa Barbara MBA schedule will be established in consultation between area chairs, the Dean's office, and the individual faculty members.

Participation in the program will be limited to academically-qualified faculty who excel in the classroom, particularly with working professionals. Additional faculty will be recruited from the Santa Barbara area, as necessary, to teach courses that cannot be suitably covered by Orfalea faculty. Faculty teaching off-load or adjunct faculty will be compensated using the CE faculty compensation schedule.

Faculty who teach courses in the program as part of their regular teaching load will be reimbursed for travel costs to Santa Barbara, and will be given a standard meal expense fund. If course scheduling requires overnight accommodation for the faculty member, this expense will also be covered. Members of the Cal Poly faculty who teach in Santa Barbara will also receive a supplemental FAR stipend to support their professional development activities.

**Major Components of Consideration:**

- Approval of an off-site MBA program
- Approval of the program administered through Continuing Education (based on the model developed for the MSA-Tax)
- Approval of a blended-learning component with 2/3 of the contact hours face-to-face and 1/3 with asynchronous online delivery.
- Provided there is a sufficient pool of qualified applicants, the program will begin in Fall 2010.