



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE

Tuesday, April 5 2011
01-409, 3:10 to 5:00pm

- I. Minutes: None.
- 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. Business Item(s):
 - A. **[TIME CERTAIN 3:30] Resolution on Proposed New CAFES Department: Natural Resources Management and Environmental Sciences (NRES)**
Department: Moody, Department Head for NRM/Piirto, Department Head for ERSS (pp. 2-9).
 - B. **Resolution on Posting Program Learning Objectives in Cal Poly Catalog:**
Derelian/Giberti/Sparling for the Integration and Student Learning Task Force (p. 10).
 - C. **Resolution on Course Learning Objectives/Outcomes in Syllabus:**
Derelian/Giberti/Sparling for the Integration and Student Learning Task Force (pp. 11-12).
 - D. **Academic Senate/university committee vacancies for 2010-2012:** (p. 13).
 - E. **Academic Senate/university committee vacancies for 2011-2013:** (pp. 14-29).
 - F. **Approval of nominees to the Academic Senate Graduate Programs Subcommittee for 2011-2013:** (p. 30-31).
 - G. **Approval of nominees to the Academic Senate Curriculum Appeals Subcommittee for 2011-2012:** (p. 32).
 - H. **Approval of remaining caucus chairs for 2011-2012:** please bring names.
 - I. **Approval of OCOB senator for 2011-2013:** please bring name.
- V. Discussion Item(s):
- VI. Adjournment:

Adopted:

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

AS- __-11

**RESOLUTION ON PROPOSED NEW COLLEGE OF AGRICULTURE, FOOD AND
ENVIRONMENTAL SCIENCES DEPARTMENT: NATURAL RESOURCES
MANAGEMENT AND ENVIRONMENTAL SCIENCES (NRES) DEPARTMENT**

1 WHEREAS, The College of Agriculture, Food and Environmental Sciences (CAFES) has
2 identified several benefits for combining two current departments—Natural
3 Resources Management (NRM) and Earth and Soil Sciences (ERSS)—into one
4 new department called **Natural Resources Management and Environmental**
5 **Sciences Department**; and
6

7 WHEREAS, These benefits, as well as the structure of the new department, are outlined in the
8 attached *Reorganization NRM-ERSS Cooperative Agreement to form Natural*
9 *Resources Management and Environmental Sciences (NRES) Department*;
10

11 WHEREAS, Approval for combining these two departments into a single new department has been
12 approved by the Dean of CAFES, both NRM and ERSS department heads, and all,
13 except one, NRM and ERSS faculty members; therefore be it
14

15 RESOLVED That the proposal for a new CAFES department, **Natural Resources**
16 **Management and Environmental Sciences Department**, be approved.

Proposed by: College of Agriculture, Food and
Environmental Sciences

Date: March 20 2011

Reorganization NRM-ERSS Cooperative Agreement to form Natural Resources Management and Environmental Sciences (NRES) Department

Reorganization Committee: Tom Rice, Chip Appel, Samantha Gill and Brian Dietterick

Department Heads: Lynn Moody and Doug Piirto

March 7, 2011

Representatives from the Natural Resources Management Department and the Earth and Soil Sciences Department, in open communication with all faculty and staff from these departments and the Dean of the CAFES, propose a reorganization to form a new department housing all existing programs. The new department name will be **Natural Resources Management and Environmental Sciences (NRES)**. Numerous committee and department meetings have identified benefits, challenges, and resolutions to reorganizing. This document summarizes important items that have been discussed and agreed upon by faculty and staff from both departments.

Reorganization will:

1. Address the worldwide societal need to teach and train individuals equipped to manage natural resources and understand important environmental issues including climate change, ecosystem degradation at every scale due to pollution and contamination, water quantity and quality, scarcity or depletion of resources, with a focus on sustainability.
2. Combine faculty with complimentary and collaborative expertise. New faculty hires will be shared among programs, improve- faculty research opportunities, provide more effective course offerings, and enhance- employment opportunities for our graduates.
3. Provide a single department capable of addressing the increasing demand prospective students have to pursue meaningful natural resources and environmental science and management careers.
4. Maximize efficiency of staff to serve a broader-based student population.

The existing departmental resources along with several discussion items are outlined below.

A. Faculty and Administrative positions

Department Head

The current makeup of faculty will be reorganized in the new department under one Department Head. That Department Head will be Dr. Douglas Piirto. The commitment

of Dr. Piirto satisfies the desire of the Dean to have a Department Head that is committed full time to the start-up of NRES. The present Department Head of the Earth & Soil Sciences Department will return to an academic year faculty appointment at Professor rank (1.0 FTEF). A national search to fill the department head position will commence in a time frame commensurate with Dr. Piirto's retirement to successfully recruit an individual that best represents the new department. The search will take place during the final year of Dr. Piirto's appointment as Department Head, assuming he is able to anticipate that decision one-year in advance. Having Dr. Piirto become the Head of the new department, allows ample time for the new department to be better established and improve the likelihood that highly-qualified candidates will be recruited. Further there is the recommendation that "at least one degree in forestry is preferred" be in the list of desired qualifications to best maintain industry advancement opportunities and meet accreditation standards to maintain eight forestry-related faculty. If the Department Head were not to have a forestry background, it is understood that an additional forestry faculty position will be needed to preserve the accreditation standard.

Faculty

The current faculty and staff personnel composition is as follows:

Earth and Soil Sciences

Name	Rank	Area of Expertise	Appointments other than teaching within ERSS	ERSS FTEF
Dr. Lynn Moody	Prof	Soil Physics, Pedology, Mineralogy, Geology	0.3	0.7
Dr. Chip Appel	Assoc. Prof	Soil and Water Chemistry, Tropical Soils		1.0
Dr. Thomas Rice	Prof	Soil Science, Pedology		1.0
Dr. Terry Smith	Prof	Soil Fertility		1.0
Soil/landscape ecologist	Asst. Prof	Recruitment		1.0
				1.0
Dr. Brent Hallock	FERP	Soil and Water Conservation, Erosion Control		0.50

Natural Resources Management

Name	Rank	Area of Expertise	Appointments other than teaching within NRM	NRM FTEF
Dr. Douglas Piirto	Prof	Silviculture, Forest Operations and Utilization	0.3	0.7
Dr. Chris Dicus	Prof	Fire		1.0
Dr. Brian Dietterick	Prof	Forest Hydrology, Watershed Management	0.67*	0.33
Dr. Samantha Gill	Prof	Forest Biometrics	0.25	0.75
Dr. John Harris	Prof	Outdoor Recreation/Conflict Management		1.0
Dr. Scott Sink	Asst. Prof	Forest Management		1.0
Dr. Rich Thompson	Prof	Resource Economics		1.0
Dr. James Vilkitis	Prof	Environmental Planning		1.0
Dr. Norm Pillsbury	FERP	Watershed Management/Forest Mensuration		0.50
Dr. Wally Mark	FERP	Forest Heath/ Forest Management		0.50

*Administrative FTEFs from service as Director of Swanton Pacific Ranch

Administrative and Technical Staff

Earth and Soil Sciences

Name	Rank	Area of Expertise	Admin FTEF	
Lisa Wallravin	ASC I	Administrative Coordinator	1.00	
Craig Stubler		Technician	1.00	

Natural Resources Management

Name	Rank	Area of Expertise	Admin FTEF	
Ellen Calcagno	ASC II	Administrative Coordinator	1.00	
Jeff Reimer		Technician	1.00	

B. Curriculum

Majors

All four majors (Forestry and Natural Resources, Environmental Management and Protection, Earth Sciences, and Soil Science) as well as the five minors (Disaster Management and Homeland Security, Geographic Information Systems for Agriculture, Water Science, Soil Science, and Land Rehabilitation) have been solely or jointly administered by NRM and ERSS. Under NRES these programs will be administered by curriculum groups who make recommendations to tenure-track faculty and the Department Head. Decisions will be made about the best program strategies (which may include combining majors) that are achievable by NRES and provide the greatest benefit to our students.

Graduate programs

The MS in Forest Science and the MS in Agriculture with specializations in Soil Science will continue to be administered as they presently exist.

C. Voting rights

Each tenure-track faculty member within NRES will have the same vote on all future departmental matters.

D. Department funding model

There will be one centralized departmental budget. This budget will consist of state, corporation, and CBF accounts. Allocation of CBF funds will be determined by committee recommendation to the Department Head. Particular emphasis will be on assessing individual program needs and student representation in those programs.

Budgets from the existing two departments will be combined into one operational budget for NRES and will be the responsibility of the Department Head.

E. Personnel

Personnel evaluation committees will consist of committee members from the Cal Poly tenured faculty with consultation of the person being evaluated. The guiding principles for all department personnel policies will be based on a combination of the currently existing personnel policies of each department.

No faculty or staff positions will be lost by the formation of NRES.

Staff responsibilities will be determined by the Department Head upon consultation with all staff members.

F. Physical Resources

No physical resources will be lost by the formation of NRES.

Department office is proposed to be in the new Science and Math Building (to be completed in 2014). Until that building is completed, Building 11 and Building 26 will be staffed under the direction of the Department Head with consultation of faculty and staff.

Equipment and storage rooms will be maintained as they currently exist.

All existing and planned classroom space currently within the NRM or ERSS departments will be maintained and scheduled by representatives of NRES.

The Earth & Soil Sciences Department currently maintains a cooperative arrangement with Geology faculty in the Physics Department regarding use of the ERSS Department vans for field trips for GEOL and ERSC courses required of, or restricted electives for, Earth Sciences and Soil Science majors, and students pursuing the Geology Minor. This cooperative arrangement will continue.

G. Swanton Pacific Ranch Participation

The Directorship of the Ranch has been connected to the Natural Resources Management Department since 1996. It is desired this association be maintained and continue to include a 0.67 responsibility to the Dean of the CAFES and a 0.33 Department responsibility. Additionally, faculty and staff participation will continue in various advisory and professional capacities including the position of forest coordinator, participation in forest management committees, educational planning, computer and GIS support, field trip coordination, and teaching assignments.

H. Class Scheduling

For an initial two-year period, staffing plans and scheduling will be done by a committee of the current schedulers under the purview of the Department Head. After this two year period, the faculty and staff will discuss designating one scheduler for NRES.

I. Accreditation and Certifications

Maintaining accreditation by the Society of American Foresters (SAF) is crucial to the FNR major and will continue to be a priority.

Maintaining the curricula of the new department in order to ensure graduates meet U.S. Office of Personnel Management (OPM) standards (GS 457 – Soil Conservation, GS 460

- Forestry, GS 470 - Soil Science, GS 1315 - Hydrology, etc.) for various avenues of government employment as well as professional certifications such as CPSS - Certified Professional Soil Scientist, CPESC - Certified Professional in Erosion and Sediment Control and others mutually agreed to by the faculty will continue to be a priority.

J. Committee Assignments

All faculty members are expected to participate in Departmental, CAFES, and University committees as is appropriate for their expertise and experience. CAFES committees will each have one representative from NRES.

K. Department Visioning and Strategic Planning

Visioning and strategic planning for the new department formation will commence immediately with participation from the full faculty and staff from both departments. The expectation is that a new visioning and strategic plan would be well underway by the time NRES is formed.

L. Advisory Council

There will be one advisory council for NRES. This advisory council will initially be composed of the members from the current ERSS and NRM advisory councils, with the understanding that the make-up of the advisory council shall change over time.

M. Department Name

The name of the department, Natural Resources Management and Environmental Sciences (NRES) was selected after open discussions among faculty, staff, advisory councils, and other constituencies beginning in November 2010. Numerous surveys were taken and a decision was reached by faculty vote on February 15, 2011.

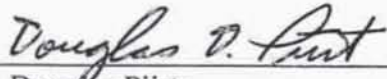
N. Discussion and Agreement


Significant discussion on forming a new department in CAFES has been occurring for a long time but in earnest since August 2010. Numerous meetings have been held that have involved faculty, staff and to some extent our students. A signature page is attached to this document that indicates two situations:

1. Confirmation that fair and open discussions on the creation of a new CAFES department have occurred.
2. Consensus in terms of moving ahead with the creation of a NRES Dept. per the discussion items that are described in this document.

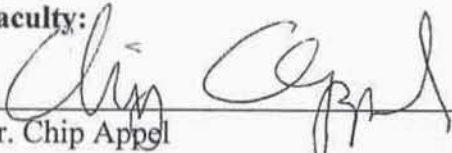
Signature page


Current Department Heads:


Dr. Douglas Piirto


Dr. Lynn Moody

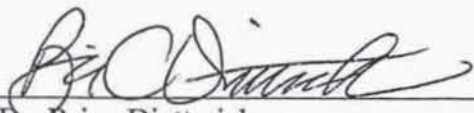
Faculty:


Dr. Chip Appel


Dr. Scott Sink


Dr. Chris Dicus


Dr. Terry Smith


Dr. Brian Dietterick

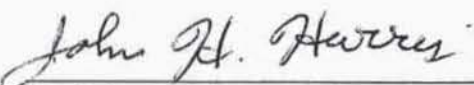

Dr. Richard Thompson


Dr. Samantha Gill



Dr. James Vilkitis

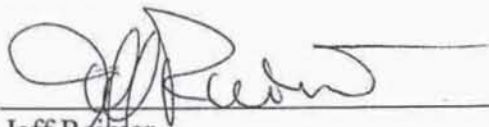

Dr. Brent Hallock

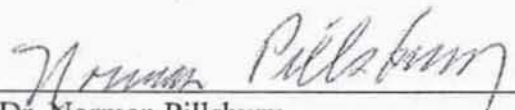
Staff:

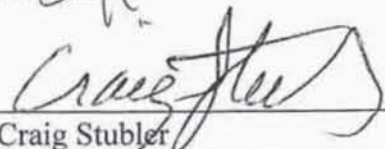

Dr. John Harris


Ellen Calcagno

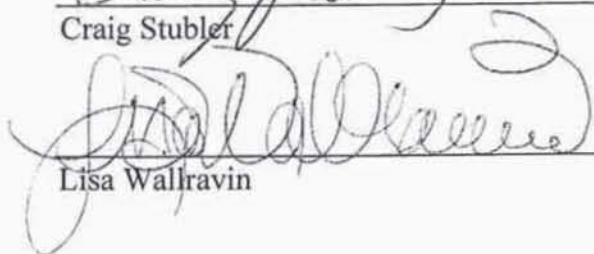

Dr. Wally Mark


Jeff Reimer


Dr. Norman Pillsbury


Craig Stubler


Dr. Thomas Rice


Lisa Wallravin

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

AS-__-11

**RESOLUTION ON POSTING PROGRAM LEARNING OBJECTIVES
IN CAL POLY CATALOG**

- 1 WHEREAS, The WASC visiting team has recommended that “considerable effort needs to
2 occur in the next 18 months to assure: 1) that there is alignment between
3 university, program, and course learning objectives across the institution; and 2)
4 that all learning objectives appear systematically in university documents”; and
5
- 6 WHEREAS, This recommendation reflects the consensus on best practice among WASC-
7 member institutions; and
8
- 9 WHEREAS, In the course of program review, academic programs report their program learning
10 objectives (PLOs) and map them to the University Learning Objectives (ULOs);
11 and
12
- 13 WHEREAS, As a part of Educational Effectiveness Review (EER), programs have also
14 reported their PLOs to the Academic Senate and explained their alignment with the
15 ULOs; and
16
- 17 WHEREAS, PLOs are defined by the faculty to promote the clarity and coherence of the
18 program; and
19
- 20 WHEREAS, PLOs apply to all students in the program; and
21
- 22 WHEREAS, The availability of PLOs provides students and others with the general goals of the
23 major, while outlining the structure of knowledge, skills, and values associated
24 with the discipline; and
25
- 26 WHEREAS, The Cal Poly online catalog is the official source of university information; and
27
- 28 WHEREAS, the program/department reviews catalog information on a regular basis; therefore
29 be it
30
- 31 RESOLVED That program learning objectives (PLOs) be listed with other program information
32 in the Cal Poly online catalog.

Proposed by: WASC/Academic Senate Integration and
Student Learning Task Force
Date: March 21 2011

Adopted:

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

AS-__-11

**RESOLUTION ON INCLUDING
COURSE LEARNING OBJECTIVES/OUTCOMES IN SYLLABUS**

1 WHEREAS, The WASC visiting team has recommended that “considerable effort needs to
2 occur in the next 18 months to assure: 1) that there is alignment between
3 university, program, and course learning objectives across the institution; and 2)
4 that all learning objectives appear systematically in university documents”; and
5

6 WHEREAS, This recommendation reflects the consensus on best practice among WASC-
7 member institutions; and
8

9 WHEREAS, In the design of the curriculum, the faculty is responsible for developing course
10 learning objectives/outcomes (CLOs) that align with the program learning
11 objectives and apply to all the students in a particular course; and
12

13 WHEREAS, CLOs already exist for general education courses and are required in new course
14 proposals; and
15

16 WHEREAS, CLOs can help students to be more intentional and reflective about their learning,
17 while helping faculty to assess that learning; and
18

19 WHEREAS, AS-716-10 declares that “the purpose of assessment is to support academic
20 planning and program improvement”; and
21

22 WHEREAS, AS-716-10 has resolved “that findings or data resulting from such assessment must
23 not be used in making retention, tenure, and promotion decisions nor placed in an
24 individual faculty member’s personnel action file”; and
25

26 WHEREAS, The most direct and student-centered way to state CLOs is to include them in the
27 course syllabus; and
28

29 WHEREAS, Such a statement provides a map to expected learning across the whole of the
30 course and does not abrogate the exercise of a faculty member’s professional
31 judgment regarding pedagogy or the needs of particular students; and
32

33 WHEREAS, AS-644-06 already requires "that every instructor shall make available to each
34 student in his/her class, during the first class meeting, a written course syllabus"
35 and specifies the information to be provided; therefore be it
36

37 RESOLVED That the existing policy be revised to include CLOs among the information to be
38 provided in a syllabus.

Proposed by: WASC/Academic Senate Integration
and Student Learning Task Force
Date: March 21 2011

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

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)

ACADEMIC SENATE COMMITTEE VACANCIES FOR 2011-2013

* Indicates willingness to chair committee

College of Architecture and Environmental Design

DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE

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

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

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.

College of Engineering

CURRICULUM COMMITTEE

FACULTY AFFAIRS COMMITTEE

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.

College of Science and Mathematics

FAIRNESS BOARD

INSTRUCTION COMMITTEE

Professional Consultative Services

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.

INSTRUCTION COMMITTEE

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.

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

Dean Arakaki, Electrical Engineering – 9 years at Cal Poly, Tenured (incumbent)

I have served on this committee for the past 5 years. I am interested in ensuring that Cal Poly admits the most capable students from the applicant pool. Hence, I would like to be involved in the examination and possible modification of multi-criteria admissions (MCA) policies in determining student admission eligibility.

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 Electric-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.

NOMINATIONS FOR ACADEMIC SENATE GRADUATE PROGRAMS SUBCOMMITTEE 2011-2012

COLLEGE OF AGRICULTURE, FOOD, AND ENVIRONMENTAL SCIENCES

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN

COLLEGE OF LIBERAL ARTS

Elizabeth Lowham, Political Science

I have served as the Director of the Master of Public Policy program within the Department of Political Science since August of 2007. When I came to Cal Poly, the program was relatively new, so I have a unique view on the skills, work, and resources needed to initiate and grow a graduate program. As Director, my duties include program supervision and implementation, curriculum development, student advising and placement, and admissions. I recently oversaw the program review of the graduate program as part of the Department of Political Science's program review. In addition to serving on several departmental committees, I chair the Department's MPP Committee, am actively involved with the University Graduate Studies Committee, and serve on the Faculty Advisory Board for the Liberal Arts Engineering Studies program.

My primary focus as director of the MPP program has been on the growth and continued development of the Master of Public Policy program that delivers superior results. I believe my knowledge, passion, and energy for graduate studies in a comprehensive polytechnic university will serve the Subcommittee, the Academic Senate, and the University well.

I believe graduate programs are an important component of the 21st Century Comprehensive Polytechnic University and allow us, as a University, to continue to develop Cal Poly's reputation for quality education. I see the Graduate Programs Subcommittee as providing institutional support for high-quality, rigorous and innovative graduate programs that capitalize on, and contribute to, Cal Poly's unique identity and strengths.

COLLEGE OF ENGINEERING

Gene Fisher, Computer Science

I am the graduate coordinator for Computer Science. I am interested in and qualified for serving on this subcommittee

David Marshall, Aerospace Engineering

I have been active within the Aerospace Engineering Department's graduate program since I stated at Cal Poly in 2004. My first quarter I taught a graduate class, and I have taught at least one graduate class each year since then. In total I have taught 4 different graduate classes. I have supervised nearly 30 MS theses and have been a member of another 25 MS thesis committees. My professional development activities have me employing graduate student to perform research with NASA personnel and other professional. My classes and research activities have provided me a valuable perspective on graduate classes and programs in a wide variety of programs on campus (from Mathematics and Science to most of the Engineering programs).

I plan on continuing my active engagement of graduate students, and I have become very familiar with the state graduate education and research here at Cal Poly. I believe that my experience will provide a valuable perspective when reviewing graduate courses and programs.

COLLEGE OF SCIENCE AND MATH

Caixing Gu, Mathematics

I have been teaching at Cal Poly since 1996. For the first few years I was very active in research and was awarded two NSF grants. I have always been interested in curriculum issues for both undergraduate and graduate programs. I was on the department curriculum committee for several years in the past. But I have not been much involved in university wide committees. Now I am interested and I feel can contribute.

ORFALEA COLLEGE OF BUSINESS

PROFESSIONAL CONSULTATIVE SERVICES

03.29.11 (gg)

NOMINATIONS FOR ACADEMIC SENATE CURRICULUM APPEALS COMMITTEE

2011-2012

[Highlighted information is the stated criteria for this committee.]

DAVE HANNINGS (Horticulture & Crop Sci Dept):

As most of you know, I served as the chair of the Academic Senate Curriculum Committee for seven years. That service was interrupted by two years' service as Chair of the Academic Senate. Before that I was Senate Vice Chair for two years and served as caucus chair for my college starting sometime in the early 1990s.

Among many other resolutions, policies, and procedures, I authored the campus Diversity Learning Objectives, and co-authored the proposal and resolution establishing this appeals committee. I pay attention and do my homework.

On a technical note, I am now a FERP. I am on campus fall and spring quarters teaching. Winter quarter I would be available for service on this committee after I return from South America on January 25.

I would be pleased to serve on this committee and help improve the curriculum appeals process.

DANIEL VILLEGAS (Economics Area)

I understand the role of the Curriculum Appeals Committee will be to make decisions on course proposals that are pulled from the Academic Senate consent agenda.

I believe that my past service on the Academic Senate Curriculum Committee, the GE Governance Council, the GE Task Force, the USCP Committee and the College of Business Undergraduate Programs Committee provide the experience to make informed curriculum decisions.

If I am chose to serve on the Curriculum Appeals Committee, then I will do my best to make decisions that conform with university guidelines and policies, and are in the best interest of Cal Poly students and faculty.