



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, April 20 2010
01-409, 3:10 to 5:00pm

- I. Minutes: **Approval of minutes for Executive Committee meeting of April 6 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. **Approval of remaining CAFES senators and caucus chairs for 2010-2011:** (please bring names to the meeting).
 - B. **Academic Senate committee vacancies for 2010-2011:** (pp. 4-9).
 - C. **University committee vacancies for 2010-2011:** (pp. 10-14).
 - D. **Approval of nominees to the Cal Poly Corporation Board of Directors:** (to be distributed at the meeting).
 - E. **Appointment of Academic Senate committee chairs:** (p. 15).
 - F. **Approval of Assigned Time for 2010-2011:** (p. 16).
 - G. **Resolution on Emerging Technologies, Policy & Ethics Center (ETPEC):**
Bekey/Hurt/Lin, representatives for ETPEC proposal (pp. 17-25).
- VI. Discussion Item(s):
 - A. **Orfalea College of Business proposal to offer MBA program in Santa Barbara:** (pp. 26-27).
 - B. **Senate elections: paper vote or electronic vote?**
- VII. Adjournment:

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ACADEMIC SENATE

MINUTES OF
The Academic Senate Executive Committee
Tuesday, April 6 2010
01-409, 3:10 to 5:00pm

- I. Minutes:
 Minutes for the Executive Committee meeting of February 23 2010 were approved without change.
- II. Communications and Announcements:
 None.
- III. Reports:
 - A. Academic Senate Chair: The GE Task Force is very close to finishing its proposal. It will hopefully be available for the next Executive Committee meeting.
 - B. President's Office: none.
 - C. Provost's Office: none.
 - D. Statewide Senators: Senator LoCascio presented issues currently before the statewide Academic Senate.
 - E. CFA Campus President: (Saenz) The Chancellor does not want to extend the contract for another year. There is no talk of furloughs within the bargaining units. New CFA officers are to be elected this year.
 - F. ASI: (Griggs) ASI is working on Focus SLO to be held April 19-24 2010. The website will be up next week. ASI is also working with the SLO Police Department and City Council regarding ordinances that will be coming forward.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda:
 None.
- V. Business Item:
 - A. **Academic Senate and committee vacancies for 2009-2010:** Manocher Djassemi (IT Department) will replace Barry Floyd on the Senate during spring quarter 2010. Jim Mueller (Math Department) was appointed to the Curriculum Committee for the current year.
 - B. **Filling of vacancies to the Academic Senate for 2010-2012:** Jim Ahern (CAFES) and Robert Delmore (CAFES) were elected to the Academic Senate for 2010-2012 and 2010-2011 terms respectively.
 - C. **Approval of caucus chairs for 2010-2011:** The following senators were elected to be next year's caucus chairs: Doris Derelian (CAFES), Lee Burgunder (OCOB), Lewis Call (CLA), and Shannon Stephens (PCS).

- D. **Appointment of members to the Program Suspension, Mergers, and Reorganizations Task Force:** Members appointed are Art MacCarley (CENG), Eric Olsen (OCOB), Tal Scriven (CLA), Susan Opava (Research & Graduate Program), Erling Smith (Vice Provost for Strategic Initiatives and Planning), and Mary Whiteford (Academic Programs). More positions will be filled as names are received. Art MacCarley will be asked to chair the task force.
 - E. **Resolution on Review of Retention Promotion and Tenure Focus Group Report:** M/S/P to table the resolution and send it to Faculty Affairs Committee for its review and input.
 - F. **Resolution on Private Donors:** Friendly amendment to remove the wording "take concrete steps" from line 6. Friendly amendment to change last Resolved clause to read: "That the Academic Senate request that the President, Provost, the Vice-President for Advancement, deans, and department chairs/heads communicate the principles of academic freedom and the faculty's autonomy in curricular and educational policies to private donors. M/S/P to agendize.
 - G. **Resolution on the Establishment of an Academic Senate Curriculum Appeals Committee:** This resolution moves reconsideration of curriculum proposals from the Academic Senate to an appeals committee comprised of three faculty members with curriculum overview experience. M/S/P to agendize.
 - H. **Resolution on Selection Process for the Nomination of Faculty Representatives to the Advisory Committee for the Selection of Campus President:** Returned to Executive Committee for reconsideration of college representation. M/S/P to change faculty representation on the committee to the Academic Senate Chair and two at-large positions. All three positions will be from separate colleges.
 - I. **Approval of Academic Senate Calendar of Meetings for 2010-2011:** M/S/P to approve the calendar as presented.
 - J. **Academic Senate committee vacancies for 2010-2011:** M/S/P to approve all nominees when they are the only person applying for a vacancy.
 - K. **University committee vacancies for 2010-2011:** M/S/P to approve all nominees when they are the only person applying for a vacancy.
- VI. Discussion Items:
Discussion items will be returned at the next Executive Committee meeting on April 20.
- VII. Adjournment: 5:04pm

Submitted by,



Margaret Camuso
Academic Senate Analyst

ACADEMIC SENATE COMMITTEE VACANCIES

2010-2012

NOTE: # = Willingness to chair committee

College of Agriculture, Food and Environmental Science

CURRICULUM COMMITTEE

GRANTS REVIEW COMMITTEE

College of Architecture and Environmental Design

BUDGET AND LONG-RANGE PLANNING COMMITTEE

GRANTS REVIEW COMMITTEE – 2010-2011 term

INSTRUCTION COMMITTEE – 2010-2011 term

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 Rinzier, Doris Derelian, Kimi Ikeda and others.

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.

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

College of Science and Mathematics

BUDGET AND LONG-RANGE PLANNING COMMITTEE

Samuel Frame, Statistics (Tenure track) #

On January 19th 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.

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

Anton Kaul, Mathematics (Tenure track – 6+ years at Cal Poly)

I believe that the scholarly work of Cal Poly faculty would 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.

Lawrence Sze, Mathematics - Incumbent (Tenured – 11 years at Cal Poly)

I am an associate professor of Mathematics with 9 refereed research publications. I am an incumbent of this committee and have served one term so far. I have also served on three departmental hiring screening committees and have reviewed the resumes and research statements of a few hundred job applicants. As a member of the PRC I have also regularly reviewed the WPAFs of my colleagues. These experiences helped me develop an appreciation for outstanding scholarship and career arcs.

My interest in the work of this committee has been long standing. For example, long before I joined the committee I submitted a nomination for a winning colleague.

Recognition of the outstanding scholarly accomplishments of our faculty is a way of articulating Cal Poly's mission both to ourselves and to the external community at large. I regularly draw inspiration from the accomplishments of my many fine colleagues and am eager to share them with the world.

INSTRUCTION COMMITTEE – 2010-2011 term

Professional Consultative Services

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 Committee2010 - 2011 Membership

CAED
CENG
CAFES
CLA
OCOB

Mike Lucas
Phillip Nico
Bill Hendricks
Michael Fahs
Michael Geringer #

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

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

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.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)**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.

UNIVERSITY UNION ADVISORY BOARD

Possible 2010-2011 Committee Chairs

Committee	Chair 09-10	Chair Since	Willing to Chair 10-11	09-10 Committee Member	College/Department
Budget and Long-Range Planning Committee	Eric Fisher	2009-2010	Eric Fisher Samuel Frame		OCOB/Economics CSM/Statistics
Curriculum Committee	Dave Hannings	2006-2007	??		CAFES/Horti&Crop Science
Distinguished Scholarship Awards Committee	Don Choi	2005-2006	Don Choi - ?? Colette Frayne	Yes	CAED/Architecture OCOB/Management
Distinguished Teaching Awards Committee	Mike Geringer	2003-2004	Mike Geringer Nanine Van Draanen	Yes	CBUS/Management Area CSM/Chem & BioChem
Faculty Affairs Committee	Manzar Foroohar	2002-2003			
Fairness Board	Craig Baltimore	2007-2008	Matthew Burd	Yes	CAFES/AniSci
Grants Review Committee	Ken Griggs	2006-2007	??		CBUS/Management Area
Instruction Committee	Kevin Lertwachara	2009-2010	John Harris Nishan Havandjan Kevin Lertwachara	Yes Yes Yes	CAFES/NRM CLA/Journalism OCOB/Management
Research and Professional Development Committee	Franz Kurfess	2008-2009	Franz Kurfess Marc Neveu	Yes	CENG/Computer Science CAED/Architecture
Sustainability Committee	Kate Lancaster	2007-2008	Neal MacDougall	Yes	CAFES/Agribusiness

Assigned Time 2010-2011

Position/Committee	Possible 2010-2011 Chair Name	2010-2011 WTUs	2009-2010 WTUs	2008-2009 WTUs	2007-2008 WTUs	2006-2007 WTUs	2005-2006 WTUs
Academic Senate Chair	Rachel Fernflores	22.5	22.5	22.5	22.5	22.5	22.5
Academic Senate Vice-Chair	Camille O'Bryant	4	4	4	4	4	4
Budget and Long-Range Planning Committee		2	2	0	4	0	4
Curriculum Committee		12	12	12	12	12	12
Distinguished Scholarship Awards Committee		4	4	4	4	4	0
Distinguished Teaching Awards Committee		4	4	4	4	4	4
Faculty Affairs Committee		4	4	4	4	4	4
Fairness Board		2	2	3	3	4	4
Grants Review Committee		4	4	4	4	4	0
Instruction Committee		4	4	4	4	4	4
Research & Professional Development Committee		4	4	4	4	4	4
Sustainability Committee		0	0	4	0	0	0
Academic Council on International Programs	James Keese	4	4	4	4	4	4
	Total Assigned	70.5 (3 WTUs unassigned)	73.5	73.5	77.5 (4 saved for incentive pay)	74.5 (4 WTUs unassigned)	66.5

Adopted:

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

AS-____-10

**RESOLUTION ON EMERGING TECHNOLOGIES,
POLICY & ETHICS CENTER (ETPEC)**

1 **RESOLVED:** That the Academic Senate of Cal Poly endorse the attached proposal for establishment
2 of the **Emerging Technologies, Policy & Ethics Center (ETPEC)**.

Proposed by: Colleges of Liberal Arts and Engineering
Date: April 14 2010



Proposal Summary:
Emerging Technologies, Policy & Ethics Center

Prepared on: April 13, 2010

Submitted by:

Patrick Lin, Ph.D. – College of Liberal Arts, Philosophy Department

George Bekey, Ph.D. – College of Engineering, Dean's Office

Shelley L. Hurt, Ph.D. – College of Liberal Arts, Political Science Department

Submitted to:

Rachel Fernflores, Ph.D – Chair, Academic Senate

Overview

"Will we develop monster technologies before cage technologies, or after? Some monsters, once loosed, cannot be caged."

– Dr. Eric Drexler, *Engines of Creation: The Coming Era of Nanotechnology* (1986)

We propose to create a Emerging Technologies, Policy & Ethics Center (ETPEC)¹, a non-partisan and highly interdisciplinary research and education center, based on the momentum and success of our Ethics + Emerging Sciences Group (EESG): <http://ethics.calpoly.edu>.

Researchers are rapidly developing new technologies—from nanotechnology to neuroscience—under significant pressure to commercialize or militarize such innovations. Yet, by definition, we do not have a firm grasp of how these emerging capabilities might benefit society as well as cause

¹ The name of our center may change prior to its formal establishment, in which case the Dean of Research and Graduate Programs will approve of any changes.

unintended, and potentially harmful or disruptive, effects. Our center would raise and engage key societal, ethical, and policy questions related to emerging technologies, helping to guide their responsible use.

Purpose

The mission of our proposed center is to leverage Cal Poly's unique strengths—e.g., science and technology leadership, growing humanities programs, central location in California—to promote academic and public discourse on the ethical, policy, and security implications of emerging areas of science and technology.

We envision a world in which new, world-changing technologies are not created in a vacuum—as they largely are now—but instead are developed proactively in partnership with stakeholders throughout society to minimize disruption and harm, as well as to maximize benefits.

Rationale

Our Ethics + Emerging Sciences Group (EESG) continues to expand its activities, outgrowing the scope and organizational support of any single department. As we explain in this proposal, we believe that establishing a formal center will benefit Cal Poly and the broader community in several critical ways, which include:

- Building bridges among traditionally and self-isolated colleges and departments
- Enhancing professional development opportunities for faculty
- Forging links with industry, non-profits, and the surrounding community
- Providing an identifiable campus entity for practitioners
- Fostering interdisciplinary work
- Aiding in obtaining external support
- Enriching the undergraduate and graduate instructional programs.

Appropriately for a polytechnic university, we are focusing on new or emerging technologies—as distinct from established ones, such as Internet technologies or cloning—because there is a greater ethics and policy gap with emerging technologies, which urgently needs to be filled. This focus also serves to differentiate us from other ethics and policy centers, some of which may dabble in emerging technologies, but very few are focused on them. Further, this focus aligns with funding opportunities and captures public imagination and interest.

To the extent that the EESG already contributes towards enlivening many, if not all, elements of Cal Poly's mission, we expect that ETPEC will enhance the broader institutional mission.

Momentum

As the basis for ETPEC, the Ethics + Emerging Sciences Group (EESG) has its roots outside of Cal Poly, organically growing from The Nanoethics Group—a non-partisan research group that Dr. Patrick Lin co-founded in 2003 (www.nanoethics.org). The latter is now one of several research clusters of the EESG, which is also a parent to: Robot Ethics Group (www.robotethics.com), Human Enhancement Ethics Group (www.humanenhance.com), and others in the process of formation.

Cal Poly is credited for its support of our projects, which include: a nanoethics anthology (Springer, 2008), a nanoethics monograph (Wiley-Blackwell, 2010), an ethics and policy report on autonomous military robotics (funded by US DoD/Office of Naval Research, 2008), an ethics and policy report on human enhancement technologies (funded by US National Science Foundation, 2009), and several other publications. We are in the process of developing a robot-ethics anthology (MIT Press, under contract), the first of its kind.

In the last few years, our core faculty members have won several external grants and supporting fellowships, ranging from \$10,000 to \$300,000, some of which resulted in the above-mentioned publications. Pending projects include two NSF grants currently under review (for \$300,000 in robot ethics and \$400,000 in geoengineering policy) and other funding proposals in progress.

Our broader, public outreach activities include articles and interviews in popular media (*Popular Mechanics*, *Forbes*, *Wired*, *BBC Focus*, *London Times*, *The Christian Science Monitor*, etc.), as well as development of the above-listed websites. In March 2009, we co-organized a successful conference on human enhancement ethics in Michigan, with invited speakers from Oxford, Yale, Indiana Univ., Carnegie Mellon, IBM, General Dynamics, and other organizations. In early 2009, we launched the Technology & Ethics Lecture Series, which has been well attended—standing room only for the last two events, with the most recent event drawing over 200 attendees. This lecture series tackles such topics as research ethics, cyberweapons, Facebook, and neuroscience.

People

The EESG has already been operating as a highly interdisciplinary team, giving rise to unique synergies. We expect to continue this teamwork with ETPEC and propose the following leadership roles:

- Director: **Patrick Lin, Ph.D.** (CLA/Philosophy)
- Associate Director: **George Bekey, Ph.D.** (CENG/Dean's Office)

- Associate Director: **Shelley L. Hurt, Ph.D.** (CLA/Political Science).

Currently the director of EESG and the proposed director for ETPEC, Dr. Patrick Lin is an assistant professor in the philosophy department. We also propose to have two associate directors, representing both the College of Engineering and the College of Liberal Arts: Prof. George Bekey (CENG Dean's Office; professor emeritus at USC), and Dr. Shelley L. Hurt (political science). In the following, we provide brief biosketches for these personnel:

Patrick Lin is the director of the Ethics + Emerging Sciences Group. At Cal Poly, he has led research efforts that culminated in two major reports: *Autonomous Military Robotics: Risk, Ethics, and Design* (funded by the US Dept. of Defense/Navy, 2008) and *Ethics of Human Enhancement: 25 Questions & Answers* (funded by the US National Science Foundation, 2009). He has published several books and papers in the field of technology ethics, including a new monograph *What Is Nanotechnology and Why Does It Matter?: From Science to Ethics* (Wiley-Blackwell, 2010) and a forthcoming anthology *Robot Ethics: The Social and Ethical Implication of Robotics* (MIT Press, in preparation). Dr. Lin earned his BA from University of California at Berkeley, MA and PhD from University of California at Santa Barbara, and completed a three-year post-doctoral appointment at Dartmouth College. He is currently an assistant professor in Cal Poly's philosophy department and an ethics fellow at the US Naval Academy.

George Bekey is a research scholar-in-residence at Cal Poly, distinguished adjunct professor of engineering, and special consultant to the CENG Dean, Mohammad Noori. As professor emeritus at University of Southern California (Department of Computer Science, Electrical Engineering, and Biomedical Engineering), he founded the school's robotics lab. Over the last two decades, he has won more than \$7.5M in grants to fund his leading-edge research. Prof. Bekey has authored scores of papers on robotics, including *Autonomous Robots: From Biological Inspiration to Implementation and Control* (MIT Press, 2005). He is a member of the National Academy of Engineering and the recipient of a number of other honors and awards. He earned his BS from UC Berkeley and MS and PhD from UCLA.

Shelley L. Hurt is assistant professor of political science at Cal Poly. Her dissertation, "Science, Power, and the State: US Foreign Policy, Intellectual Property Law, and the Origins of Agricultural Biotechnology, 1969-1994" has recently been nominated for the Virginia M. Walsh Award for Best Dissertation at the *American Political Science Association*. She has received numerous awards and fellowships for and in support of her doctoral research from respected institutions such as University of Virginia, Dartmouth College, and the New School for Social Research. Dr. Hurt is currently a co-PI on a project about the emergence of public-private partnerships at home and abroad, which is expected to culminate in an edited volume in early 2011. Among other works in technology policy, she is currently co-authoring a book on the American military's role on technological innovation and economic growth. Dr. Hurt earned her BA in political science from UC Berkeley and her MA and PhD in political science from the New School for Social Research.

Our work has involved faculty from many other Cal Poly departments, including: military science, computer science, ethnic studies, agribusiness, and others. We have over 50 faculty on our news-distribution list, as a sign of wide interest in our work. We have employed two student assistants to help with our projects and have included budgets for more student researchers in our funding proposals under review.

Outside of Cal Poly, we continue to collaborate with experts from other universities and organizations, including: Arizona State Univ., The Australian National Univ. (Australia), Carnegie Mellon Univ., Case Western Reserve Univ., Centre d'Etudes et de Recherches Internationales (France), Copenhagen Business School (Denmark), Dartmouth College, Delft Univ. of Technology (The Netherlands), Georgia Institute of Technology, Indiana Univ. at Bloomington, Oxford Univ. (UK), Nagoya Univ. (Japan), Stanford Univ., UC Santa Cruz, University of Delaware, University of Southern California, Univ. of Sheffield (UK), University of Sydney (Australia), University of Virginia, US Naval Academy, Western Michigan Univ., Yale, York Univ. (Canada), and many others in the US and internationally. These academic ties also will be valuable to other Cal Poly faculty and students, as ETPEC begins its work.

Projects

In addition to project already underway as mentioned above, ETPEC will continue and extend the work of EESG, which includes the myriad activities expected from a research and education center²:

- Academic publications, incl. journal papers, reports, books
- Seeking external funding for research and other deliverables
- Organizing conferences on leading-edge issues
- Hosting a lecture series for students, faculty, staff, and the local community
- Developing university-level courses
- Writing also for public audiences, incl. blogs, op-eds, etc.
- Engaging K-12 and other audiences
- Creating websites that serve as public information portals
- Advising organizations on policy and related issues
- And more.

While we will remain a non-partisan group, we may participate in public policy as appropriate, as we have done in the past. For instance, Dr. Shelley L. Hurt has presented research findings at a conference on détente, sponsored by the Office of the Historian at the US Department of State.

² With the retention, promotion, and tenure (RPT) process in mind for faculty, especially junior faculty, the priority of these activities will be aligned with RPT requirements—generally falling into the category of professional development, service, or teaching.

Dr. Patrick Lin has advised high-profile organizations, such as the President’s Council for Bioethics, American Bar Association, and California’s Environmental Protection Agency, on nanotechnology ethics and regulations, and he has recently been asked to testify before Congress on policy and ethics related to military robotics (details to be determined). By virtue of his fellowship at the US Naval Academy, Dr. Lin is part of a consortium on military technologies and policy (CETMONS: Consortium for Emerging Technologies, Military Operations, and National Security), composed of ethics and engineering centers at the Naval Academy, Arizona State Univ., Case Western Reserve Univ., and Georgia Tech. The consortium intends to engage policymakers and seek funding for related projects. (Note: If we were a center now, Cal Poly could formally be a part of this consortium and play a more visible role, including directly receiving funding from secured sources.)

Currently, Dr. Patrick Lin and colleagues are developing a course on robot ethics and discussing an interdisciplinary course on nanoethics; and Dr. Shelley L. Hurt has taught the “International Organizations and Law” course in the Winter 2010 quarter and is teaching “Technology and Policy” in the Spring 2010 quarter—both involving arms control, human rights, and intellectual property rights, all through the lens of emerging sciences and technologies.

With respect to the research areas we are engaging, they are currently:

- Nanotechnology
- Biotechnology
- Human enhancement technologies
- Robotics
- Geoengineering
- Military technologies, including cyberwarfare.

We also have interests in many other fields and expect to engage those fields, which include:

- Virtual reality
- Artificial intelligence
- Space development
- Neuroscience
- Synthetic biology
- And others.

Sustainability

We expect the majority of our operating budget to come from external grants, which will fund specific projects. Previously, we were successful on a pair of DoD/Office of Naval Research (C3RP) grants totaling over \$90,000 to study issues in military robotics. Currently, we have two (2) NSF grants under review: a \$300,000 proposal for work in robot ethics, and a \$400,000 collaborative

proposal (with Western Michigan Univ.) for a study in geoengineering policy. In the last review cycle for the NSF's Science, Technology, and Society funding program, our \$400,000 collaborative proposal (with USC) qualified for funding—with two "Excellent" ratings, two "Very Good", and one "Good"—but was ultimately not funded given program budget limitations; so we are encouraged that our future proposals will be highly competitive.

Separately, Dr. Patrick Lin led efforts on a successful NSF award of approximately \$250,000 (collaborative project between Dartmouth College and Western Michigan Univ.) for a study in nanotechnology and human enhancement ethics—one of the first awards, if not the first, of its size for a specific ethics project; and his US Naval Academy fellowship includes a \$10,000+ budget for research and travel.

Dr. Shelley L. Hurt's grants include a Venture Capital Fund grant from the International Studies Association of \$25,000 and a France-Berkeley Fund grant of \$10,000 from the University of California, both in collaboration with Dr. Ronnie Lipschutz of UC Santa Cruz.

Prof. George Bekey has been involved with project awards totaling over \$7.5M in the last 20 years alone, including an NSF award at Cal Poly for nearly \$300,000, under the Research Experiences for Undergraduates (REU) program.

The ETPEC leadership team plans to submit a steady flow of proposals to other grant programs in order to help fund the center's intellectual and programmatic goals. For instance, we already have inquiries into or conversations started with Google Foundation, Hewlett Foundation, Kavli Foundation, and others to support both specific projects as well as the center at large.

Without physical facilities to rent or equipment to pay for, our fiscal needs are modest and can be met with project-specific grant funding, as has been the case in previous years. However, with formal center status, we would be able to recover a sizable percentage of indirect costs from our grant-funded projects, giving us a cushion for administrative expenses and smaller, unfunded initiatives.

Organization

The center director will report to the Dean of Research and Graduate Programs and will be advised by an Executive Committee—which includes the Deans of the College of Liberal Arts as well as the College of Engineering—and an External Advisory Board.

With ETPEC as the parent organization, we plan to develop research clusters around our various interests, as well as the technical and policy expertise we have available in and outside of Cal Poly. Indeed, several of these clusters already exist in various stages of development, such as The

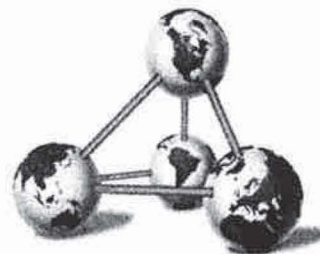
Nanoethics Group, Robot Ethics Group, and Human Enhancement Ethics Group. Thus, we plan to build out these and other groups to form research clusters in:

- Nanotechnology
- Human enhancement
- Geoengineering
- Cybersecurity
- Artificial intelligence
- Neuroscience
- Robotics
- Biotechnology
- Military technologies
- Virtual reality
- Space development
- Synthetic biology
- Others

Note: Our budget, bylaws, organizational chart, and other details are available upon request. These items are omitted here for length considerations.

Conclusion

From conversations with senior administrators, deans, faculty, students, and other stakeholders, we believe there is strong interest for our center. Our Emerging Technologies, Policy, and Ethics Center (ETPEC) would be positioned to make dynamic contributions to the university, San Luis Obispo county, as well as national and international security. Science and technology are developing today at an ever-rapid pace, while the capacity of societies and governments to assess risk and opportunities is increasingly difficult. In light of these challenges at home and abroad, ETPEC can help Cal Poly's students, faculty, and international community to confront some of the most important and cutting-edge issues of our time. As a center at a premier and comprehensive polytechnic university, ETPEC will serve as a critical hub in bridging disciplinary divides—integrating ethics, policy, and national security dimensions of emerging sciences and technologies.



**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.