



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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, March 29 2011**  
**01-409, 3:10 to 5:00pm**

- I. Minutes:  
**Approval of Executive Committee minutes for January 25 2011 (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/university committee vacancies for 2010-2012:** (p. 4).
  - B. **Approval of Academic Senate Calendar of Meetings for 2011-2012** (p. 5).
  - C. **Approval of Bruno Giberti as replacement for CAED senator Don Choi for spring quarter 2011.**
  - D. **Approval of senators for 2011-2012: CAFES (Doris Derelian), CENG (Shikha Rahman); OCOB (one vacancy).**
  - E. **Approval of caucus chairs for 2011-2012:** Please bring names.
  - F. **Resolution on the Strategic Plan:** Mehriel, chair of Strategic Plan Task Force [the Cal Poly Strategic Plan – V7 is attached to the resolution as background material. It does not need to be printed for the ExecCom meeting. It can also be viewed at [http://www.academicaffairs.calpoly.edu/StrategicPlan/pdfs/sp\\_web.pdf](http://www.academicaffairs.calpoly.edu/StrategicPlan/pdfs/sp_web.pdf)] (pp. 6-31).
  - G. **Resolution on Academic Advising:** Harris, chair of Instruction Committee (pp. 32-34).
  - H. **Academic Senate committee vacancies for 2011-13:** (pp. 35-48).
  - I. **University committee vacancies for 2011-13:** (pp. 49-57).
  - J. **[TIME CERTAIN 4:40] Resolution on Proposed New Degree Program: Bachelor of Science in Agricultural Communication:** Flores/Gearhart for Agricultural Education and Communication Department (pp. 58-63).
- VI. Discussion Item(s):
- VII. Adjournment:

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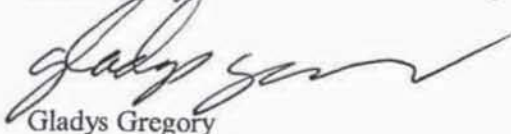
**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, January 25, 2011**  
**01-409, 3:10 to 5:00pm**

- I. Minutes: The minutes of January 4, 2011 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: Fernflores announced that the Academic Senate Curriculum Appeals Committee has decided to delay their decision on the possible deletion of the Entrepreneurship concentration and International Business concentration until May or June. Fernflores will run for Academic Senate Chair one more year. If elected, she would like to provide some stability in our shared governance practices through this time of transition.
  - B. President's Office: none.
  - C. Provost: Koob reported that absent targets from the CSU, Cal Poly is using a planning bandwidth of approximately 15,550 to 16,000 resident full time equivalents to determine the number of new students to be admitted beginning February 1. As a result of Cal Poly's efforts to move students to graduation in a timely way, we are able to add more new students next fall even at the lower end of this band. Therefore, despite recurring budget reductions, Cal Poly will be offering more seats to California students than last year for both first time freshmen and new transfer students. Our out of state student target remains at approximately 10% of our new student class, and if successful, would likely mean that we would be able to retain approximately the same number of academic employees as in the past year. These estimates are based on Governor Brown's budget message and do not yet reflect actions of the CSU or California Assembly.
  - D. Statewide Senate: Foroohar reported that the Faculty Trustee Nominating Committee sent the following list of nominees: Bernadette Cheyne, Humboldt; Jacquelyn Kegley, Bakersfield; Steven Stepannek, Northridge; and Darlene Yee, San Francisco to the ASCSU, who will vote for at least two of them to be sent to the governor for final selection. Reports on budget predict a cut to the CSU between 4.5% and 18%. Several resolutions were approved including one on the "Implications of the U.S. Supreme Court's Decision in Garcetti v. Ceballos," which expressed concern that the ruling may be a basis for restricting academic freedom by punishing faculty for expressing opinions about campus administrative leadership, and encourages campuses to develop policies that would preserve academic freedom and freedom of speech. Several first reading resolutions were presented for discussion and will return at the March plenary for consideration, including a resolution on "Amending the constitution of the Academic Senate of the California State University, to Include a Statement Upholding Academic Freedom." If approved by the ASCSU, this resolution will be sent to individual campuses for a vote and initiate a system wide referendum for its ratification. LoCascio reported that statewide has created a task force to look at online education and is considering a reasonable fee structure for CSU students since approximately 160,000 do not pay any fees. In addition, the Give Students a Compass



- Program, designed to help under represented students is in place with many students participating.
- E. CFA Campus President: Thorncroft reported that CFA's opinion is that of no system wide support for furloughs next year but each campus may chose differently. Bargaining continues with the focus on layoffs and appointments.
  - F. ASI Representative: none.
  - G. Caucus Chairs: none.
  - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
- A. **Academic Senate and University Committee Vacancies for 2010-2012:** no appointments were made.
  - B. **Resolution on Defining and Adopting the Teacher-Scholar Model (Teacher-Scholar Model (TSM) Task Force:** Fernflores presented this resolution, which request that Cal Poly adopt the definition of Teacher-Scholar Model as presented. M/S/P to agendized the resolution.
  - C. **Resolution on Certificate Programs Policy (Curriculum Committee):** Schaffner presented this resolution, which requests that the Academic Senate endorse the proposed *University Guidelines for Academic Graduate Certificate Programs*. M/S/P to agendized the resolution.
- VI. Discussion Item(s):
- A. **Some Department responses to PLO-ULO activity:** Fernflores: some responses to the Cal Poly WASC Team/Academic Senate Assessment Activity are available at: [http://www.calpoly.edu/~acadsen/minutes/10-11\\_minutes/wasc\\_plo-ulo\\_responses.pdf](http://www.calpoly.edu/~acadsen/minutes/10-11_minutes/wasc_plo-ulo_responses.pdf)
  - B. **Emeritus status: change from 15-10 years of service?:** Due to lack of time, this will be discussed at a later meeting.
  - C. **Cal Poly branding process:** Chip Visci: in an effort to provide the university with a smarter set of messages to share with students, donors, and prospective donors, consultants have provided Cal Poly with a series of examples available at: [http://www.calpoly.edu/~acadsen/meetings\\_calendar.html](http://www.calpoly.edu/~acadsen/meetings_calendar.html). Please keep in mind that these are just mock-ups for sense and style and not a finished product.
- VII. Adjournment: 5:10 pm

Submitted by



Gladys Gregory  
Academic Senate

## **ACADEMIC SENATE COMMITTEE VACANCIES**

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

BUDGET & LONG RANGE PLANNING COMMITTEE – 2010-2011

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

INSTRUCTION COMMITTEE – Winter & Spring 2011

### **College of Science and Mathematics**

INSTRUCTION COMMITTEE – 2010-2011

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE (2010-2012) SUZANNE PHELAN

I would like to contribute to the Research and Professional Development Committee at Cal Poly for a variety of reasons. Foremost, I have a strong background in research, with several publications and grant funding in the area of obesity treatment and prevention. Recently, my work has focused on testing the efficacy of lifestyle interventions during the time surrounding pregnancy to prevent obesity and other adverse maternal and offspring outcomes. As a member of the committee, I would utilize my research background to help inform Cal Poly's strategies to assist faculty in successfully conducting research - from grant writing to publication. I would look forward to finding ways to promote research and professional development at Cal Poly while being cognizant of the need to take into consideration faculty teaching loads and other responsibilities.

## **COMMITTEE CHAIR REPLACEMENT**

INSTRUCTION COMMITTEE – committee chair replacement for spring quarter 2011 JOHN HARRIS

## **UNIVERSITY COMMITTEE VACANCIES**

ACCOMMODATION REVIEW BOARD – one vacancy (2010-2011)

CAL POLY HOUSING CORPORATION BOARD - one vacancy (2010-2012)

CAL POLY PLAN STEERING COMMITTEE – one vacancy (2010-2011)

COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT) – one vacancy (2010-2012)

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION – one vacancy (2010-2012)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – one vacancy (2010-2013)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – one **CSM vacancy** (2010-2011)

UNIVERSITY UNION ADVISORY BOARD – one vacancy (2010-2011)



03.15.11 (gg)

## Academic Senate Calendar of Meetings For 2011-2012

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 16, 2011 (Friday, 1:00 to 5:30pm, UU220)	Academic Senate Retreat
September 20	Executive Committee
October 4	Academic Senate
October 11	Executive Committee
October 25	Academic Senate
November 1	Executive Committee
November 8	Executive Committee (if needed)
November 15	Academic Senate
November 29	Academic Senate (if needed)
<b>December 5 – January 2, 2012</b>	<b>Finals Week and Quarter Break</b>
January 3	Executive Committee
January 10	Academic Senate
January 24	Executive Committee
February 7	Academic Senate
February 14	Executive Committee
February 21	Executive Committee (if needed)
February 28	Academic Senate
March 6	Academic Senate (if needed)
<b>March 12 – March 25, 2012</b>	<b>Finals Week and Quarter Break</b>
March 27	Executive Committee
April 10	Academic Senate
April 17	Executive Committee
May 1	Academic Senate
May 8	Executive Committee
May 15	Executive Committee (if needed)
May 22	Academic Senate
May 29	Academic Senate (if needed)
<b>June 4 – June 18, 2012</b>	<b>Finals Week and Quarter Break</b>

Adopted:

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

**AS-\_\_-11**

**RESOLUTION ON THE STRATEGIC PLAN**

1 WHEREAS, A strategic plan can be summarized as a roadmap to achieving the institution's  
2 long-term goals and objectives; and  
3

4 WHEREAS, The key components of an academic strategic plan should be composed of a vision  
5 statement, a mission statement, a set of goals to achieve the mission and vision,  
6 and a set of key performance indicators; and  
7

8 WHEREAS, The vision of the institution describes the overarching long-term goal of the  
9 institution; and  
10

11 WHEREAS, The mission of the institution describes why it exists; and  
12

13 WHEREAS, The goals in the strategic plan should be specific, measurable, and should lead to  
14 the achievement of the institution's vision and support its mission; and  
15

16 WHEREAS, Key performance indicators should be specific, measurable, and should be  
17 informative as to whether the institution is making progress towards its identified  
18 goals; and  
19

20 WHEREAS, The Academic Senate believes that a strategic plan is a necessary component to  
21 moving the University towards its long-term goals, and a strategic plan acquires  
22 operational utility when it provides a framework for collaborative decision making  
23 and institutional alignment; and  
24

25 WHEREAS, The Academic Senate strongly supports strategic planning as an essential  
26 component of institutional success and recognizes a necessary condition for a  
27 successful strategic plan is collaboration and acceptance among a broad assortment  
28 of the Cal Poly community, including the General Faculty, administration, staff and  
29 students; and  
30

31 WHEREAS, The vision in the current draft of the strategic plan revolves around Cal Poly  
32 becoming the *premier comprehensive polytechnic university*; and  
33

34 WHEREAS, The WASC report states that there is a need to "continue to refine their definition  
35 of a comprehensive polytechnic university in ways that can be embraced by all  
36 members of the University," and



37 WHEREAS, The current draft of the Cal Poly strategic plan provides a framework for  
38 continuing discussion and a summary of where Cal Poly stands as an institution;  
39 and  
40

41 WHEREAS, Identifying peer and aspirational institutions and key performance indicators are  
42 activities central to measuring Cal Poly's progress toward achieving our strategic  
43 goals; and  
44

45 WHEREAS, The current draft of the Cal Poly strategic plan proposes several decisions which  
46 are consistent with maintaining and enhancing the core competencies of Cal Poly  
47 including preparing whole system thinkers, increasing integration of faculty, staff  
48 and students, Learn-By-Doing as a core pedagogy, and restoring economic vitality;  
49 therefore be it  
50

51 RESOLVED: The Academic Senate endorse the current draft of the Cal Poly strategic plan as a  
52 framework for providing guidance on operational decisions and planning across  
53 Cal Poly; and be it further  
54

55 RESOLVED: That the Academic Senate develop a committee whose sole charge is to work with  
56 the administration on further developing and implementing the Cal Poly strategic  
57 plan; and be it further  
58

59 RESOLVED: That the Academic Senate continue to work collaboratively with the Cal Poly  
60 community to further develop and enhance the notion of a *comprehensive*  
61 *polytechnic university*; and be it further  
62

63 RESOLVED: That based on the strategic planning activity undertaken at the Academic Senate  
64 Fall Retreat, the Academic Senate endorse the following key performance  
65 indicators (KPIs) as central to the successful execution of the strategic plan:  
66 student to faculty ratio, retention, progress toward degree and graduation rates of  
67 students, and the number and availability of jobs and employment rates for  
68 students.

Proposed by: Strategic Plan Task Force  
Date: February 22 2011

# BACKGROUND MATERIAL

## CAL POLY STRATEGIC PLAN – V7

### STRATEGIC PLAN PURPOSE

The primary purpose of this Cal Poly strategic plan is to provide the direction and core framework for institution-wide continuous strategic planning and future initiatives. This plan together with divisional and unit, and college and department strategic planning, shall align with WASC reaccreditation and also will form the foundation for the Cal Poly capital campaign planning.

The plan articulates the Vision for Cal Poly and outlines the system for tracking progress relative to that Vision. This will include the perspectives of key stakeholder groups and be benchmarked relative to comparison institutions groups. The plan expresses the core values for the institution, individual and community, and summarizes the immediate specific strategic decisions. The process to develop action plans and strategic initiatives is outlined.

Note that in addition to the annual review of progress, the plan itself will be reviewed and updated each year as needed.

### VERSION HISTORY

The original Version 1 of the plan was developed during fall quarter 2008 and disseminated for comment January 15, 2009. It had been built on several existing strategic planning documents including the Access To Excellence CSU plan, college strategic plans, and the reports of the 2008 strategic planning Five Working Groups discussed at the August 21, 2008 strategic planning workshop.

After extensive feedback on Version 1 during spring quarter 2009 from the campus community and external partners, Version 2 of the plan was developed. That version was presented and discussed with the President's Cabinet and university leadership, May 2009. Based on their feedback, successive Versions 3-6 were circulated among the Cal Poly leadership, central administration and college leaders. This current working draft Version 7 has been developed based on that combined feedback.

It should be noted that while the structure, form, style and expression in Version 7 differ significantly from the original Version 1, most of the core elements of the original version remain. Feedback on this current working draft Version 7 is invited.

*Erling A. Smith*

Vice Provost for Strategic Initiatives and Planning



11/10/09

## Cal Poly Strategic Plan - v7

<http://www.academicaaffairs.calpoly.edu/StrategicPlan/index.html>

### SUMMARY

#### VISION

- Nation's premier comprehensive polytechnic university
- Nationally recognized innovative institution
- Helping California meet future challenges in a global context

#### TRACKING PROGRESS

- We will track progress toward achieving the vision using key performance indicators
- The key performance indicators will be directly linked to the vision and connected to the different perspectives of the primary stakeholder groups
- We will measure ourselves against a comparison institutions group
- Each year we will review our status, looking for opportunities for improvement and realignment throughout the institution
- Each year, we will review proposals for action, realigning, opportunities, initiatives and investment

#### VALUES

- Institutional
  - *excellence, continuous improvement and renewal*
  - *transparency, open communications and collaboration*
  - *accountability, fiscal and environmental responsibility*
- Individual
  - *professionalism, personal responsibility, and ethical*
  - *lifelong learner and seeking personal excellence*
  - *campus citizen and team member*
- Community
  - *multicultural, intellectual diversity and free inquiry*
  - *inclusivity and excellence, mutual respect and trust*
  - *civic engagement, social and environmental responsibility*

#### DECISIONS

- Enhancing differentiation
  - *Continue to develop unique comprehensive polytechnic identity*
  - *Shift definition to all majors as "polytechnic" preparing whole-system thinker graduates*
  - *Increase integration and interlinking of disciplines, faculty, staff and students*
  - *Build on core Learn-By-Doing pedagogy to ensure all students have a comprehensive polytechnic multi-mode education*
- Restoring economic viability
  - *Strategically manage revenue, costs, allocation of resources, improve effectiveness and efficiency*
  - *Shift mix of students to increase proportion of graduate students and international students*
  - *Implement institution-wide vision-driven and evidence-based decision-making and continuous improvement*
  - *Adopt and implement comprehensive enrollment management*

#### ACTION

- All divisions and colleges will develop plans linked to this institutional plan and its strategic decisions.
- Plans will be tied to the institutional Mission and Vision identifying the contributions and roles, and highlight opportunities for collaboration and partnering.
- The plans will encompass the stakeholder perspectives, incorporate Cal Poly values and use the institutional key performance indicators along with other appropriate metrics.

#### APPENDIX

11/10/09

Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

## VISION

*Premier polytechnic, innovative institution, helping California*

Cal Poly will be the nation's premier comprehensive polytechnic university, a nationally recognized innovative institution, focused to help California meet future challenges in a global context.

### *Questions and Answers*

The Vision statement raises several strategic questions: Is this vision consistent with the Cal Poly mission? Is the vision achievable from our current position? What are the gaps between our vision, mission and our current position? Does the vision align with our preparation for WASC? Are we committed to being the best at our defined mission? Do we agree that Cal Poly is defined as a comprehensive polytechnic university with the mix of professional, STEM, humanities and social science programs that implies? Do we wish to define ourselves in terms of polytechnic colleges, polytechnic programs and/or polytechnic students? Do we accept the recommendation to expand our expectations of students to emerge from Cal Poly as whole-system thinkers? Do we continue to commit ourselves to project based learning – the emerging definition of “learn by doing”? Are we committed to transparency of process, sustainability of operations as an element of whole-system thinking, and innovation as a necessary element of continuous improvement? Do we accept that the arc of history for Cal Poly implies a continuing growth of our graduate student proportion? Do we accept the premise that resources determine size? (Does not necessarily limit growth, but focuses on how growth might be achieved rather than just hoping for state money.) Do we endorse a definition for productivity of the University as the best possible graduate per unit of resources expended?

### *Is this vision consistent with the Cal Poly mission?*

Yes. Each of the three primary aspects of the vision statement – premier polytechnic, innovative institution and helping California – aligns and crosslinks to each of the three core aspects of the mission – teaching and learning, scholarship and research, and outreach and service – as expressed in our mission statement:

*“Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.”*

However, while the mission statement describes our historic, enduring and continuing institutional purpose, the vision statement is an elevation, pointing to where we wish to go from our current position.

### *Is the vision achievable from our current position?*

Our current position is that Cal Poly is a well-established, recognized and highly ranked institution; a comprehensive polytechnic state university, with baccalaureate and



graduate level programs in science-, technology- and mathematics-based professions, and academic and professional programs in the arts and sciences. Cal Poly is known for its learn-by-doing environment and comprehensive multi-mode educational experience that prepares graduates for successful lives and careers as long-term performers and leaders in agriculture, architecture, the arts, business, education, engineering and the sciences. Cal Poly and many of our programs enjoy very high ranking. Competition for our unique Cal Poly education is extremely strong as is the demand for Cal Poly graduates because of their ready-on-day-one capabilities and long-term performance and leadership. Cal Poly contributes significantly to the economy and well-being of California. Clearly, our current position is on the trajectory towards achieving the vision.

***What are the gaps between our vision, mission and our current position?***

The vision calls us to be the premier comprehensive polytechnic university. Cal Poly graduates must be second to none. The total educational environment and experience we provide must enable the growth and learning of our students so they emerge as premier graduates with the skills they need for sustained future success in the challenges ahead. We must commit to ensuring our curricula and programs are the best and are continuously improving. We must ensure that the student learning we intend – as expressed in our University Learning Objectives, and program and course outcomes – is being achieved and demonstrated by robust assessment methods. In addition, we must make sure that all aspects of our support operations are focused on ensuring the progress and success of our students.

In parallel, we must commit to continuing development and expansion of our individual skills and excellence – faculty continuing their development as teachers, scholars and campus citizens, and staff and administrators continuously improving as skilled professionals and lifelong learners. Every new hire must be better than the last and even better than any one of us! Regardless of position, each of us must be dedicated to the progress and success of our students.

Meanwhile, we must continue to work hard on improving the Cal Poly learning and support infrastructure. In spite of excellent progress on the Master plan at providing many new academic buildings and residence halls during the past decade, continued progress will be far more challenging in the years immediately ahead. Many classrooms are in urgent need of renovation and upgrade. The increasing scholarly expectations on faculty have increased demand for more research laboratories, better computing facilities and an upgraded and expanded library and similar vital “common goods” of a successful university. However, we will need to be more creative and innovative, and where appropriate use technology as part of the solution to these challenges.

***Does the vision align with our preparation for WASC?***

Definitely. The principal theme of our WASC self-study has been “Our Polytechnic Identity” examined from different points of view including integrated student learning, the teacher-scholar model and learn-by-doing. These align and crosslink to the three principal aspects of the vision – premier polytechnic, innovative institution, and helping California. The work of all the WASC groups has contributed to the development of the strategic plan and expression of our vision.



11/10/09

Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

***Are we committed to being the best at our defined mission? – creates a commitment to continuous reflection, self examination and improvement.***

Yes. We have a long history of leadership in undergraduate higher education and because of the reputation we have earned we attract the highest quality student and have built a faculty and staff of the highest standing. Our unique Cal Poly mission remains relevant and central; and our graduates because of their inherent quality, abilities and skill sets they possess are ever more critical to help California meet its current and future challenges.

To continue to be the best, every year we must seek to be better than the year before, with intentional continuous reflection, examination and improvement of all we do, at both the individual and institutional levels. Indeed, the primary purpose of the strategic plan is to provide the common direction and shared core framework for continuous strategic planning and future initiatives as we seek to be even better.

Thus, we need to review all aspects of the mission and prioritize. Then, we will need to track our progress continually and benchmark ourselves against a comparison institutions group to make sure our trajectory and position is right. No single measure and no single point of view will be sufficient so we will need to monitor several – though a limited set of – quantitative progress, quality and resources indicators, balancing the different aspects and perspectives of the Cal Poly mission. Each year, we will report and score our progress, balancing the different aspects, and examine opportunities for improvements, strategic initiatives and investments.

For example, we need to pay more attention to improving the graduation rate and student progress to degree; we need to systematically listen to alumni and employers to ensure the quality of our education and graduates is always relevant and moving forward; we also need to develop ways to demonstrate and highlight faculty scholarship in its fullest sense and showcase these important contributions; and we need to continually upgrade our facilities and infrastructure.

***Do we agree that Cal Poly is defined as a comprehensive polytechnic university with the mix of professional, STEM, humanities and social science programs that implies?***

Yes. We are both a comprehensive university and a polytechnic university and these two overlapping aspects of the Cal Poly identity reinforce each other. The range of our programs provides us intellectual breadth, balance and institutional strength and is an important reason for our continued success and durability. An important arm of our strategy is to continue to enhance this competitive advantage of our institutional differentiation.

Cal Poly is a polytechnic university, one of only 12 four-year universities/campuses nationwide with “polytechnic” in their name. A feature common to most “polytechnic” institutions is a focus on programs in math-, science- and technology-based professions. Certainly this is true for Cal Poly with over 1/3 of the degrees being in the STEM fields, 3/4 of the degrees in the Professions, and 84% of our degrees in the Professions and STEM combined.

In addition, the Professions and STEM is a common unifying component of our Cal Poly identity. For example, all Cal Poly colleges have at least one program that is in the Professions, and almost all our colleges have programs that are in STEM. Further, CLA and CSM, in addition to their majors in the Professions, STEM, and other academic



disciplines, play a critical role in the foundational general education core of all our graduates.

Cal Poly is also a comprehensive university. The Carnegie Foundation for the Advancement of Teaching classifies institutions by their graduate programs using four field groupings: Humanities, Social Sciences, STEM and the Professions. Carnegie identifies an institution as “comprehensive” only if it has graduate-level programs and graduates in all four Carnegie field groupings. Perhaps surprisingly only 21% of the 1213 institutions overall and only 13% of the 804 master’s level institutions are in this category. Of the 12 “polytechnic” and 24 “institute of technology” four-year institutions combined only 5 are classified as comprehensive: three doctoral level research universities and two master’s level universities; and only three are designated as polytechnic. We are one of only very few “comprehensive polytechnic” universities. [See the Appendix for more information on Carnegie classifications and Cal Poly and also <http://www.carnegiefoundation.org/classifications/index.asp>]

***Do we wish to define ourselves in terms of polytechnic colleges, polytechnic programs and/or polytechnic students?***

For many years, we have used the total enrollment in CAFES, CAED and CENG as our surrogate measure of how “polytechnic” we are, but that is a limiting construct and not fully representative of the broader scope of the polytechnic identity of Cal Poly today. Polytechnic universities have a significant focus on undergraduate and graduate programs – typically technology, science, or math-based – that prepare individuals for professional careers. This is certainly true of Cal Poly but we now have programs in the Professions in every college, i.e. extending well beyond our historic “polytechnic” colleges.

Regardless of their major, all Cal Poly graduates will need much more of their education to tackle the challenges of the future. Of course, they will continue to need the depth of knowledge of their discipline that we have always provided. But this depth must also be integrated with breadth, balance and literacy in technology, the arts and sciences – a comprehensive polytechnic general education. Therefore, we will need to develop our programs further to prepare all our students regardless of the major to become “comprehensive polytechnic” graduates.

***Do we accept the recommendation to expand our expectations of students to emerge from Cal Poly as whole-system thinkers – implies an expansion of project based learning to highly interdisciplinary teams?***

It is clear that the problems of today and the challenges of tomorrow for California and in a global context will need graduates who have depth and breadth in an integrated education and are whole-system thinkers. The challenges are many and most are complex requiring a multi-disciplinary and integrated interdisciplinary team rather than a solo individual approach.

Cal Poly graduates are valued for being “ready day one” and also being long-term high performers and typically have the characteristics needed. However, we need to ensure this is an intentional outcome and added value of the educational experience we provide. We should look at all our programs both individually and collectively to ensure that the full set of learning experiences do indeed prepare our students for the challenges of their future.



Future Cal Poly graduates should have integrated breadth, balance and literacy in technology, the arts and sciences and depth of their total education to be whole-system thinkers and leaders. These will be important differentiators of Cal Poly graduates. They should demonstrate expertise, work effectively and productively as individuals and in multidisciplinary teams, communicate effectively, think critically, understand context, research, think creatively, make reasoned decisions, use their knowledge and skills, and engage in lifelong learning. This will be true for all our graduates regardless of major, preparing them for full and enriching lives, ready for entry into their chosen careers or advanced study and to contribute to society.

Meanwhile, each of us should model the expectations we have of our graduates, i.e. from working effectively and productively as individuals and as part of a multidisciplinary team, to being life-long learners and whole-institution thinkers, and campus citizens, sharing a common purpose – the success of our students.

***Do we continue to commit ourselves to project based learning – the emerging definition of “learn by doing”?***

We must ensure that we remain leaders and innovators in higher education pedagogy, this must be part of Cal Poly being the best. Learn-By-Doing is a core part of a Cal Poly education and a well-known part of our identity differentiating us from other institutions. LBD provides our students hands-on active learning beyond and complementing their work in the classroom and their co-curricular activities.

Like all aspects of our pedagogy, we must continue to improve and enhance LBD to intentionally mobilize higher levels of learning. Project-based learning (PBL) can be classified as a mode of LBD; and capstone projects are an example of PBL. But LBD, PBL, and capstone experiences are opportunities for a deeper, richer education to develop the whole-system thinker, comprehensive polytechnic graduate for the future. We should explore introducing these integrative experiences early in a student’s time with us, perhaps as a foundational part of all our curricula.

***Are we committed to transparency of process, sustainability of operations as an element of whole-system thinking, and innovation as a necessary element of continuous improvement?***

Transparency must be a fundamental Cal Poly value together with open communication, accountability, evidence-based decision-making, and continuous improvement. All of these will assist us in our strategy of restoring economic viability. This past year we have been working hard to improve access and sharing of institutional data and in easy-to-understand formats; we have also been working on improving internal communications particularly in these difficult times of budget uncertainty.

Meanwhile, Cal Poly is a leader in sustainability of operations with a well-developed process and a record of progress to continuously improve our performance. We also have expertise in sustainability as an academic and research field. Indeed, fully-developed, sustainability can embody whole-system thinking.

We need to be innovative and creative as we seek continuous improvement and renewal in our programs and in our operations. Cal Poly also has opportunity to contribute to the field of innovation, another potentially integrative theme we have expertise in and should develop further.



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***Do we accept that the arc of history for Cal Poly implies a continuing growth of our graduate student proportion?***

Yes. Although approximately 10% of Cal Poly degrees are at the master's level, overall both graduate enrollment and its proportion have been declining slightly during the past decade; currently it is at about 5% of the total enrollment. Increasing our graduate proportion would yield many benefits.

For many of our majors, a baccalaureate degree is considered only an "entry-level" degree and increasingly a graduate degree is considered the first "professional" degree. Indeed, several employers have moved to hiring only at the advanced degree level.

A greater proportion of graduate students would increase the heterogeneity of the campus population, increasing the presence of national and international students and enhancing the education of all. Graduate students also serve as academic role models for our undergraduates. A deeper graduate education presence would help us further develop our research and would certainly enhance our national and international reputation. It would also support faculty in becoming teacher-scholars.

We would have to identify strategic opportunities for growth in areas where we have strength and reputation, and can build on our existing infrastructure. Note that we do have some competitive advantage of having made only a limited investment in graduate programs so far and thus we have the opportunity to be selective, creative and agile.

***Do we accept the premise that resources determine size? (Does not necessarily limit growth, but focuses on how growth might be achieved rather than just hoping for state money.)***

As part of our strategy to restore economic viability, we need to decouple our institutional size from the state allocation as much as is feasible. For example, the Cal Poly Plan and the College-Based Fee recognize our unique and different mission and higher cost and quality of the education we provide. We need to carefully steward and manage all our resources, continually look for ways to streamline our activities without sacrificing Cal Poly quality.

We also need to explore expanding non-state revenue sources, again without sacrificing quality. Examples include out-of-state and international students as an increasing proportion of our students, licensing intellectual property; increased grants income and continuously growing philanthropy.

We should build on our core strengths and competitive advantages wherever possible, have a sound business plan and monitor returns on such investments.

***Do we endorse a definition for productivity of the University as the best possible graduate per unit of resources expended?***

This expresses the value that Cal Poly has always provided. We know our graduates are among the best – we must maintain and continue to improve their quality. We must look toward ensuring more of our students reach graduation, by facilitating progress to degree, improving year-by-year retention, as always without compromising our standards. This provides value to each individual and all students while also improving our performance and efficiency.

Cal Poly has a long history of being the best; we must never take that position for granted, we must earn it every year, and every year we must do better, even in these the most difficult economic times.

## **TRACKING PROGRESS**

### *Key performance indicators, stakeholder perspectives, and comparison institutions*

We will track progress toward achieving the vision using key performance indicators. The key performance indicators will be directly linked to the Vision and connected to the different perspectives of the primary stakeholder groups. We will measure ourselves against comparison institutions groups using target benchmark levels for the key performance indicators. Each year, we will review our status, looking for opportunities for improvement and realignment throughout the institution. Each year, proposals for action, realigning, opportunities, initiatives and investments will be reviewed. As needed, colleges, departments and administrative units will develop action plans and pursue strategic initiatives.

### *Use Key Performance Indicators*

We will track progress toward achieving the vision using key performance indicators, measures of progress (quantitative outcomes), quality (level of service), and resources (financial, personnel and facilities.) Note that every year we will review each key performance indicators and assess continued relevancy and value. Sample key performance indicators are listed below:

PROGRESS indicators include: student success measures: graduation rates e.g. 6-year, 5-year, and 4-year, year-by-year retention rates, progress-to-degree rates, disaggregated; institutional and program rankings; demographic heterogeneity: proportion of students and employees by ethnic, gender, socio-economic, international categories; numbers of graduates, graduates in the Professions and STEM fields, and advanced degree graduates; student learning: attainment of University Learning Objectives and program and course objectives; faculty excellence: annual institutional total scholarly contributions, teacher-scholar indicator (to be developed), research grants, patents, etc.; staff excellence: % in-range progressions and awards; revenue: value and basis of endowment, annual operating revenue from all sources; and sustainability of operations: BTU/sq.ft.

QUALITY indicators include: surveys, annually of students and employees, multi-year of alumni and employers, quarterly of departing students and employees; retention rates of continuing and non-continuing students and employees; satisfaction surveys of employers with graduates' depth of knowledge and breadth of skills; and student-to-faculty ratio.

RESOURCES indicators include: expenditures per student: faculty-to-student ratio, student support staff to student ratio, enrollment capacity to student ratio, cost of instruction per graduate, expenditures per faculty: faculty support staff to faculty ratio, and development expenditures per annual gift income.



KPIs Aligned to Vision

- Premier comprehensive polytechnic university
  - *Ranking and Program recognition*
  - *Comprehensive range of programs*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Quality of faculty and facilities*
  - *Student-to-faculty ratio*
  - *Retention, progress-to-degree, and graduation rates*
  - *Diversity and heterogeneity*
  - *Cost-of-attendance*
  - *Strategic allocation of resources*
  - *Annual gift and endowment growth*
  - *Communication of successes, achievements, awards, and economic impact*
- Nationally recognized innovative institution
  - *Ranking and Program recognition*
  - *National awards*
  - *Innovative academic and co-curricular programs*
  - *Development of Comprehensive Polytechnic Graduate*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Faculty scholarly output*
  - *Continuous quality improvement*
  - *Use of appropriate technology*
  - *Sustainable practices*
  - *Communication of successes, achievements, awards, and economic impact*
- Helping California meet future challenges in a global context
  - *Number and quality of graduates in areas of CA human resources need*
  - *Quality of graduate – depth of knowledge and breadth of skills*
  - *Retention, progress-to-degree, and graduation rates*
  - *Number and availability of jobs and employment rate of graduates*
  - *Number of graduates going on to graduate school*
  - *Entering student quality*
  - *Diversity and heterogeneity*
  - *CA intellectual property and innovation*
  - *CA competitiveness and economic impact*
  - *Institutional financial needs*
  - *Communication of successes, achievements, awards, and economic impact*

***Include stakeholder perspectives***

The KPIs will be linked to the three aspects of the vision statement: “the nation’s premier comprehensive polytechnic university,” “a nationally recognized innovative institution,” and “focused to help meet the challenges of California in the global context.”

The four perspective groups include those of: external accountability groups such as governing bodies and accreditation agencies; our external beneficiaries such as potential, continuing and completing students, parents, employers of our graduates and research funding agencies; internal individuals such as employee professional growth and development to maintain the intellectual capital and intrinsic institutional value embodied in individual faculty, staff, management and executive personnel; and internal institutional perspectives such as those quality aspects in which we must excel namely our programs, support activities, operations, resources, and advancement.

Note that every year we will review the relevancy of each key performance indicators relative to the vision and the perspectives of stakeholder groups.

*KPIs Aligned to Stakeholder Perspectives*

- External accountability
  - *Governing Bodies*
    - Ranking and program recognition
    - Comprehensive range of programs
    - Diversity and heterogeneity
    - Retention and graduation rates
    - Graduate attainment of learning objectives and outcomes
    - National awards
    - Continuous quality improvement
    - Number and quality of graduates in areas of CA human resources need
    - Diversity and heterogeneity
    - CA intellectual property and innovation
    - CA competitiveness and economic impact
  - *Accreditation Agencies*
    - Skills and abilities of graduates
    - Robust assessment of learning
    - Programs
    - Resources – faculty, facilities and finances
    - Professional development and currency of faculty, staff, management and executive
    - Continuous quality improvement
    - Entering student quality
- External beneficiaries
  - *Students*
    - Program choice, ease of migration
    - Student life and satisfaction
    - Access to faculty
    - Rankings
    - Innovative academic and co-curricular programs
    - Number and availability of jobs and employment rate of graduates
    - Number of graduates going on to graduate school
  - *Parents*
    - Student-to-faculty ratio
    - Graduation rate (4-yr)



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- Cost-of-attendance
- Mentoring and support, safety
- Ranking and Program recognition
- National awards
- Number and availability of jobs and employment rate of graduates
- Number of graduates going on to graduate school
- *Alumni*
  - Ranking and Program recognition
  - National awards
  - Economic impact Institutional financial needs
- *Employers*
  - Quality of graduate – depth of knowledge and breadth of skills
  - Quantity of graduates in area of need
- *Research Funding Agencies*
  - Quality of faculty and facilities
  - Faculty track record
  - Institutional support infrastructure
- *San Luis Obispo*
  - Economic impact
  - Environmental impact
  - Community impact
- Internal individual
  - *Faculty*
    - Support expenditures per faculty
    - Satisfaction with instructional and scholarship support infrastructure
    - Publication and other scholarly output
    - Teacher-Scholar metric
    - Student progress-to-degree
    - Number of graduates going on to graduate school
  - *Staff*
    - In-rank progressions and professional development opportunities
    - Opportunities for innovation
    - Student progress-to-degree
  - *Management*
    - Resources
    - Opportunities for innovation
    - Student progress-to-degree
  - *Executive*
    - Ranking
    - Faculty, student and program national awards
    - Patents, licenses, and intellectual property
    - Number and quality of graduates in areas of CA human resources need
- Internal institutional
  - *Academic Affairs*

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Retention, progress-to-degree, and graduation rates  
Student-to-faculty ratio  
Strategic allocation of resources  
Faculty scholarly output  
Development of intellectual resources  
Use of appropriate technology  
Development of Comprehensive Polytechnic Graduate  
Quality of graduate – depth of knowledge and breadth of skills

- *Administration & Finance*

Expanded number and amount of revenue sources  
Continuous quality improvement  
Strategic allocation of resources  
Use of technology as appropriate  
Sustainable practices

- *Student Affairs*

Residential facilities and student life  
Innovative co-curricular programs  
Well-rounded, balanced graduates

- *University Advancement*

Annual gift and endowment growth  
Communication of successes and achievements, awards, economic impact

***Measure against comparison institutions***

We will measure ourselves against a comparison institutions group of 4-year institutions. It should be emphasized that this group is not presented as a “peer” group or an “aspirant” group to which we aspire. While some institutions in the group may be considered peers and some may be those we aspire to emulate in some aspects, included are also institutions that could be classified as sub-peers in some or many categories and in that they may look to Cal Poly as a model to aspire to.

The comparison group was developed from three subgroups: National sample subgroup, Polytechnic and Institute of Technology subgroup, and Other Regional Competition subgroup. The National sample subgroup includes institutions from each of the six regional accreditation regions, California Postsecondary Education Commission four-region comparison institutions, and University of California and California State University systems. Criteria for inclusion in the National sample are: Carnegie categories, institutional mission and program mix, student quality and institutional selectivity, ranking, and financial aspects. Carnegie categories considered are Basic, Size and Setting, and Enrollment Profile. Institutional mission and program mix includes the proportion of the Professions to the Arts and Sciences, presence of programs in agriculture, architecture and engineering, polytechnic or institute of technology, comprehensive or STEM-focused graduate instructional program. Student quality and institutional selectivity includes mean SAT or ACT scores and acceptance rates. Ranking includes scores and percentile rank in US News and World Report category. Financial aspects include instruction budget per student and endowment yield per student.

The comparison group includes some polytechnics and institutes of technology, a coop-based university, and some regional competitors. It also includes a few institutions



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recognized to be “on the move to the next level” with strategic plans successfully implemented and measured progress. Almost all institutions have graduate level programs, and most are public though some are private institutions. No single institution is like Cal Poly but the group taken as a composite contains important aspects of Cal Poly.

The preliminary 2009 comparison institutions group are shown in the table following. During fall 2009 quarter, the office of Institutional Planning and Analysis will conduct a detailed analysis of each of the candidate institutions with respect to the KPIs and stakeholder perspectives. IP&A will report on possible changes to the group that would include significantly reducing the number of institutions that we will track in future years. In addition, colleges and other units are encouraged to review the institutions from their perspective and relevancy. Similarly, note that during each and every year of the plan, and consistent with the principle of continuous improvement, we will critically review each of the institutions at a detailed level for their continued candidacy in the group.

Comparison Institutions 2009

[By Carnegie category, then by sample subgroup: national, polytechnics and institutes of technology, and other regional competition]

- Research University/Very High Activity
  - Cornell University*
  - University of California, Davis*
  - University of California, San Diego*
  - University of Colorado – Boulder*
  - University of Connecticut*
  - Georgia Institute of Technology*
  - Rensselaer Polytechnic Institute*
  - Virginia Polytechnic Institute and State University*
  - University of California, Irvine*
  - University of California, Santa Barbara*
  - University of California, Santa Cruz*
  - Washington State University*
- Research University/High Activity
  - Clemson University*
  - Drexel University*
  - University of Maryland – Baltimore County*
  - Missouri University of Science and Technology*
  - Polytechnic Institute of New York University*
- Doctoral Research Universities
  - Worcester Polytechnic Institute*
- Master’s Level
  - Boise State University*
  - Northern Kentucky University*
  - University of North Carolina, Wilmington*
  - University of Northern Iowa*
  - Arizona State University Polytechnic*

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*New Mexico Institute of Mining and Technology*  
*Rochester Institute of Technology*  
*Southern Polytechnic State University*  
*University of South Florida Polytechnic Campus Lakeland*  
*University of Wisconsin – Stout*  
*California State Polytechnic University – Pomona*  
*Santa Clara University*

○ Bachelor's Level

*Bucknell University*  
*Rose-Hulman Institute of Technology*

Target benchmark levels for the key performance indicators will be developed for Cal Poly relative to the comparison institutions group. For key performance indicators where external data is available, the target levels for Cal Poly will be in the upper half of the comparison institution group for all, in the upper ranks for most, and leading in several key performance indicators. Note that each year we will review the benchmark levels for continuing currency and update as needed.

***Review our Status***

Each year, we will review our status, looking for opportunities for improvement and realignment throughout the institution. Key performance indicators will be continuously monitored and reported annually for Cal Poly as a whole institution, and by college and program, division or unit. Annual action plans will be reviewed and amended as needed. Each year, proposals for action, realigning, opportunities, initiatives and investments will be reviewed. As needed, colleges, departments and administrative units will develop action plans and pursue strategic initiatives. Strategic initiatives to take advantage of new opportunities or to improve progress will be reviewed. In addition, the key performance indicators themselves along with the comparison institutions groups will be reviewed for continued appropriateness and relevancy and updated as needed.

**VALUES**

*Institutional, individual, and community*

Cal Poly is committed to the learning, progress and success of our students

○ Institutional

- *excellence, continuous improvement and renewal*
- *transparency, open communications and collaboration*
- *accountability, fiscal and environmental responsibility*

○ Individual

- *professionalism, personal responsibility, and ethical*
- *lifelong learner and seeking personal excellence*
- *campus citizen and team member*

○ Community



- *multicultural, intellectual diversity and free inquiry*
- *inclusivity and excellence, mutual respect and trust*
- *civic engagement, social and environmental responsibility*

## STRATEGIC DECISIONS

### *Enhancing differentiation and restoring economic viability*

The key strategies to achieving the vision are those that maintain Cal Poly differentiation, leverage core competencies, and sustain competitive advantages, together with those that restore financial viability by strategically managing revenues, costs and allocation of resources. Detailed institutional action plans for proceeding with the following strategic decisions are in development. However, part of this strategic plan is that every campus unit should examine their role and contribution with respect to these initiatives.

- Cal Poly will continue to develop its unique comprehensive polytechnic university identity by emphasizing programs in the professions that are science-, technology- and mathematics-based, and academic and professional programs in the arts and sciences.
  - *Maintains our institutional differentiation*
  - *Leverages our existing core competencies*
  - *Sustains our competitive advantage*
- Cal Poly will define all majors as “polytechnic” having depth of expertise in the professional or academic discipline, and breadth, balance and literacy in technology, the arts and sciences, integrated seamlessly to prepare whole-system-thinker graduates.
  - *Increases our institutional differentiation*
  - *Leverages our existing core competencies*
  - *Sustains our competitive advantage*
  - *Expands our inclusivity and strengthens sense of community and commonality*
  - *We will need curricula development activity*
- Cal Poly programs will be more integrated to connect and interlink our disciplines, faculty, staff and students, all as partners in teaching, learning, scholarship and service, to provide a comprehensive polytechnic educational experience and common polytechnic identity.
  - *Increases our institutional differentiation*
  - *Leverages our existing core competencies*
  - *Sustains our competitive advantage*
  - *Expands our inclusivity and strengthens sense of community, partnership and commonality*
  - *We will need curricula development activity*

- Cal Poly will build on its core learn-by-doing pedagogy to ensure all students have a comprehensive polytechnic multi-mode education that could include project-based, cross-disciplinary, co-curricular, multi-mode, experiential and international opportunities.
  - Increases our institutional differentiation
  - Leverages our existing core competencies
  - Sustains our competitive advantage
  - We will need curricula development activity
  - We may need review of all programs and course offerings
- Cal Poly will shift the mix of students to increase the proportion of graduate students and international students while maintaining the quality and polytechnic identity of our graduates.
  - *Increases our cultural diversity, increases heterogeneity*
  - *Elevates our academic scholarly climate*
  - *Improves our economic viability*
  - *We will need expansion of recruitment strategies and support services*
  - *We may need curricula development activity*
  - *We will need review of all programs and course offerings*
  - *Offsets anticipated declining in-state K12 pool that is STEM-ready*
  - *Enhances global perspectives*
- Cal Poly will restore institutional economic viability by strategically managing revenue, costs and allocation of resources, improving effectiveness and efficiency, while maintaining quality.
  - *Improves our economic viability*
  - *Sustains our competitive advantage*
  - *We will need comprehensive management of enrollment, retention, progress and graduation, costs, and review of curricula to optimize course offerings*
  - *Expand the number and amount of revenue streams such as more effective use of summer quarter, on-line STEM curricula for P12 teachers, etc.*
  - *We will need strengthened relationships with our external partners and stakeholders*
- Cal Poly will adopt and implement comprehensive enrollment management.
  - *Will improve alignment and match of student to appropriate program choices*
  - *Will remove all institutional barriers to timely graduation*
  - *Will improve retention, progress-to-degree, and graduation rates, and providing value to each student by reducing their total cost*
  - *Will improve ability to plan course offerings, optimize schedules, and use of faculty time*
  - *Will need comprehensive review of curricula*



- Cal Poly will adopt and implement institution-wide vision-driven and evidence-based decision making and continuous improvement processes.
  - Improves our economic viability by identifying opportunities to reduce costs, improve effectiveness and efficiencies
  - Continually reallocate resources to the most effective methods of increasing enrollment, retention, progress and graduation
  - Can increase agility by decreasing elapsed time for decision-making and implementation
  - Align budgets and other resources to desired achievement of mission and vision

### **ACTION PLANS AND INITIATIVES**

All divisions and colleges will develop plans linked to this institutional plan and its strategic decisions. Those plans will be tied to the institutional Mission and Vision statements identifying the contributions and roles, and highlight opportunities for collaboration and partnering. The plans will encompass the stakeholder perspectives, incorporate Cal Poly values and use the institutional key performance indicators along with other metrics that are specifically appropriate. Plans, progress, initiatives and opportunities would be reviewed annually. Note that all the plans combined together with this institutional plan will form the foundation for planning the next Cal Poly capital campaign.

Cal Poly is developing its second comprehensive campaign. Extensive planning for the campaign has positioned the university advancement team to begin fundraising for the campaign in July 2010. The priorities of the campaign are in alignment with the Cal Poly Strategic Plan and include:

- Sustainable and Healthy Communities
- Learn by Doing and the 21st Century Polytechnic Experience
- Innovation/Leadership/Entrepreneurship

Core campus-wide fundraising priorities include:

*Faculty Support:* Endowed faculty positions and other faculty support mechanisms will allow Cal Poly to attract and retain the highest quality faculty in their fields and to grow existing and new centers of excellence on campus.

*Academic Programmatic Support :* Cal Poly's evolving curriculum demonstrates the university's emerging commitment to cross-disciplinary learning opportunities and newly emerging fields of study. Innovative curriculum and academic centers require investments in program development to maximize the intellectual capital generated throughout the academic community. Private support will augment state funding to develop leading-edge programming and ensure access to challenging learning opportunities.

*Student Support:* The ability to attract and retain quality students and to provide an enriched academic learning environment will help strengthen the student experience and enhance the prestige of a Cal Poly degree. This support takes the form of scholarships,

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project-based learning support, student/faculty research projects, graduate fellowships, and service learning opportunities.

*Facilities/Capital Investment/Technology Support:* Private support, whether solely funded or augmented with state funds, will provide critical space for students and faculty to enjoy an innovative learning and teaching environment through new construction, renovation, laboratory modernization, and information infrastructure enhancements designed to enhance student life.

*Common Goods:* Some activities and facilities on campus are designed to serve the whole university – all colleges, students, faculty, and staff. Without acknowledgement, they tend to be “orphans” with no direct constituency. The campaign will specifically identify them and build a fund-raising strategy around them.



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## APPENDIX

**Table 1: CARNEGIE CLASSIFICATIONS**

Shown for Four-year institutions only. Carnegie used 2003-2004 degree and enrollment data

Shown for Four-year institutions only. Carnegie used 2003-2004 degree and enrollment data						
CARNEGIE CLASSIFICATION TYPES	CLASSIFICATION CATEGORIES AND SUBCATEGORIES					
	Categories	Definitions	Subcategories	Definitions	Count	CP
BASIC [1713 institutions]	Doctoral [283 institutions]	Doctoral degrees >20/yr	Research University - Very High Research Activity		96	
			Research University - High Research Activity		103	
			Doctoral Research University		84	
	Master's [663 institutions]	Doctoral degrees <20/yr & Masters degrees >50/yr	Larger	Masters degrees >200/yr	345	CP
			Medium	Masters degrees 100-199/yr	190	
			Smaller	Masters degrees 50-99/yr	128	
	Bachelor's [767 institutions]	Doctoral degrees <20/yr & Masters degrees <50/yr			767	
SIZE & SETTING [1752 institutions]	Size	Enrollment	Large	10,000+	246	CP
			Medium	3,000-9,999	434	
			Small	1,000-2,999	645	
			Very Small	0-999	427	
	Setting	% On-campus Residential (R) & % Part-time (PT)	Highly Residential	R>50% & FT>80%	609	
			Primarily Residential	R=25-49%	599	CP
			Primarily Non-Residential	R<25% or PT>50%	544	
ENROLLMENT PROFILE [1586 institutions]	% Graduate & Professional program students (G&P)	Shown for institutions with student body of baccalaureate and graduate students only.	Very High UG	G&P=0-9%	592	CP
			High UG	10-24%	526	
			Majority UG	25-49%	301	
			Majority G&P	50-100%	167	
UNDERGRADUATE PROFILE [1719 institutions]	% Part-time			PT>40%	176	
				20-39%	376	
				0-19%	1167	CP
	Selectivity	Freshmen scores. [Includes only 1543 institutions with PT<40%]	More Selective	Top fifth	360	CP
			Selective	Middle two-fifths	760	
			Inclusive	-	423	
	% Transfer in	[Includes only the 1116 Selective and	Low	0-20%	566	CP

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		<i>More Selective institutions]</i>	High	>20%	550	
<b>UNDERGRADUATE INSTRUCTION PROGRAM</b> [1561 institutions. Excludes Associates-only and Associates-dominant institutions]	Arts & Sciences (A&S), and Professions (P)	Relative proportion of A&S and P	A&S-Focus	P=0-19%	160	
			A&S+P	P=20-39%	211	
			Balanced	P=40-59%	506	
			P+A&S	P=60-79%	501	CP
			P-Focus	P=80-100%	183	
	Grad Program Coexistence	% graduate degrees awarded in fields corresponding to UG majors	None	0%	489	
			Some	0-49%	823	CP
			High	50%+	249	
<b>GRADUATE INSTRUCTION PROGRAM</b> [1213 institutions]	With Doctoral Program and degree awarded [409 institutions]	Single Program	Education	41	96	
			Other	55		
		Dominant - plurality in:	Hum & SS	13	159	
			STEM	45		
			All Other	101		
		Comprehensive - degrees in each of Hum, Soc Sci, STEM, & Professional fields	With Med/Vet	78	154	
			Without Med/Vet	76		
	Without Doctoral Program or degree awarded [804 institutions]	Single Program	Education	77	158	
			Business	43		
			Other	38		
		Dominant - plurality in:	A&S	21	542	
			Education	242		
			Business	158		
			All Other	121		
		Comprehensive - degrees in each of Hum, Soc Sci, STEM, & Professional fields			104	CP



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**Table 2: DEGREES, MAJORS, PROGRAMS & EFFORT by CARNEGIE CATEGORIES**

ACADEMIC FIELD GROUPINGS										
Humanities & Social Sciences (incl Liberal Studies & Economics)	Sciences & Mathematics (incl Earth Sciences)	Computer Sciences	Engineering, Technology	Architecture	Agriculture	Accounting, Business Admin	Education	Child Development, Graphic Comms, Journalism, Public Policy	Kinesiology	
ARTS & SCIENCES			PROFESSIONS							
26% Degrees		74% Degrees								
25% Majors		75% Majors								
35% Programs			65% Programs							
53% Effort					47% Effort					
H+SS	STEM			OTHER PROFESSIONS						
16% Degrees		35% Degrees				49% Degrees				
14% Majors		42% Majors				44% Majors				
19% Programs		43% Programs				38% Programs				
31% Effort			40% Effort				29% Effort			
H+SS	PROFESSIONS + STEM									
16% Degrees		84% Degrees								
14% Majors		86% Majors								
19% Programs		81% Programs								
31% Effort			69% Effort							
10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	

**Table 3: COLLEGES by CARNEGIE CATEGORIES**

ACADEMIC FIELDS									
Humanities & Social Sciences (incl Liberal Studies & Economics)	Sciences & Mathematics (incl Earth Sciences)	Computer Sciences	Engineering, Technology	Architecture	Agriculture	Accounting, Business Admin	Education	Child Dev, Graphic Com, Journalism, Public Policy	Kinesiology
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
ARTS & SCIENCES			PROFESSIONS						
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
H+SS	STEM			OTHER PROFESSIONS					
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM
H+SS	PROFESSIONS + STEM								
	CAFES				CAFES				
			CAED	CAED					
OCOB			OCOB			OCOB			
		CENG	CENG						
CLA								CLA	
CSM	CSM						CSM		CSM

Key	
Acronym	COLLEGE
CAFES	College of Agriculture, Food and Environmental Sciences
CAED	College of Architecture and Environmental Design



11/10/09

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Cal Poly Strategic Plan – v7

<http://www.academicaffairs.calpoly.edu/StrategicPlan/index.html>

CENG	College of Engineering
CLA	College of Liberal Arts
CSM	College of Science and Mathematics
OCOB	Orfalea College of Business

Adopted:

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

AS-\_\_-11

**RESOLUTION ON ACADEMIC ADVISING**

1 WHEREAS, Faculty and professional advising is an integral part of the student's learning  
2 experience and academic success at Cal Poly; and  
3

4 WHEREAS, In order to guide our students toward timely graduation, the University will  
5 provide them with consistent and accurate advising; and  
6

7 WHEREAS, Student advising can be conceptualized as having two essential components: 1)  
8 discipline-based advising such as course contents, course electives, career  
9 opportunities, and preparation for graduate schools, and 2) advising on general  
10 curricular and university requirements including academic policies and procedures,  
11 academic probation, and referral to support services; and  
12

13 WHEREAS, The students need to understand the different roles that faculty and professional  
14 advisors play to help the students succeed in their academic career and the types of  
15 assistance the faculty and professional advisors can provide; therefore be it  
16

17 RESOLVED: That the Academic Senate accept and endorse the Academic Advising Council's  
18 *Advising Syllabus* concerning the different roles and responsibilities of faculty and  
19 professional advisors and students; and be it further  
20

21 RESOLVED: That the *Advising Syllabus* be distributed and made available online at  
22 <http://advising.calpoly.edu> to all students and faculty members for their  
23 information and use.

Proposed by: Academic Senate Instruction Committee  
Date: February 22, 2011



advising.calpoly.edu  
graduate on time



## Academic Advising Syllabus

### Contact Information for College Advising Centers

Agriculture, Food, & Environmental Sciences .....	Contact Departmental Offices
Architecture & Environmental Design .....	805-756-1325
Business .....	805-756-2601
Engineering .....	805-756-1461
Liberal Arts, by major:	
ART, COMS, ENGL, JOUR, MU, PHIL, TH .....	805-756-6200
CD, PSY, SOC, ANT/GEOG, SOCS .....	805-756-2808
ES, GRC, HIST, MLL, POLS .....	805-756-7452
Science & Mathematics .....	805-756-2615

### Our Vision and Mission

Cal Poly strives to provide effective academic advising in an encouraging and welcoming atmosphere to support students as they navigate their undergraduate academic experience and learn to value their education, in order to foster individual academic success.

Academic Advising at Cal Poly is an on-going, intentional, educational partnership dedicated to student success. Cal Poly is committed to building collaborative relationships and a structure that guides students to discover and pursue life goals, support diverse and equitable educational experiences, advance students' intellectual and cultural development, and teach students to become engaged, self-directed learners and competent decision-makers.

### Which Academic Advisor You Should See

#### Faculty Advisor

- Advising for major and support courses
- Concentration and elective selection
- Interpretation of courses
- Senior project
- Mentorship
- Internships
- Career/graduate school selection
- Referral to appropriate support services

#### College Professional Advisor

- Academic policy and procedure
- Overall degree requirements
- Students on academic probation and other specific student populations with specific needs
- Referral to appropriate support services

### How to Maximize Your Advising Experience

- Think through what questions you have and contact the appropriate advisor.
- Take the initiative to meet with your academic advisor regularly and follow through with recommendations.
- When you email faculty or staff members, use your Cal Poly email account (@calpoly.edu) and be sure to sign your name. Be professional. Be sure to clearly explain questions or requests.
- Check your Cal Poly email daily, and reply in a timely manner to all correspondence methods (both email and phone calls).
- Silence your cell phone prior to advising appointments.

### **What We Expect of You, the Student**

You are responsible for fulfilling all the requirements of the curriculum in which you are enrolled. Be an active learner by fully engaging in the advising process. Students share responsibility for a successful university experience and are expected to contribute to effective advising experiences by doing the following:

- Be on time for your scheduled appointments and cancel or reschedule if necessary.
- Be prepared to discuss your goals and educational plans during meetings with advisors.
- Keep and organize personal copies of all important documents relevant to your academic career and progress to degree.
- Become knowledgeable of the university catalog, campus-/college-/major-specific academic policies and procedures, academic calendar deadlines and degree or program requirements.
- Review your Degree Progress Report (DPR) each quarter and seek assistance to resolve any errors or questions in a timely manner.
- Inform an advisor of any concerns, special needs, deficiencies, or barriers that might affect academic success.
- Attend advising appointments and programs.
- Be open and willing to consider advice from advisors, faculty, and other mentors.
- Accept responsibility for your decisions and your actions (or inactions) that affect your educational progress and goals.

### **What You Can Expect of Your Advisors**

Advisors share responsibility for a successful university experience and are expected to contribute to effective advising experiences by doing the following:

- Provide a respectful and confidential environment where you can comfortably discuss academic, career, and personal goals and freely express your concerns.
- Understand and effectively communicate the curriculum, degree/college requirements, graduation requirements, and university policies and procedures.
- Assist you in defining your academic, career, and personal goals, and empower you to create an educational plan that is consistent with those goals.
- Actively listen to your concerns, respect your individual values and choices, and empower you to make informed decisions.
- Serve as an advocate and mentor to promote your success.
- Encourage and support you as you gain the skills and knowledge necessary for success.
- Respond to your questions through meetings, phone calls, or email in a timely manner during regular business hours.
- Collaborate with and refer you to campus resources to enhance your success.
- Maintain confidentiality of your student records and interactions.
- Keep regular office hours and be available to meet with you.
- Participate in evaluating and assessing advising programs and services to better serve you.

For more information, answers to frequently-asked advising questions, and a list of advising resources, go to <http://advising.calpoly.edu>.



## **ACADEMIC SENATE COMMITTEE VACANCIES FOR 2011-2013**

**\* Indicates willingness to chair committee**

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

#### **DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE**

#### **FACULTY AFFAIRS COMMITTEE**

Graham Archer, Architecture Engineering – 9 years at Cal Poly, Tenured (incumbent) \*

I would like to continue to serve on the Faculty Affairs Committee (FAC). I believe the FAC serves a vital advisory role to the Senate in such matters as: faculty rights and responsibilities, RTP criteria, and academic freedom; just to name a few. Our current work on shared governance I believe is particularly critical given the current economic pressures place on universities.

#### **GRANTS REVIEW COMMITTEE**

#### **INSTRUCTION COMMITTEE**

#### **SUSTAINABILITY COMMITTEE**

Scott Kelting, Construction Management – 4 years at Cal Poly, Tenured Track

My goal is to become a faculty member and educational leader of the highest quality, making an outstanding contribution to the University. At this time, my scholarly goals involve research about the decision making process related to sustainable learning environments. I am in the process of completing my dissertation for my doctorate degree at UCSB. My dissertation is a retrospective case study designed to research the decisions made during the design, construction and post occupancy phases of a new higher education facilities project, as characterized by the educational leaders and key stakeholders. One area of focus is the decisions made about green building.

I am a LEED accredited professional and have been a board member of the USGBC's local chapter focused emerging green professionals over the past two years. I have worked with students to establish an interdisciplinary student club in collaboration with the USGBC. This is the Emerging Green Professionals Club. Some of the club activities are to bring industry to speak on campus, prepare students to become LEED accredited, and attend the USGBC's Green Build Conference. Last year the club participated in the USGBC's Natural Talent Competition. I have also obtained the National Association of Home Builders (NAHB) Certified Green Professional (CGP) designation and train the trainer designation. These two designations allow me to provide industry with the proper training to obtain the NAHB CGP designation. Additionally, I am actively involved in the CAED Materials and Technology task force. I am confident I can add value as a contributing member of the committee.

Troy Peters, Architecture – 3 2/3 years at Cal Poly, Tenure Track \*

I would like to serve on the committee because I feel that sustainability should be practiced by the whole University across all disciplines. I am an Architect and LEED AP. I teach Environmental Controls which used to be the only "Sustainability" class that architecture students would take but thankfully, that has changed. Since I teach the course, I am attuned to the current directions and thoughts on sustainability. I am currently designing and researching software to help architects design low total carbon buildings. Being on tenure track I have not served on any committees at the University level, but I serve on several in my department.

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

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

Sean Hurley, Agribusiness – 9 years at Cal Poly, Tenured

I would like to offer my talents and experiences to the Budget and Long Range Planning Committee (BLRPC) as a representative for the College of Agriculture, Food and Environmental Sciences (CAFES).

In my last nine years at Cal Poly, I have had many roles that make me an excellent individual to sit on the BLRPC committee.

My current position at the University is Associate Professor in Agribusiness. As a faculty member, I have developed a course on strategic management and have taught management principles which include budgeting and planning. I have formal training in the area of Economics. Hence, I have an academic knowledge-base in budgeting, planning, and resource allocation.

Since starting at Cal Poly, I have been the Chair of the Instructional Advisory Committee on Computing and have recently been named the Information Security Officer for our College. In terms of how computing is done on this campus, you will find very few instructional faculty that understand it as well as I do. Since ITS and computing are an integral part of this University and its budget, my knowledge in the area of campus computing should be valuable to the committee.

One of the roles I hold at the University is computer support supervisor for my College. In this role, I have been required to do budgeting and long range planning which shape how the computing resources are currently being handled, as well as, how these resources will be utilized in the future. I believe this experience is evidence that I have some experience with how budgeting is done. One of my motivation for sitting on this committee is to better understand the planning and budgeting process of the University so I can utilize that knowledge to better serve my College.

Over the last three years I have been very involved with our WASC accreditation. I have participated as a committee member on the Our Polytechnic Identity workgroup. This committee work morphed into the WASC-Senate committee on strategic planning. On this committee, I have assisted in developing a resolution related to the Cal Poly Strategic plan. For the spring quarter, I have been asked to sit on a Strategic Planning ad hoc committee that will work with the Deans on strategic planning. I believe these opportunities have given me a strong understanding of the University's current strategic plan. Another of my motivations for seeking membership to this committee is to further the strategic planning work that I have been a part of for the last three years.

In a time when budgets are going to be tight and planning will be extremely important to the future of Cal Poly, I believe my experience and knowledge will be very useful to the BLRPC.

### **FACULTY AFFAIRS COMMITTEE**

Jennifer S. James, Agribusiness – 3.5 years at Cal Poly, Tenure Tract

Being relatively new to the Cal Poly faculty, I am familiar with many of the policies that influence faculty during the early stages of their time here. I am currently under review for tenure and promotion and am fairly familiar with the evaluation process. The budget climate and the increasing emphasis on the "scholar" aspect of the teacher-scholar model mean that faculty need to be as productive as possible. In my opinion, having clear but flexible policies can help faculty to exploit their comparative advantages and increase their productivity, to the benefit of the University and its students. For this reason, I would like to serve on the Faculty Affairs committee. I have not yet served on any University-level committee, but am keen to expand my service beyond the department and college level. My department chair recommended this committee as an appropriate place to start.



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

Jennifer S. James, Agribusiness – 3.5 years at Cal Poly, Tenure Tract

Since joining the Cal Poly faculty in the fall of 2007, I have heard a lot about the increasing emphasis on the “scholar” aspect of the teacher-scholar model. I am currently under review for tenure and promotion and feel that the research component of my accomplishments is particularly strong. Research I have completed while at Cal Poly has resulted in a book, five refereed journal articles, a book chapter, and several working papers and works in progress.

My understanding of the research process lends itself to related questions: How do Cal Poly policies encourage its faculty and students to conduct research, and how can they better do so? I would like to serve on this committee in order to facilitate the research accomplishments of the institution.

I have not yet served on any University-level committees, but am keen to expand my service beyond the department and college level.

Rafael Jimenez-Flores, Dairy Science – 15 years at Cal Poly, Tenured \*

I am interested in applying for this committee because I have devoted most of my career at cal Poly developing graduate students, relationships in research among faculty with profound interest in scholarly activities, and because I have a desire to serve at the University level.

For over 10 years I have been a representative of the research and graduate committee of CAFES, and for 15 years I have served as the Graduate Student Coordinator for the Dairy Products Technology Center. Our research program has been very successful and our students have won the Cal Poly Outstanding Student or Thesis award in many occasions in the last 10 years. Teaching and Research have been at the center of my life since before joining Cal Poly, and I have been very honored to have received the CAFES research award in 2009 and the Cal Poly scholarship award in 2010.

I think I would be an enthusiastic and active member in this committee helping the faculty to find a definition for the Faculty Scholar Model, represent the interest of those professors in Cal Poly with interests in various scholarly activities and how to better perform these University tasks in appropriate environment. I also hope to serve in this committee to help in optimize the communication of ideas on research, scholar activities and professional development between faculty and administration.

Bill Plummer, Animal Science – 32 years at Cal Poly, Tenured (incumbent) \*

I am interested.

#### **SUSTAINABILITY COMMITTEE**

Neal MacDougall, Agribusiness – 14 years at Cal Poly, Tenured (incumbent)\*

So far this year, the Sustainability Committee under my chairmanship has submitted two separate resolutions – one regarding the Sustainability Catalog (SUSCAT) and the other addressing the means for lowering the carbon footprint of Cal Poly’s academic departments. These activities have been executed under closer cooperation with the Executive Committee of the Academic Senate in an effort to make the committee more relevant to the Academic Senate and to make it’s operations consistent with the rest of the committees in the Senate. In the rest of the academic year, the goal is to follow through with the resolutions and engage both the ExComm and the entire Senate in discussions surrounding the resolutions and, ideally, to increase the level of cooperation surrounding sustainability efforts on campus. If I stay on the Sustainability Committee I plan on building on this closer cooperation with the ExComm and to increase the level of understanding on the part of the Academic Senate of many of the sustainability activities that are occurring on campus – be it at the faculty, staff or student levels. This can be done because of my ongoing involvement with numerous sustainability activities both inside and outside the classroom on campus and in my work as a board member of the California Certified Organic Farmers (CCOF), the largest certifier of organic production in the country.

## College of Business

### FAIRNESS BOARD

Jean-Francois Coget, Management – 5 years at Cal Poly, Tenure Track

I have been teaching at Cal Poly, in the Orfalea College of Business, for four years and a half. I care deeply about student success, as demonstrated among other factors by above-average student evaluations (3.4 out of 4 vs. 3.1 out of 4 for the OCOB), and positive faculty observations. I also care deeply about procedural fairness. I would therefore be honored to serve as a member of the fairness board, thus contributing to providing students with the opportunity to receive due process should they feel treated unfairly by their instructors, in particular with regards to the grade they receive.

As an instructor of Organizational Behavior, which applies social sciences to the effective functioning of teams, I believe in the power of committee to make superior decisions. I have demonstrated my commitment to this belief and to university services by participating in several committees and collective bodies, such as the Academic Senate, for the past two years, and various OCOB committees. I am known to be collegial by my peers, and I believe to possess good team facilitation skills.

My skills and motivation should allow me to be a valuable contributor to the work of the fairness board, at the service of the effective functioning of the university.

### RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

Stern Neill, Marketing – 3 years at Cal Poly, Tenured

As I enter my fourth year at Cal Poly, I am seeking additional ways to contribute to the continued growth and development of the campus. In my first three years, I have sought to contribute to the teaching and learning culture through involvement with CTL, ULO and WASC initiatives. The R&PD committee provides me a direct means to contribute to the campus R&PD culture.

In addition to my personal R&PD experience, I have been involved in service at university- and system – levels while I was at the University of Washington, Tacoma (2000-08). This included multiple policy (e.g., Faculty Council on Tri-Campus Policy) and research-specific (e.g., Human Subjects Committee) committee of the academic senate, as well as by Provost appointment.

I've reviewed the R&D committee's responsibilities and charge and believe that I can make a positive contribution based on my experience and interest.

## College of Engineering

### BUDGET AND LONG-RANGE PLANNING COMMITTEE

Dianne DeTurris, Aerospace Engineering – 13 years at Cal Poly, Tenured \*

I am interested in the committee so that I can participate in university activities outside of my home college. I think there is much to be learned through interaction with other campus units, and this committee offers an opportunity to work on where Cal Poly is going rather than where it is now. I could be very interested in reporting back to CENG on issues of budget transparency and the latest ideas on enrolment management. I would like to provide the college with a broad based perspective on the critical issues that drive our operations, and our options.

I called Andrew Kean and he's not interested in serving again. I'm happy for the opportunity to learn how planning happens.

### CURRICULUM COMMITTEE



#### **DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE**

Saeed Niku, Mechanical Engineering – 28 years at Cal Poly, Tenured (incumbent)

I have served on this committee for a couple of years now and have enjoyed learning about faculty research.

#### **FACULTY AFFAIRS COMMITTEE**

##### **FAIRNESS BOARD**

Bryan Mealy, Electrical Engineering – 8 years at Cal Poly, Tenured\*

The perception of fairness could possibly be the longest lasting impression anyone has of an academic institution. While everyone at Cal Poly generally operates in ways that are considered fair, including students, faculty, and staff, we can occasionally inadvertently operate in ways that are not fair. I strongly believe that Fairness Board is one of Cal Poly's most valued organizations as it directly supports the "Learn by Doing" moniker by ensuring that our approach to both learning and doing are viewed by all parties involved as fair.

My interest in the Fairness Board began in 1990. As a Cal Poly electrical engineering student, I presented an on-going issue to the Fairness Board, I was impressed with the promptness and professionalism of the Fairness Board at that time. I am also encouraged to see that the Fairness Board procedures have changed over the last twenty years to make the process more "personal", and thus, more fair.

Issues of fairness at all levels at Cal Poly have always been important to me. I am proud of the fact that primarily through my efforts; an illegal grading policy instituted by the Electrical Engineering Department was finally removed after being in place for over 25 years. This grading policy blatantly contradicted the Cal Poly's stated grading policy; the contradicting policies were of considerable concern to computer and electrical engineering students and faculty. The six years that I untiringly fought to remove the policy underscores the importance I place on fairness at Cal Poly and in life in general.

In fast-paced institutions such as Cal Poly, we are bound to occasionally make mistakes. The Fairness Board provides the ability to have an impartial outside observer handle mistakes that fall under the banner of fairness. Having an objective professional body to oversee student/teacher interactions that are not viewed as fair provides an opportunity to leave all parties involved with a sense that they have been treated fairly. This function is personally important to me as it is to the overall image of Cal Poly as an academic institution. I therefore would like to serve on the Fairness Board.

#### **GRANTS REVIEW COMMITTEE**

Xi Wu, Mechanical Engineering – 5.5 years at Cal Poly, Tenure Track

I am interested in **GRANTS REVIEW COMMITTEE of College of Engineering**. The reasons are the following: (1). As a junior faculty member, I wrote several proposals and two of them got funded in the past five years. I participated in several workshops about how to write excellent NSF proposals and how to review proposals. In addition, I am a reviewer for 3 international journals and have accumulated rich experience in reviewing papers, which definitely helps me recognize good grant proposals. My expertise will certainly help me do a better job in evaluating requests for State Faculty Support Grants and making recommendations for funding to the Dean of Research and Graduate Programs. I will also make a good decision when evaluating requests for special leaves for research or creative activity and ranking order them for consideration. (2). If I get promoted to associate professor in June of 2011, I need to do more services. Until now, I am not serving in any of the committees of college of engineering. This is certainly a good time for me to get involved. Even though I have served in several committees in the past five years, I didn't contribute too much as a junior faculty because of the heavy teaching load. I am pursuing to gradually serve in the leadership role on this committee in the future.



## RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

Franz Kurfess, Computer Science – 10 years at Cal Poly, Tenured (incumbent - chair)\*

This is to express my continued interest in serving as the chair of the Senate committee on Research and Professional Development (R&PD). I am also willing to act as the representative for the College of Engineering. For me, the involvement in the committee has been a positive experience, and I believe that the committee has made valid contributions over the last few years. My motivation in being on this committee has not changed in a significant manner, and the text below is a slightly updated version of my original Statement of Interest submitted for the 2008-09 period.

My motivation for seeking this appointment was twofold: First, my believe that there is a significant amount of R&PD activity conducted by Cal Poly faculty, but the coordination of these efforts and the dissemination of their result could be improved. Second, it is my opinion that Cal Poly has a unique combination of many highly qualified faculty, and many very talented students that can serve as the basis for enhancing the activities in R&PD.

The committee, in collaboration with other entities at the university, has worked towards such improvements, and I would like to continue my involvement in this effort. With significant changes in Cal Poly's leadership, where for our college every leadership position above the department chairs (dean, provost, and president) is undergoing changes, I believe that the committee can play an important role in the discussion of such questions as the meaning of the Teacher-Scholar model at Cal Poly, and how to enable interested faculty in being more effective in pursuing their research and professional development efforts.

My background includes stays at universities and research institutions in various countries and with various models to combine teaching and research-oriented activities; see my appended curriculum vitae for more information. I have worked in many research projects, ranging from international multi-million dollar efforts in the European community to small-scale projects in Cal Poly's Honors program with first-year students as the main participants. Since I joined Cal Poly in 2000, I have served on several college-and university-wide committees, most significantly the Instructional Advisory Committee on Computing (where I acted as co-chair together with Joe Grimes in 2006-07), and the Internet2 Champions task force (where I was chair from 2003 until 2005; that task force has been dormant since then).

I see the main role of the committee as a vehicle to provide input and some guidance to the senate in order to strengthen the ability of individuals and teams at Cal Poly to conduct activities related to R&PD, while maintaining the excellent levels in teaching-related areas.

Considering Cal Poly's position as a public institution within the Cal State system, and the current financial constraints, I believe that it is wise to investigate avenues to strengthen R&PD efforts without relying on a significant enhancement of the financial resources available. On the other hand, although it seems unlikely at this time, we should also explore plans that include the utilization of potential additional resources in the future, e.g. via gifts or donations.

### **Status of R&PD at Cal Poly**

From my perspective as a faculty member, it is not easy to get an overview of the R&PD at Cal Poly. The Web pages of the Office of Research and Graduate Programs are an obvious starting point, and they list various initiatives, research centers, resources and funding opportunities. Not included (or at least not easy to find), however, are activities conducted by individuals, groups, or special initiative such as the Honors program. The Digital Commons recently established in the library may be able to perform some of these functions, but in its current incarnation, it is limited to publications, and not intended for project overviews, or for additional functionalities such as collaboration among faculty.

The recent WASC accreditation cycle produced a wealth of background information on this topic, and the committee will continue to utilize it.

### **Related Efforts**



There are several related and complementary efforts in support of R&PD activities at Cal Poly and similar institutions. At Cal Poly, the Center for Teaching and Learning has been offering seminars, workshops, and presentations not only about issues related to teaching, but also about scholarly work. There is also a WASC Teacher-Scholar focus group looking into the problems and opportunities of performing scholarly work at teaching-oriented institution. A joint WASC-Senate task force, with involvement of several R&PD committee members, proposed a resolution on the Teacher-Scholar model to the Senate.

Similar to the Digital Commons at Cal Poly, other institutions have established or are in the process of establishing institutional repositories. One clear benefit across various types of institutions is the greater visibility of the publications produced at the institution, which often includes student work such as Master's thesis. This not only raises the awareness of R&PD activities among members of the institution as well as the outside world, it is also an important building block for a more active community, and a culture more appreciative of R&PD activities.

#### **Infrastructure, Community and Culture**

While I believe that there is a significant amount of R&PD activities here, there does not seem to be much of a community and culture in place. Creating such a community, or enhancing the currently existing one, requires an infrastructure that allows people with shared interests to communicate and coordinate their activities. A start beyond the Digital Commons could be a Wiki or discussion board, possibly combined with a series of activities organized jointly by the Center of Teaching and Learning, the Office of Graduate Studies and Research, and other relevant campus entities. In the long run, a Center for R&PD (similar to the Center for Teaching and Learning) could be a place to offer presentations and demonstrations of ongoing research projects, workshops and seminars on various aspects of R&PD, and possibly a physical place for people interested in R&PD to get together. While this topic has been on the agenda of the committee, other topics like the clarification of the Teacher-Scholar model at Cal Poly have had higher priority so far.

#### **Student Involvement**

Cal Poly has a relatively large pool of talented and motivated students, comparable to and in some aspects maybe even better than research universities. Many of these students perform work that is clearly relevant for the R&PD activities of faculty involved, and of the institution as a whole. Senior projects or Master's theses, for example, may be of high enough quality to be considered for submission to professional workshops, conferences, and even scientific journals, or they may be of interest for companies and organizations outside of Cal Poly. After the completion of the student projects, however, it can be quite difficult to perform the extra steps needed in order to capitalize on their work. Even with the best intentions, it is often unrealistic to expect publications to result from this work because students will have different priorities (such as finding a job, or starting one), and faculty may not have the time, energy, or knowledge of the work details to convert the student's documentation into a format suitable for publication. The lack of PhD programs here also means that the transition from one "generation" of students rests squarely on the shoulders of faculty. Often all students involved in a particular activity graduate in June, and a new generation has to start from scratch again in the fall. Of course some of this is a fundamental issue that realistically can not be changed. On the other hand, making information about the students' work more easily available could go a long way towards better visibility within and outside of Cal Poly, thus opening up opportunities for outside and continued collaboration and support.

In several of my courses I have had student projects dealing with some of the issues addressed here, such as the redesign of the second floor of the library to establish the Learning Commons, the suitability of using DSpace as an institutional repository for scholarly publications, or the needs and desire of student research project material to be made available in systematic manner.

#### **Funding Sources**

Based on the quality of the faculty and the students here, I believe that Cal Poly could be more successful in attracting outside funding from various sources, ranging from traditional funding agencies like NSF, DARPA, and more domain-specific ones, over foundations, to collaborations with industry. The Office of



Research and Graduate Programs provides valuable services in this area, but faculty still need to investigate time and energy in order to find out about opportunities, and to submit proposals. Based on existing resource constraints, major changes to this model are probably not feasible in the near future. However, one benefit of a more active community would probably be a better awareness and dissemination of funding opportunities, possibly combined with an increase in collaboration among interested faculty. In conclusion, I believe that I have the necessary background, experience, and skills to act as chair of the committee, and that the committee has made valuable contributions under my guidance. Although the resources available to the committee are limited, I am confident that a motivated group of individuals can continue to examine the current status of R&PD at Cal Poly, explore various options to enhance related activities, and offer suggestions to the senate and possibly other interested parties. I would be honored to be able to continue my work in this committee.

Helen Yu, Electrical Engineering – 10 year at Cal Poly, Tenured (incumbent)

As indicated in Cal Poly's recent Strategic Plan and the Institutional Proposal for WASC (Western Association of Schools and Colleges), expectations for faculty work have shifted toward a new "teacher-scholar model" with emphasis on both teaching and faculty research, scholarship, and creative activity (RSCA). Teaching and research are two important and strongly related aspects in faculty professional development; when integrated well, they can complement and support each other. Being a member of the Research and Professional Development (R & PD) Committee during the past two years, I believe I have gained a good understanding about the mission of the committee and I am very motivated to serve for another term. I am also actively participating in many professional development activities myself (such as publication, proposal development, conference organizing, etc.), which gives me the "first-hand" experiences and further strengthens my qualification to serve in the R & PD committee. I hope I can continue to be a committee member so that I can make more contributions in the next two years. Thanks for your consideration.

## College of Liberal Arts

### FAIRNESS BOARD

Brian Kennelly, Modern Languages and Literature – 5 years at Cal Poly, Tenured (incumbent)\*

I have enjoyed serving on the Fairness Board for two consecutive terms and would like to continue serving students in this capacity. Feel free to check with the current chair (as well as past chair) regarding my level of participation and accomplishments. Students can count on me to be fair and impartial.

Matthew Moore, Political Science – 4.5 years at Cal Poly, Tenure Track

I would like to serve on the Fairness Board because of my personal and professional commitment to due process. To be candid, my relevant experience to this point is limited. I have worked extensively with Adrienne Miller and the OSRR to resolve more than a dozen cases of cheating/plagiarism in my classes. Those experiences have convinced me of the importance of clear, thorough syllabi. At the same time, I have served for the past 3 years on the CLA Assessment Council and on my department's Assessment Committee. Both experiences have convinced me of the importance of making grading and assessment expectations and criteria as clear as possible to students.

While those experiences have largely focused on my interest in eliciting particular behaviors from my students, they have also clarified to me that students have a right to expect due process from their professors. That lesson was made even clearer by a student's complaint that I had not made clear the date by which some online quizzes were due. I thought that it was self-evident that all such work had to be turned in by the final exam; the student felt that he should have until grades were due to the registrar to



complete the work, unless I had previously specified a different due date. Although I thought (and still think) that the student was wrong on substance, I thought he was right that I had failed to make the rules clear, and I ultimately gave him the extra time to complete the quizzes. (Then I added explicit language about quiz due dates to all of my syllabi.) My teaching of law-related classes (particular POLS 245: Judicial Process) and my role as coach of the Cal Poly Mock Trial team have also deepened my understanding and appreciation of the importance of due process and efficient institutions to ensure it. In terms of relevant skills and expertise, I would bring to the committee a well-informed, layman's knowledge of due process, nearly 8 years of teaching experience, and the experience of having discovered, documented, and pursued more than two dozen cases of cheating and plagiarism (some of which occurred at other institutions before I came to Cal Poly). More generally, I believe that I would bring fair-mindedness, a commitment to clarity and explicitness in course expectations, and an ability to balance the interests of students and faculty. (I should note that although I have mentioned my experiences with cheating and plagiarism as relevant skills/knowledge, I understand that the Fairness Board does not deal with those issues. I am eager to get experience with other issues of academic fairness and due process.) Finally, I believe that my extensive and successful work with department-level committees and extracurriculars (particularly Mock Trial) demonstrates my diligence, thoroughness, and high degree of organization. If you have any questions about my abilities in this area, I would encourage you to contact either my department chair (Craig Arceneaux) or Adrienne Miller.

#### **GRANTS REVIEW COMMITTEE**

Dawn Neill, Social Sciences - 2.5 years at Cal Poly, Tenure Track (incumbent)

Currently I am an active contributor to service at the department level. In expanding my service commitments to college or university level, I seek to be involved in areas that complement my interests and expertise. Given my past experience, the Grants Review Committee is a good fit. I hold graduate degrees in both Anthropology (PhD) and Public Health Nutrition (MS) and have a broad array of interests related to cultural, biological, and ecological issues, especially in an interdisciplinary capacity. I have earned two research grants from the National Science Foundation (NSF) (Dissertation Improvement Grant, \$12,000, 2004; Cultural Anthropology Research Grant, \$189,371, current). I have also worked with three undergraduate students to formulate and submit research their own proposals to NSF (2 students, funded in 2010; 1 pending funding). I have reviewed grant proposals for NSF-Cultural Anthropology and peer-reviewed papers for *Demography* and *Human Nature*. The main duties of the Grants Review Committee are to evaluate Cal Poly Faculty research proposals (SFSG) and review student submissions for the CSU-wide research competition. Given my experience working with student researchers and writing and reviewing grants, I think I am good fit for the committee.

### **College of Science and Mathematics**

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

Samuel Frame, Statistics – 5 years at Cal Poly, Tenure Track (incumbent) \*

On January 29 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.

#### **CURRICULUM COMMITTEE**

Andrew Schaffner, Statistics – 14 years at Cal Poly, Tenured (incumbent) \*

After heavily investing in the learning curve needed for this committee, it would make little sense for me to not serve on it again as chair.

As chair this year, we have successfully moved forward the 2011-2013 catalog package as well as continue to review curricula under continuous review and for summer CE, which includes the daunting task of evaluating online curricula with little guidance. Consequently, a future goal of the committee is to review, update and revise curricular policy around online curricula so that review guidelines will be transparent, easily implantable, and as flexible as possible to accommodate changing technologies.

While not an official duty of the chair, I also am meditating the revision process for OCOBs International Business and Entrepreneurship concentrations.

My greatest success has been that I've managed to get my committee members to put in 5 hours of meetings/week (plus prep time outside the meetings) during Fall quarter and not having them quit. I'm not sure I could do that again without a mutiny!

#### **FACULTY AFFAIRS COMMITTEE**

Ulric Lund, Statistics – 9 years at Cal Poly, Tenured (incumbent)

I am volunteering to continue my service on the Faculty Affairs Committee.

#### **FAIRNESS BOARD**

#### **INSTRUCTION COMMITTEE**

### **Professional Consultative Services**

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

Shannon Stephens, Athletics – 6 years at Cal Poly (incumbent)

I am submitting this statement to convey my interest in continuing to serve on the Budget and Long Range Planning Committee. I was part of the committee on an interim basis during the 2009-2010 academic year and served as a full member this academic year. The committee has been working to create a transparent budget that is easy to understand and can be shared across campus. It is important that as decisions are made regarding resources that we, as a body, are informed and can give feedback in a timely fashion. I would appreciate the opportunity to continue to serve on this important committee.



#### **CURRICULUM COMMITTEE**

Wendy Spradlin, Liberal Arts Advising – 30+ years at Cal Poly (incumbent)

I have enjoyed serving on this committee over the years. My experience as an academic advisor gives me a unique perspective and insight into the problems that can arise when changes are made to the curriculum without sufficient attention to the needs of continuing students. I would be honored to serve another term.

#### **DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE**

Brett Bodemer, Library – 2 years at Cal Poly, Tenure Track \*

I am the Kennedy Librarian for the College of Liberal Arts, and I would be pleased to be considered for service as the PCS representative on the Distinguished Scholarship Awards Committee. These Awards not only serve as valuable encouragements to Cal Poly faculty, but also raise the profile of research to constituencies beyond the campus, and I would relish the opportunity to contribute to these significant benefits through committee participation. I also strongly believe that continued Kennedy Library representation on the Distinguished Scholarship Awards Committee can help further support for research at Cal Poly, not only through recognition of those ultimately honored with the Awards, but through direct familiarity with the research of all the nominees, which can then inform library decisions for the acquisition of resources.

As the College of Liberal Arts librarian, I will bring broad interdisciplinary knowledge to the work of the committee. As individual signs of qualifications for assessing the merits of research I will point out that, I have published research in more than one field. I have published a historical volume about an English missionary in China during the Boxer Rising (Eastbridge Press), an essay on the history of English-language haiku (Modern Haiku), and an article on the ontology of the book. An article on Rabelais and the library of St. Victor's will appear this spring in the peer-reviewed journal *Libraries & the Cultural Record*. I have also performed peer review for the *International Journal for the Book*, and am serving this year as the Interviews Editor for the campus publication *Moebius*.

I feel that the principles of critical analysis apply equally to all forms of research, and that I am fully able to contribute in a clear-sighted and collegial way to discussions of many types. Such clarity and collegiality should help as the committee solicits nominations, reviews nominations, and selects the names of two finalists to forward to the President's Office.

Finally, I would also like to add that I am hard-working, respect deadlines, and believe that a cheerful disposition goes a long way to making committee work both more enjoyable and more productive

Peter Runge, Library – 1 month at Cal Poly, Tenure Track

As a new member of the Robert E. Kennedy Library and the Cal Poly communities, I am eager to learn more about the scholarship on campus. I am the new Head of Special Collections and Archives at the Kennedy Library, and our mission is to build primary source research collections that reflect and support the polytechnic curriculum of the university. Understanding the type of scholarship on campus will help to inform our collection development activities in the department, which in turn will support the scholarship of our students. My motivation for serving on this committee is, therefore, two-fold: first and foremost is to be exposed to the breadth scholarship on campus and beyond by Cal Poly graduates. Secondly, to learn how Special Collections and University Archives can possibly develop their collections to support the research and scholarship of Cal Poly faculty, students and alumni.

In my previous position as the Curator of Manuscripts and Digital Content at Northern Arizona University, I had the honor of serving on several university-wide committees. Perhaps the most relevant committee I served on at NAU that would be comparable to the Distinguished Scholarship Awards was the Faculty Grants Program – an intramural faculty grant committee designed to encourage and support the scholarship and research of junior faculty and faculty who have changed their research focus. Although the charges, missions and scopes of the two committees may be different, the evaluation process is quite similar. The Faculty Grants Program reviewed and discussed over fifty grant applications each year and made the difficult



decision of awarding grants to a few of the applicants. Although it was challenging to make those final decisions, I appreciated learning about the amazing research that was being conducted on campus. I never felt more connected to the faculty than I did when serving on that committee.

Relevant skills and experiences that would translate to the Distinguished Scholarship Committee are primarily in the evaluation and discussion process of the Faculty Grants Program committee that I served on at Northern Arizona University. The activities of the Faculty Grants Program process required committee members to review, comment and be prepared to discuss all the submitted grant applications. Each committee member was responsible as the primary reviewer for approximately 6 to 8 grants. This required a thorough analysis and preliminary report on the six to eight grants, as well as introducing the grant application and leading the discussion once we met. After the discussion, the primary reviewer was responsible for capturing the committee's discussion and composing the formal letter of recommendation. Committee members were also responsible as secondary reviewers for approximately ten to twelve grants, which entailed providing support to the primary reviewer during the discussion and adding qualitative commentary for the preliminary report. Ultimately, successful applicants received grant awards of between \$6000 and \$15000.

My understanding of the mission and purpose of the Distinguished Scholarship Award is to acknowledge the scholarship occurring on the campus with faculty and students as well as Cal Poly alumni. Although I am quite new to Cal Poly, one philosophical tenet has reverberated loud-and-clear in my short time here – "Learn by Doing." Ensuring that the scholarship on campus, and beyond, enhances the student experience in the classroom and laboratory is of paramount importance to the "Learn by Doing" motto. Another role of the committee is to raise awareness of the scholarship in the Cal Poly community and the professional communities for which the research is contributing.

I will admit to having self-serving motivations for being a member of this committee. As the new Head of Special Collections and Archives, it is my responsibility to connect and partner with faculty and students across the campus in order to raise awareness of Special Collections and University Archives' holdings and the resources and services we offer. Having a better understanding of the scholarship on campus will provide me with an invaluable look at the intellectual activity that is percolating on campus. As a library faculty member, I think it is important to have a member of the Kennedy Library represented on this committee. The Library is one of the most valuable assets and resources of any university campus. Knowing how the Library can continue to connect with and support the scholarship at Cal Poly is critical to remaining a relevant and vital resource for the campus.

#### **GRANTS REVIEW COMMITTEE**

Jeanine Scaramozzino, Library – 2.5 years at Cal Poly, Tenure Track (incumbent)

I would like to continue to work on the Academic Senate Grants Review Committee. I understand the time commitment and requirements. I have personal experience in writing and receiving grants and am comfortable that I will continue to help accomplish the goals of the Grants Review Committee, including the evaluation of the Student Research Competition applications. As a former biologist I was and as a librarian I am required to secure funding for my research. I am comfortable in my understanding of grant processes from the perspective of an applicant, a reviewer, and guide to resources for writing grants. As a librarian and data curation researcher, I bring a different perspective to the table. I feel confident that I will be able to contribute to the committee while better understanding the monies being requested on campus, the faculty research that is being funded, student research, and using that knowledge to help support the campus community with necessary library resources.

#### **INSTRUCTION COMMITTEE**



## SUSTAINABILITY COMMITTEE

Jesse Vestermark, Library – 1 year at Cal Poly, Tenured Track

I am very excited to have the potential opportunity to serve on the Sustainability Committee. As the Librarian for CAED, I am involved with student and faculty research into the wide range of sustainable issues covered by the college, facilitating research on everything from construction materials to foot-traffic.

This breadth covers components of sustainability such as planning and policy-making (through City and Regional Planning), engineering (Architectural Engineering), business (Construction Management) and design and ecology (Architecture and Landscape Architecture). This inter-disciplinary engagement has given me insight a holistic perspective on green issues and the need to address multiple, diverse stakeholders. As a librarian, I have the ability to act as a non-partisan advocate for this variety of perspectives.

I would bring to the committee various, extensive levels of professional and para-professional experience in a range of disciplines. I worked as a special education assistant in the public schools of Madison, Wisconsin for nine years where I honed the ability to listen, mediate, empathize and cultivate the strengths of both individuals and groups. I also have an MFA in painting and drawing, informing a fine-tuned aesthetic sensibility. And perhaps most importantly, in the less than four years since I received my Master's in Library and Information Studies, I have worked on five very different campuses across the country, from Yale to the University of Minnesota to Cal Poly, providing insight into different aspects of green planning and infrastructure in different academic cultures, urban densities and climates.

While I have been on campus only a year, I have utilized four different modes of transportation for commuting (bus, bike, car and foot) and this has given me ideas as to ways to improve the "enticement factor" for green transportation. For one, I would like to see safer and more fluid bike circulation options on the campus' north-west side, especially in the areas surrounding Business/Education, the Business Lawn, Architecture, and the stadium, where bike, foot and car-traffic often conflict. I understand these issues both as a participant amongst students, but also as a faculty member who is concerned about safety and promoting individual desire for a pleasant—even enjoyable—commuting experience. And because I work jointly with students and faculty, I believe there is great potential for engaging student energy, ideas and passion in such projects and perhaps even creating new educational opportunities in the process. Cal Poly has clearly been a frontrunner in the sustainability movement through the Talloires Declaration and I hope to be able to contribute to this proud tradition in my first Academic Senate appointment.

## **DISTINGUISHED TEACHING AWARDS COMMITTEE**

### **CONTINUING MEMBERS**

CAFES – Bill Hendricks  
CAED – Mike Lucas  
CENG – Phil Nico  
CSM – Nanine Van Draanen

### **ORFALEA COLLEGE OF BUSINESS**

Cyrus Ramezani, Finance – 11 years at Cal Poly, Tenured \*

I have been at Cal Poly for 11 years and have won several distinguished teaching awards at my college (OCOB, Lockheed Martin, Apple Polisher, MBA and Finance Area). I also have been a finalist for the campuswide Distinguished Teaching Award.

Prior to coming to Cal Poly I taught at the University of Wisconsin (Madison) for a decade, University of California (Berkeley for two years and Santa Cruz for one year), and University of Cambridge (one year) and received various recognitions for my teaching efforts at these institutions.

I have served as a department chair for the past five years and have gained much experience in evaluating and assessing the teaching effectiveness of the faculty in my area. I have also served on the RPT committee at my college and in that role have been in the position to assess the teaching effectiveness of the faculty across diverse disciplines.

I would like to utilize this experience to serve on the University Distinguished Teaching Awards Committee.

### **COLLEGE OF LIBERAL ARTS**

India D'Avignon, Music – 4.5 year at Cal Poly, Tenured Track

In my previous positions as Department Chair and Chair of the Undergraduate Faculty at Capital University, my former teaching institution for twenty-plus years, I volunteered to serve on several college and university committees that screened candidates for teaching and service awards. The teaching award is the most esteemed honor we offer our colleagues, and I would be proud to continue my involvement on such a committee here at Cal Poly.

Recognition of exceptional faculty teaching is valuable not only for the person(s) receiving the honor, but also for the rest of us in the profession at Cal Poly. We hear about unique ideas used in the classroom, hear from appreciative and engaged students who were positively impacted by the extra effort, and we consciously or unconsciously compare our performance with those being honored. Their wards can ultimately benefit us all.

My goal is to do my best as a member of the committee and to offer suggestions and ask questions when appropriate.

My expectations are that there will be several meeting of discussion after having read the applications for the wards. I am hoping to meet new and interesting faculty from other department/colleges on campus.



## UNIVERSITY COMMITTEES VACANCIES 2011-2012

ACADEMIC ADVISING COUNCIL – (Two vacancies from different colleges)

Matt Carlton, Statistics – 12 years at Cal Poly, Tenured (incumbent)

I've been a member of AAC for 7 years and co-chair for 4 years. We are about to transition into a new era, with the creation of an AVP position for advising. I would like to work with the Council and the new AVP to make the transition go smoothly. And, as always, I hope to bring a faculty voice to the council and ensure faculty advising is never overlooked.

ACADEMIC COUNCIL FOR INTERNATIONAL PROGRAMS (ACIP)

Mike Geringer, Management – 19 years at Cal Poly, Tenured

International aspects of education are my passion, personally and professionally. For example, I have a Ph.D. in International Business, I have taught international business courses for over 20 years on 5 continents, and I am the recipient of the first International Educator Award from Cal Poly. I have authored over 20 books on international business topics, as well as over 100 articles, chapters and related publications. I also have written over 40 case studies involving international business. I am on 6 editorial boards of international business-focused journals. I served as the coordinator for Cal Poly's International Business Management concentration for approximately 15 years and supervised the senior projects that became the first and second International Career Conference at Cal Poly (as well as some subsequent ICCs). I have led Study Abroad for Cal Poly students through IEP (to Australia) and have interviewed students for study abroad and for internships abroad. I am a founding faculty advisor for the International Business Club and for the AIESEC international internship club at Cal Poly. I have been an adjunct faculty member teaching in leading programs in Canada, the USA, Finland, Poland, Hungary, Australia, Singapore, Taiwan, China, Indonesia, Korea, and South Africa. I previously served on the International Education and Programs Council and I am actively involved in their activities dealing with study abroad, including meeting with visitors from other universities. I have visited Cal Poly study abroad programs in Denmark, France, Hungary, and Australia. I have lived in multiple nations around the world, gaining familiarity with their cultures and institutions. I have developed or fundamentally redesigned several of the international business courses at Cal Poly, including Bus 303, 402, 403, 405, 406, and GSB 578. I have developed and delivered innovative "learn-by-doing" international simulations at Cal Poly (e.g., Bus 303, 402, 403, 578). My teaching evaluations in international business classes have averaged over 3.8 out of 4.0 since the year 2000. *INTERNATIONAL PROGRAMS ARE MY LIFE AND I AM COMMITTED TO HELPING THEM TO BE AS EFFECTIVE AND APPROPRIATE AT CAL POLY AS I POSSIBLY CAN!*

James Keese, Social Sciences – 12 years at Cal Poly, Tenured (incumbent)

Please accept this statement expressing my desire to complete a second (and final) three-year term as Cal Poly's representative on the CSU Academic Council for International Programs. The ACIP is the oversight body for CSU International Programs, which is the year-long study abroad program for the CSU system. As Cal Poly's ACIP member, I currently chair the Student Affairs Committee and am a member of the Executive Committee. At Cal Poly, I organize the student interview committees, promote CSU IP, and act as a liaison between Cal Poly faculty and the ACIP. The chair of the ACIP has requested that I renew for a second term in order to take advantage of the accumulated knowledge that I have gained during my first term.

I have demonstrated a high level of involvement in international education and study abroad at Cal Poly. I was the resident director for Cal Poly's Peru program (2007, 2008, 2009), Mexico program (2001, 2002, 2006), and Spain program (2005). I (along with Craig Arceneaux) wrote the proposal for the Peru program and conducted the site visits. I also conducted site visits for Mexico's program review. In addition, I am the co-founder of Cal Poly's Latin American Studies Program.



I am very passionate about sending students abroad, and believe that I have the skills and experience needed to be Cal Poly's ACIP member.

Executive Council Member

Chair of the Student Affairs Committee

Attend 3 meetings a year in Long Beach

Contact faculty and form student-interview committees at Cal Poly

Interview students and write evaluations for all applicants

Make presentations to promote international Programs on campus

Review all student applications system-wide

(504/ADA) ACCOMMODATION REVIEW BOARD:

Xi Wu, Mechanical Engineering – 5.5 years at Cal Poly, Tenure Track

I am interested in the **University Committee: Accommodation Review Board**. The reasons are the following: (1). As a junior faculty member, I have handled with more than 20 DRC students in the past five years. Some of them shared their experience with me about the unfair treatment. I fully understand their predicament. I believe I will make fair judgment when reviewing complaints about the issues of discrimination due to disabilities. (2). If I get promoted to associate professor in June of 2011, I need to do more services. This is certainly a good time for me to get involved. Since I have served in Faculty Affair Committee of the University in the past 3 years, I know how the university committee works. I am now pursuing to gradually serve in the leadership role on this committee in the future.

ASI BOARD OF DIRECTORS

ATHLETICS GOVERNING BOARD

Katie McCormick, Art & Design – 8 years at Cal Poly, Tenured (incumbent)

Now in my third year on the Athletics Governing Board, I have served the most time of all the current faculty representatives. During my time on the board, I have had the opportunity to be exposed to a wide variety of issues for which we thoroughly discuss, and when necessary, make important recommendations. In addition to the topics we deal with at our regular board meetings, I have also worked with Ken Walker and learned more about his responsibilities as the Faculty Athletic Representative. Thanks to his introductions and guidance, I have worked with Shannon Stephens (Assistant Athletic Director for Academics) and his staff to the extent that I have a thorough understanding of the outstanding and innovative services and support they provide, as well as the goals and priorities, and the challenges they continually face in supporting our student athletes in such a constantly changing environment. I believe this is a very important issue— that of being both a student and an athlete in a very challenging academic environment at Cal Poly. I think it is important and of value to the group that I contribute my knowledge and experience as a continuing faculty representative on the Athletics Governing Board. In my eight years as a professor of design at Cal Poly, I have also had the opportunity to have many student athletes in my classes, and I currently serve as a faculty advisor to 'Block P' (the Cal Poly Student Athlete Advisory Committee – SAAC) and I have become familiar with their events and community outreach. In addition to attending many of the Block P events, I think it is also relevant to mention that I am a very big supporter of Cal Poly Athletics, and attend many games and matches for a variety of sports.

My initial interest in serving as a member of the Athletics Governing Board came from several perspectives: the experience of having been a two-sport intercollegiate player (tennis, soccer) and having been a student athlete myself; a focus of my professional design work on sport (including working for Adidas for five years, having independent clients (through McCormick Design) such as the New York Yankees and the Cincinnati Reds, and collaborating on three books about golf); active following of intercollegiate sports; and on-going participation in sport currently through cycling, marathon running, and golf. I appreciate both the joy of sport and the intrinsic value of participation as an



opportunity to learn something about myself. It is in this appreciation that athletics participation is a learning experience that is particularly relevant to the intercollegiate scene, and it is the responsibility of coaches, athletic administrators, and institutions to provide this kind of environment for student-athletes. As we enter a new era for this group's role and mission— making recommendations to our new President Armstrong, and working with our recently appointed Athletics Director, Don Oberhelman — I believe it is critical that we have a faculty representative on the board who has a dealt with issues and practices in past years, and is therefore able to help the transition, and when appropriate, provide information to our board, which currently has many new members, and will have even more newcomers next fall. I have a sincere and genuine interest in having our athletics programs continue to be successful and competitive in competition, and I feel it is important to continue the positive momentum that Alison Cone and her team left in place. In addition, I attended the meetings for each candidate during the Athletics Director search, and I am extremely pleased with the committee and President Armstrong's decision. I would be very committed to providing information gained from my experience and support to Mr. Oberhelman as he looks to further Alison's successful work, as well as look at new and innovative ways to strengthen Cal Poly athletics and the experiences of our student athletes.

It has been a privilege to serve on the Athletics Governing Board the last few years. For many of the reasons described above, I believe that I provide a very unique perspective and valuable input to the board in the best interest of the success of Cal Poly Athletics and all of our student athletes. I am a firm believer in the responsibilities we all share in serving on the Athletics Governing Board (in our different roles with the University), and I am not only dedicated to providing a broad and positive learning experience for our student athletes so that they will take those lessons with them far beyond their years at Cal Poly, but I would also very much enjoy being part of the group as we move forward with the new leadership of very talented and capable people.

#### CAL POLY HOUSING CORPORATION BOARD

#### CAL POLY PLAN STEERING COMMITTEE

#### CAMPUS DINING ADVISORY COMMITTEE

Neal MacDougall, Agribusiness – 14 years at Cal Poly, Tenured (incumbent)

I am in my second year as a member of the Campus Dining Advisory Committee and have found it enlightening. As a professor in the Agribusiness Department, I have found that the concerns of Campus Dining – be it student demand issues, quality control issues, facility management issues – all relevant to the Agribusiness curriculum. In the course of meetings of the committee as well as conversations with Mike Thornton, I have become increasingly familiar with the structure of Campus Dining and, in particular, how it operates within the constraints of Cal Poly Corporation. I believe that the learning that has occurred in the past two years can be built upon. One of the goals for the coming year will be to figure out if there is a particular role that the Academic Senate can play in terms of better expressing the desires of faculty with respect to the ongoing redesign of food management at Cal Poly.

#### CAMPUS FEE ADVISORY COMMITTEE

#### CAMPUS PLANNING COMMITTEE – (Two vacancies)

#### CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE

Samuel Frame, Statistics – 5 years at Cal Poly, Tenure Track (incumbent)

Ten days after I graduated from Cal Poly (B.S. Statistics, 2001), I began working for Toyon Research Corporation as an Intelligence, Surveillance, and Reconnaissance Algorithm Analyst in Goleta, CA. Nearly three months later, America faced the terrorism event of September 11, 2001. For five years, I worked at Toyon on a variety of Defense and Intelligence related projects (while concurrently obtaining my PhD from University of California, Santa Barbara). As a faculty member, alumni, and former Defense



Consultant, I am in a unique position to offer my services to the Campus Safety and Risk Management Committee, and I would enjoy being a junior faculty member of this committee.

COMMITTEE ON UNIVERSITY CITIZENSHIP (CUCIT)

Saeed Niku, Mechanical Engineering – 28 years at Cal Poly, Tenured

I previously served on this committee until someone on the Senate Executive Committee wrongly accused me to get off this committee for political reasons. I would still like to serve on this important committee.

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION

Virginia Anderson, Theatre and Dance – 2 years at Cal Poly, Tenure Track

I could not be more motivated to serve on the University's Coordinating Committee on AIDS/HIV. For over a decade, my research, work beyond academia, and community service have been devoted to HIV/AIDS. I passionately believe in AIDS education through community partnerships and collaboration and I am a fierce advocate for AIDS Support Network (ASN) of San Luis Obispo County. Indeed, I moved to San Luis Obispo two months prior to my appointment at Cal Poly in order to attend the ASN display of the NAMES PROJECT AIDS Memorial Quilt and to meet Cleve Jones, the Quilt's creator. The volunteer work I have done with ASN since that time is part of a long continuum of AIDS advocacy and education through regional AIDS service organizations.

I was honored to be selected for the inaugural class of Larry Kessler Scholars, a highly selective fellowship program sponsored by AIDS Action Committee (AAC) of Massachusetts honoring scholarship and dedication to human rights advocacy and social justice. During that time, I worked as a housing advocate for clients who were homeless or in danger of becoming homeless and engaged in multiple seminars concerning HIV/AIDS transmission, prevention, education, legal strategies, the history of the epidemic, medical treatment, and community outreach. Prior to my work in Boston, I volunteered with the Minnesota AIDS Project (MAP) and as an active member of AIDS and HIV Awareness (AHA!) at Carleton College.

Several conferences have complemented my work for these regional HIV/AIDS service organizations and I'm confident they would serve me well on Cal Poly's Coordinating Committee on AIDS/HIV. I was chosen as a Sponsored Fellow by the National Center for HIV, STD, and TB Prevention and the Centers for Disease Control and Prevention, allowing me to take part in the 2007 National HIV Prevention Conference in Atlanta. I was also fortunate to participate in the International AIDS Conference in Toronto, Ontario in 2006 through a Tisch Active Citizen Summer Fellowship through Tufts University.

My work with HIV/AIDS crosses many disciplinary boundaries. I've traveled to China and Cuba to conduct research concerning their political and cultural responses to the AIDS epidemic. My research, writing, and components of my teaching are grounded in the interdisciplinary study of the context of the AIDS epidemic. My doctoral dissertation, *Beyond Angels: Broadway Theatre and the AIDS Epidemic. 1981-2006*, focused on the affect and representation of HIV/AIDS on Broadway in the context of popular perceptions of HIV/AIDS. I've presented on related topic at over a dozen conferences and I've published in both peer-reviewed journals as well as an anthology devoted to the 1980s. Since I began this work, it has been extremely important to me to ground my work in the reality of living with HIV today.

I have been volunteering with ASN ever since I moved to San Luis Obispo and I have been happy to introduce Cal Poly students to its programs and services, most recently through a course I taught winter 2011 entitled *The AIDS Epidemic in Theatre and Film* and the musical I directed, *Falsettos*, which

addresses the earliest years of the AIDS epidemic. One group created an outstanding documentary concerning the perceptions and reality of HIV/AIDS in San Luis Obispo County, focusing on Cal Poly and drawing on contacts I was happy to facilitate. I look forward to continuing to work with students, staff, faculty and the community concerning HIV/AIDS over the years ahead.

I understand that the committee requires someone who will work effectively with a group representing diverse aspects of campus and community life to plan and coordinate a comprehensive



educational program concerning HIV/AIDS. I also understand that the committee works together to develop and review administrative procedures related to AIDS and HIV infection. My experience working as a housing advocate for Boston's AIDS Action Committee has trained me well in the official language of policy and regulation and I have every confidence in my ability to tackle responsibilities related to HIV/AIDS. Wherever and whenever questions arise, I'd be happy to draw on the many resources I've been fortunate to know over the years.

#### DEANS ADMISSIONS ADVISORY COMMITTEE

#### HEALTH SERVICES OVERSIGHT COMMITTEE

Samuel Frame, Statistics – 5 years at Cal Poly, Tenure Track (incumbent)

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

#### INCLUSIVE EXCELLENCE COUNCIL

Erin Echols, Student Affairs – 4.5 years at Cal Poly

I am passionate about joining the Inclusive Excellence Council. For the past 2 years I have attended their meetings as a guest so that I could learn about the committee's efforts and share opinions.

I believe that all Cal Poly students should have the opportunity to participate in a diverse campus. Efforts that support not only increasing the diversity of students, but of faculty and staff, and of course offerings are crucial to creating change. As a member of this committee, I feel that I can support the current efforts of the committee, and also add in my voice as a member of the queer community on campus.

In my role as the Coordinator of the Pride Center, I carry on direct work with our queer students and students of color, which gives me a unique perspective on the campus climate. I am also exposed to the many efforts of my Student Life and Leadership Department in terms of gender equity, service learning, greek life, and other co-curricular involvement.

In the past I have sat on the University Diversity Enhancement Council (UDEC) and the UDEC sub-committee on LGBT Affairs. I currently serve on the Women's Safety Committee, the Status of Women Committee, and the Academic Senate Fairness Board.

Jennifer Teramoto Pedrotti, Psychology & Child Development – 8 years at Cal Poly, Tenured (incumbent)

I would like to state my interest in continuing my status as a faculty member of the Inclusive Excellence Council for an additional term. As a scholar in the field of psychology whose writing and research specializes in the areas of multicultural psychology and multicultural competence, I feel I bring a viewpoint and specific skills that are closely aligned with the goals and aims of this council.

#### *Experience in Diversity Service Work*

As a member of the IEC these past two years I have served as a member of the Assessment subcommittee and have worked with others on two main projects (the Intergroup Dialogs program and the Train the Trainers program) in terms of development, implementation, and consultation. As a psychologist, I have been able to give input on collection of assessment data, and information about the likelihood of success of these types of program. In addition, as an instructor who teaches courses in diversity with regard to psychology, I have been able to consult in terms of techniques, common obstacles, and other aspects of these programs.

As a member of the Department of Psychology and Child Development, I have much experience in developing diversity initiatives and groups. In 2006, I worked with another colleague to develop (and co-chair) a Diversity Committee for our department, which offers direction and education to the other members of our faculty. In the past five years, we have completed many endeavors that have assisted our department in becoming more multiculturally competent. These include such activities as creating and analyzing results from a diversity-related needs assessment for our department and implementing various steps of action based on the results of this assessment. As examples, our Psychology major program now



requires as one of its core courses PSY 472: Multicultural Psychology (a course I co-created with a colleague), and three of our four concentration options also require specific diversity-oriented support courses. In addition, our committee works to offer formal education on diversity topics. In the past three years at our faculty retreat we have organized Ally training (from our Pride Center on campus) for the faculty of our department, and had a speaker from Ethnic Studies (Dr. Denise Isom) speak on the topics of racism and discrimination and how these might play out both intentionally and unintentionally in student discussions and activities in the classroom. This past year we invited members of the Counseling Center to speak to us about ways in which we as faculty might engage our students into discussions of these topics in any class (i.e., not only classes geared for diversity such as Multicultural Psychology). We are continually looking for opportunities to expand our resources in this way (e.g., creating brown-bag meetings to discuss diversity topics specifically related to teaching). I feel, as the co-chair, I have been instrumental in helping our department to take steps toward becoming more multiculturally competent as a whole.

In addition to working with the Diversity Committee, I also involve diversity topics in all of my courses and operate from a broad definition of culture that is inclusive of differences with regard to race, ethnicity, sexual orientation, socioeconomic status, gender, and nation of origin (similar to the way in which the university statement discusses and defines diversity). Diversity topics are continuous topics that are woven into the class material, as opposed to treating them as special topics to be discussed on one or two days.

Since creating and having experience teaching Multicultural Psychology, I have been conducting research with a colleague regarding the effects of this class on students with regard to developing their ethnocultural empathy toward groups other than their own. Preliminary results show that participation in this class has significantly increased students ethnocultural empathy, and in a greater amount than a control group.

Because of my specialty, I am often sought out as a faculty advisor by students of color and first generation college students, and this has allowed me to hear many personal stories of experiences that have occurred on the Cal Poly, San Luis Obispo campus. I feel this strengthens my understanding of the climate on campus, and would assist me in working with others on this council. Finally, as a person of color myself who has lived in both ethnically diverse and nonethnically-diverse areas of the country, I feel that I bring a personal understanding as to the importance of inclusive excellence as a university goal.

In summary, I believe that my experience both personally and professionally with diversity issues (including multiple publications on these topics), background in the field of counseling psychology, training in assessment and research, and personal experience as an incumbent member of this committee qualify me to continue membership in this council. I hope to continue to have the chance to serve the university in this role.

#### INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

#### INTELLECTUAL PROPERTY REVIEW COMMITTEE (One vacancy each from CAFES, OCOB, CENG, CSM)

Bing Anderson, Finance – 6 years at Cal Poly, Tenured (incumbent)

I have been serving on the Intellectual Property Review Committee for a few years by now. Last year, I chaired the committee. Currently, we are revising the University Intellectual Property Policy. The work may very well go beyond my current term. By having me to continue to serve on the committee, we can ensure some continuity in this work. I am familiar with the discussions so far about the policy. I know the work of the committee in the past several years. I want to utilize these knowledge and experience to continue to contribute to the committee.

Lee Burgunder, Accounting & Law – 27 years at Cal Poly, Tenured

My primary research focus involves IP law so I have some expertise. I have previously served on the IP committee from 1995-1997 and 2001-2002.



John Chen, Mechanical Engineering – 3 years at Cal Poly, Tenure Track (incumbent)

I have enjoyed serving on this committee for the past two years and learning about the intellectual property process on campus and to be aware of the current state of the university in terms of its intellectual property output and portfolio. I expect to continue to add my voice as the CENG representative to the development of policies regarding IP on campus, and to ensuring the matters that come up before the committee are considered by someone with my experience and background.

In terms of goals for myself and this committee, I would like to see more consideration be given to increase the opportunities for students and faculty to pursue projects that lead to inventions and patents, and to improve, in general, the spirit of entrepreneurship on campus.

Bruce Golden, Dairy Science – 4 years at Cal Poly, Tenured (incumbent)

I am very interested in the general area of management of university IP. I have had experience developing and licensing IP from a prior university. I have successfully started and lead a technology company and have patented IP. Also, my experience as a CEO and a department head have given me the opportunity to develop skills in agreement development including licensing of IP and customer/supplier contracts. I have served on this committee for two years and enjoy the interaction and development of the University's IP.

#### INTERNATIONAL EDUCATION AND PROGRAMS (IEP) COUNCIL

Kevin Fagan, Modern Languages & Literatures – 10 years at Cal Poly, Tenured (incumbent)

I wish to continue 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 ten 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 for years in Ireland, Spain, Italy, Mexico, Chile and Texas.

At Cal Poly, I have been Academic Senator for the College of Liberal Arts during 2008-10.

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.

Mike Geringer, Management – 19 years at Cal Poly, Tenured

International aspects of education are my passion, personally and professionally. For example, I have a Ph.D. in International Business, I have taught international business courses for over 20 years on 5 continents, and I am the recipient of the first International Educator Award from Cal Poly. I have authored over 20 books on international business topics, as well as over 100 articles, chapters and related publications. I also have written over 40 case studies involving international business. I am on 6 editorial boards of international business-focused journals. I served as the coordinator for Cal Poly's International Business Management concentration for approximately 15 years and supervised the senior projects that



became the first and second International Career Conference at Cal Poly (as well as some subsequent ICCs). I have led Study Abroad for Cal Poly students through IEP (to Australia) and have interviewed students for study abroad and for internships abroad. I am a founding faculty advisor for the International Business Club and for the AIESEC international internship club at Cal Poly. I have been an adjunct faculty member teaching in leading programs in Canada, the USA, Finland, Poland, Hungary, Australia, Singapore, Taiwan, China, Indonesia, Korea, and South Africa. I previously served on the International Education and Programs Council and I am actively involved in their activities dealing with study abroad, including meeting with visitors from other universities. I have visited Cal Poly study abroad programs in Denmark, France, Hungary, and Australia. I have lived in multiple nations around the world, gaining familiarity with their cultures and institutions. I have developed or fundamentally redesigned several of the international business courses at Cal Poly, including Bus 303, 402, 403, 405, 406, and GSB 578. I have developed and delivered innovative "learn-by-doing" international simulations at Cal Poly (e.g., Bus 303, 402, 403, 578). My teaching evaluations in international business classes have averaged over 3.8 out of 4.0 since the year 2000. *INTERNATIONAL PROGRAMS ARE MY LIFE AND I AM COMMITTED TO HELPING THEM TO BE AS EFFECTIVE AND APPROPRIATE AT CAL POLY AS I POSSIBLY CAN!*

Thomas Korman, Construction Management – 7 years at Cal Poly, Tenured

I have been increasingly interested in the International Education and Programs. In March 2011, I will be leading a group of students to Guanacaste, Costa Rica to participate in a service-learning project in conjunction with the Electri-International/National Electrical Contractors Association (NECA) annual Cross-Border Meeting.

Our first visit in March will serve as a planning trip to conduct an energy audit and perform a design for a solar photovoltaic system, which will ultimately benefit a school, orphanage, church, etc. A follow up visit will be planned during Summer 2011 to install the system with the assistance of a local electric utility.

This experience has sparked an interest in me to become more involved with the international education and programs and to consider programs of a similar nature. I have seen the many benefits for both faculty and staff. The students are so eager to be able to use the knowledge they have attained at Cal Poly to benefit those who are less fortunate. The experience has broadened my perspective and well as the students' perspective on how technology can be utilized to improve the quality of life in developing countries.

I would like to be considered for the International Education and Programs Council so that I may continue to further my understanding of the types of opportunities and challenges students, staff, and faculty encounter with international education and programs. I feel that my membership on the council would enable me to work towards establishing and creating more meaningful international relationships and encourage more participation.

Prior committee experience at Cal Poly has included membership on the University 504/ADA Accommodation Review Board and University Advisory Committee on Workplace Violence. In addition, I have served 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.

#### STUDENT HEALTH ADVISORY COMMITTEE

Samuel Frame, Statistics – 5 years at Cal Poly, Tenure Track (incumbent)

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

#### SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE

Mary Peracca, Student Affairs Counseling Services – 11.5 years at Cal Poly, Tenured (incumbent)

I am interested in continuing to serve on the Substance Use and Abuse Advisory Committee (SUAAC) as a part of my role in Counseling Services as the Alcohol and Drug Specialist. I provide individual and group counseling to both mandated and voluntary students presenting with substance abuse issues. I would like to



continue to be involved at the University and community level to address the impact of substance abuse on student's academic and personal successes and to create solutions to this widespread problem. I have been involved with the restructuring and taking over as co-chair of the SUAAC Programming Committee this year. I am serving as the liaison to the SUAAC Steering Committee. I have enjoyed collaborating with other University departments on the Programming Subcommittee over the past 8 years and would like to continue that work as a representative of the Academic Senate. My current goal is to increase collaboration with faculty to engage them in alcohol and drug abuse prevention efforts.

#### UNIVERSITY UNION ADVISORY BOARD

Erin Echols, Student Affairs – 4.5 years at Cal Poly

I am very interested in being a representative on the University Union Advisory Board (UUAB). I have worked in the University Union for over 4 years as a staff member, and my center, The Pride Center, has been housed in the space for the last 2 years. Before coming to Cal Poly, I worked as the Assistant Coordinator of Campus Activities at Colby-Sawyer College in New London, NH. In this role I supervised staff and students in the operations of the Campus Center and The Lodge, a unique recreation and study space on campus.

In my role as the Coordinator of the Pride Center, I carry on direct work with our queer students and students of color, which gives me a unique perspective on the campus climate and use of spaces. I am also exposed to the many efforts of my Student Life and Leadership Department in terms of gender equity, service learning, greek life, and other co-curricular involvement.

I believe in the importance of spaces on campus that serve the needs of our students, as well as plan for our future students. As a member of this committee, I feel that I can support the current efforts of the committee, and also add in my voice as a resident of the University Union.

In the past I have sat on the University Diversity Enhancement Council (UDEC) and the UDEC sub-committee on LGBT Affairs. I currently serve on the Women's Safety Committee, the Status of Women Committee, and the Academic Senate Fairness Board.

Adopted:

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

AS-\_\_-11

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM:  
BACHELOR OF SCIENCE IN AGRICULTURAL COMMUNICATION**

- 1 RESOLVED That the proposed new degree program, **Bachelor of Science in Agricultural**  
2 **Communication**, be approved.

Proposed by: Agricultural Education and Communication  
Department  
Date: February 16 2011



Summary of Statement of Proposed New Degree Program

February 16, 2011

1. Title of proposed program:

Bachelor of Science degree in Agricultural Communication

2. Reason for proposing the program:

The Bachelor of Science degree in Agricultural Communication was developed to address a specific need within the agriculture industry and fill the void created by not having a degree in Agricultural Communication in existence within the CSU system and California. Industry professionals, including the members of the Industry Advisory Council of the Agricultural Education and Communication Department, note a need for professional communicators with a specific knowledge of the complex agronomic, environmental and economic conditions within the agriculture industry. As a major California industry, agriculture plays a pivotal role in our state's economic future. This degree is being developed to assist the industry in the daunting task of communicating the importance of the food and fiber system to its more than 37 million citizens of the State.

In a college-wide strategic visioning activity, the College of Agriculture, Food and Environmental Sciences' faculty and staff identified the increasing need for social, people and communication skills. Additionally, participants recognized the need for industry and academic partnerships. The declining public image of agriculture was identified as a social trend.

The Agricultural Communication major will help the college address its strategic plan by enhancing the students' ability to communicate effectively. The students will be provided instruction within the classroom, as well as being provided experiential opportunities both on- and off-campus to further develop their communication skills. Experiential opportunities include such things as internships, work experience, and collaborative assignments in the Brock Center for Agricultural Communication.

3. Expected student learning outcomes and methods for assessing outcomes:

**Learning Outcomes** – Upon successful completion of the program, students will be able to:

- A. Demonstrate and apply excellent written, verbal, listening and visual communication skills.
- B. Demonstrate knowledge of current communications practices, including effective writing, layout and design, photography, computer skills, and oral communication.
- C. Demonstrate the ability to work in a professional communication setting through experiential-learning (i.e. internships, work experience, student organizations).
- D. Analyze and communicate effectively about major issues in agriculture, including the acquisition of information from credible sources and distilling it into proper form for distribution.
- E. Understand the importance of effective communication in the agriculture industry.
- F. Use and evaluate technologies that enhance the communication process.

- G. Apply ethical practices in daily work and recognize media and corporate roles and responsibilities in the industry and society.
- H. Demonstrate awareness and sensitivity to cultural demographics of an increasingly global agriculture industry.
- I. Develop a high degree of agricultural literacy and an adequate reservoir of skills and knowledge in agricultural subjects to meet the need of the agricultural communication profession and the industry.
  - a. **Agricultural Business and Economics** – Demonstrate an understanding of a range of topics in agricultural business including marketing, agricultural economics and government policies that affect agricultural business.
  - b. **Agricultural Systems Technology** – Demonstrate an understanding of a range of topics in agricultural systems including safety principles and practices, and operation of power equipment.
  - c. **Animal Science** – Demonstrate an understanding of animal production practices and animal facilities management.
  - d. **Environment and Natural Resources** – Demonstrate an understanding of the principles of sustainability and the relationship between agriculture, the environment and society.
  - e. **Food Science** – Demonstrate an understanding of food processing and food safety.
  - f. **Plant Science** – Demonstrate an understanding of topics in plant science, including plant nutrition, crop production practices and emerging technologies.
  - g. **Agricultural Issues** – Demonstrate an understanding of the current issues affecting agriculture.

#### Assessment Methods

Scoring Rubrics: Scoring rubrics were developed for each embedded signature assignment in each course offered with the AGC prefix.

Constituent assessments – Assessments of learning outcome achievements by important constituency groups such as members of agricultural and related industries, alumni, and graduating seniors help determine our success in achieving the desired learning outcomes and guide program improvement. Feedback from the industry advisory council and surveys will be employed.

#### Feedback Mechanisms

Curriculum improvement – A departmental curriculum committee evaluates the data collected and implements curricular adjustments (may include revisions of course content, development of new courses, or revisions of requirements or sequencing) to increase learning outcome achievement levels.

Student evaluations – Faculty will utilize the feedback from student evaluations to guide improvements in teaching techniques, learning activities, equipment, and alterations in course content or emphasis to improve each course's ability to foster the desired outcomes.

Direct student involvement in funding decisions – The student fee committee in the department will make recommendations regarding the expenditures of funds to improve the program and enhance student learning experiences.



Industry Advisory Council – The program will be annually reviewed by a group of industry professionals/experts.

**4. Anticipated student demand:**

	<u>at initiation</u>	<b>Number of Students</b>	
		<u>3 years after initiation</u>	<u>5 years after initiation</u>
<b>Number of Majors</b>	40	100	150
<b>Number of Graduates</b>	0	30	75

**Indicate briefly what these projections are based upon:**

Given the history of the Agricultural Communication minor, it is anticipated the students at the initiation of this major will come primarily from the Agricultural Science major. A few students currently pursuing a minor in Agricultural Communications may also decide to pursue the major instead.

**5. If additional resources (faculty, student allocations, support staff, facilities, equipment, etc.) will be required, please identify the resources needed and from where you expect them to come:**

There is no anticipated need for any additional resources. In fact, the students currently pursuing their interest in Agricultural Communication through the Agricultural Sciences major must complete 192 units to graduate. This major requires only 180 units. The program is more likely to initially decrease resource needs rather than increase the resources required.

**6. If the program is occupational or professional, briefly summarize evidence of need for graduates with this specific education background:**

The students who have earned the minor in agricultural communications have enjoyed a favorable job market. Anecdotal, some of the top students are in positions of influence in the agricultural policy arena. The last three California Secretaries of Agriculture and a former Governor have employed our graduates as a part of their communication team. Other alumni with the agricultural communication minors own public relations agencies or communication firms.

**7. If the new program is currently a concentration or specialization, include a brief rationale for conversion:**

Cal Poly currently offers a minor in Agricultural Communication with approximately 40 students enrolled. The conversion primarily affects students enrolled in the Agricultural Science major with a Career Area Path of Agricultural Communication. Such students would experience a change in degree requirements from 192 units to 180 units to graduation.

8. **If the new program is not commonly offered as a bachelor's or master's degree, provide a brief, compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major which has potential value for students:**

No campus in the California State University System offers a degree in Agricultural Communication. No other CSU campus offers a *minor* in agricultural communication; however, CSU Chico and CSU Fresno allow students to focus their studies in agricultural communication within the agricultural education major.

In Land Grant Universities across the United States, agricultural communication has emerged as a separate and distinct discipline. Some of the notable universities with agricultural communication majors include The Ohio State University, Texas A&M University, Kansas State University, Oklahoma State University, University of Florida, University of Missouri-Columbia, and others.

There are twenty chapters of Agricultural Communicators of Tomorrow (ACT) with close to 400 student members. The ACT is a widely recognized student professional organization within the agricultural communication profession. Cal Poly has had a highly successful ACT chapter for many years. Three former Cal Poly students have served as national officers of the ACT association

9. **Briefly describe how the new program fits with the mission and/or strategic plan for the department, college, and university:**

#### **Campus Mission**

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

The agricultural communication major fits with the campus mission by fulfilling the following specific provisions:

- By applying communication theory to practical projects in agricultural communication;
- By offering a broad-based curriculum; and
- By emphasizing ethics in mass media.

#### **CAFES Strategic Plan**

In a college-wide strategic visioning activity, the College of Agriculture, Food and Environmental Sciences' faculty and staff identified the increasing need for social, people and communication skills. Additionally, participants recognized the need for industry and academic partnerships. The declining public image of agriculture was identified as a social trend.

Following this activity, core values for the College of Agriculture, Food and Environmental Sciences emerged. Leadership development was highlighted as one of the core values. The statement in the document reads, "*we emphasize student leadership and the development of management skills, particularly as they relate to communication, cooperation and teamwork*".

The Agricultural Communication major will help the college address its strategic plan by enhancing the students' ability to communicate effectively. The students will be provided instruction within the classroom, as well as being provided experiential opportunities both on- and off-campus to further develop their communication skills. Experiential opportunities include such things as internships, work experience, and collaborative assignments in the Brock Center for Agricultural Communication.



## BS AGRICULTURAL COMMUNICATION

MAJOR COURSES	
AGC 102 Orientation to Agricultural Communication	2
AGC 339 Internship in Agricultural Communication	4
AGC 407 Agricultural Publications	4
AGC 426 Presentation Methods in Agricultural Communication	4
AGED 404 Agricultural Leadership	3
<i>Senior Project</i> AGED 460 Research Methodology (1) AGC 461 Senior Project I (1) AGC 462 Senior Project II (1)	3
BIO 111 General Biology <i>or</i> BIO 161 Introduction to Cell & Molecular Biology (B2/B4)*	4
CHEM 110 World of Chemistry (B3/B4)*	4
COMS 301 Business & Professional Communication	4
COMS 416 Intercultural Communication (USCP)	4
ECON 222 Macroeconomics (D2)*	4
ENGL 310 Corporate Communication	4
GRC 377 Web and Print Publishing <i>or</i> JOUR 390 Visual Communication for the Mass Media	4
JOUR 203 News Reporting and Writing	4
JOUR 205 Agricultural Communications	4
JOUR 312 Intro to Public Relations	4
MATH 118 Pre-Calculus Algebra <i>or</i> MATH 116/117 (B1)*	4
STAT 217 Introduction to Statistical Concepts and Methods <i>or</i> STAT 218 Applied Statistics for the Life Sciences (B1)*	4
<i>Agricultural Business &amp; Economics</i> AGB 212 Agricultural Economics (4) AGB 301 Food and Fiber Marketing (4) AGB 312 Agricultural Policy (4)	12
<i>Agricultural Systems Technology</i> BRAE 121 Agricultural Mechanics (2) BRAE 141 Agricultural Machinery Safety (3)	5
<i>Animal Science</i> ASCI 112 Principles of Animal Science (4) Choose 1 additional: ASCI 221 Intro to Beef Production (4) ASCI 222 Systems of Swine Production (4) ASCI 223 Systems of Sheep Mgmt (4) ASCI 224 Equine Science (4) DSCI 230 General Dairy Husbandry (4) PM 225 Intro to Poultry Management (4)	8
<i>Diversity in Agriculture</i> AGB 401 Managing Cultural Diversity in Ag. Labor Relations	4
<i>Environment and Natural Resources</i> SS 121 Intro to Soil Science (4) AG 360 Holistic Management (4) (F)* BRAE 340 Irrigation Water Management (4) Choose 1 additional: (D5)* NR 308 Fire and Society (4) NR 323 Human Dimensions in Natural Resources Mgmt (4)	16
<i>Food Science</i> FSN 230 Elements of Food Processing (4)	8

FSN 275 Principles of Food Safety and Hazard Analysis (4)	
<i>Plant Science</i> HCS 120 Principles of Horticulture and Crop Science	4
<i>Agricultural Issues</i> Choose 1 course: AG 452 Issues Affecting California Agriculture ASCI 476 Issues in Animal Agriculture BOT 329/HCS 329 Plants, Food and Biotechnology	4
Electives – 7 units selected to enhance expertise in any area of study. Limited to maximum of 3 units of special problems and enterprise projects.	7
<b>Total Major Units</b>	<b>136</b>

GENERAL EDUCATION	
72 required; 28 units in major Min of 12 units required at 300-400 level	
<b>Area A Communication</b>	<b>12</b>
A1 ENGL 133/134	4
A2 COMS 101/102	4
A3 Reasoning, Argumentation and Writing	4
<b>Area B Science and Math</b>	<b>0</b>
B1 Math/Stats (in major)	0
B2 Life Science (in major)	0
B3 Physical Science (in major)	0
B4 Lab taken with either B2 or B3	0
<b>Area C Arts and Humanities</b>	<b>20</b>
C1 Literature	4
C2 Philosophy	4
C3 Fine/Performing Art	4
C4 Upper Division Elective	4
Area C Elective (any class from C1-C4)	4
<b>Area D/E Society and the Individual</b>	<b>12</b>
D1 American Experience	4
D2 Political Economy (in major)	0
D3 Comparative Social Institutions	4
D4 Self Development (CSU Area E)	4
D5 Upper Division Elective (in major)	0
<b>Area F Technology Elective</b>	<b>0</b>
Area F (in major)	0
<b>Total GE</b>	<b>44</b>
<b>Total Units</b>	<b>180</b>