



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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, March 27 2012**  
**01-409, 3:10 to 5:00pm**

- I. Minutes:  
**Approval of Academic Senate Executive Committee minutes for February 21 2012**  
(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:
  - F. ASI:
  - G. Other:
- IV. Business Item(s):
  - A. **Approval of PCS senators: Amie Hammond (2012-2013) and Monica Schechter, 2012-2014.**
  - B. **Resolution on Shared Governance:** Ken Brown, representative for Faculty Affairs Committee (pp. 4-11). See attached e-copy of "Shared Governance Reconsidered." This is background material for the resolution. Before printing, please note it is 52 pages. A copy does not need to be brought to the meeting).
  - C. **Resolution on For Profit Course Material Sites:** ExecCom, (pp. 12-14).
  - D. **Academic Senate/university committees vacancies for 2012-2013:** (pp. 15-26).
- V. Discussion Item(s):
  - A. **Bruno Giberti—WASC Site Team visit April 3-5.**
  - B. **[CONFIDENTIAL: EXECUTIVE COMMITTEE MEMBERS ONLY]** Naming of building. (Materials to be sent electronically.)
- VI. Adjournment:

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

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, February 21, 2012**  
**01-409, 3:10 to 5:00pm**

- I. Minutes: The minutes of January 24 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: Fernflores reported that all Academic Senate task forces are working on their various charges. Faculty Trustee Bernadette Cheyne is scheduled to visit Cal Poly on May 28. A motion was made and passed to amend today's agenda to include a resolution in support and commendation for President Armstrong's defense of academic freedom.
  - B. President's Office: Kinsley reported that President Armstrong is co-chairing a CSU committee on quarters vs. semesters and is also serving on a subcommittee, which is discussing many issues including a 3-tier tuition system. Trustee Margaret Fortune is scheduled to visit Cal Poly on April 10-11.
  - C. Provost: none.
  - D. Statewide Senate: LoCascio reported that the CSU Academic Affairs Committee passed a resolution suggesting that the CSU not sell any kind of tobacco products. In addition, there was some discussion on the implications of passing a resolution on a vote of no confidence. Foroohar reported that the Shared Governance Subcommittee is discussing three different resolutions: a resolution on procedures by administration in response to senate resolutions, a resolution on vote of no confidence, and a resolution on tracking of passed resolutions.
  - E. CFA Campus President: Thorncroft reported that the CFA Board of Directors has voted to call for a strike vote in mid-April, exact date to follow. Contract negotiation is in the mediation stage and a lot can happen between now and the conclusion of bargaining.
  - F. ASI Representative: Titus reported that a task force has been formed to decide on the best way to educate students on the issue of student success fee.
  - G. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
  - A. **Resolution on Support and Commendation for President Armstrong's Defense of Academic Freedom (Executive Committee):** Foroohar presented this resolution requesting the commendation of President Armstrong for his strong leadership in protecting the core principles of academic freedom. M/S/P to agendize the resolution.

- B. Academic Senate/university committee and task force vacancies for 2011-2013:** The following appointments were made:
- |                                    |                          |
|------------------------------------|--------------------------|
| Cal Poly Plan Steering Committee   | Samuel Frame, Statistics |
| <u>Academic Assessment Council</u> |                          |
| CAFES                              | Doris Derelian, FSN      |
| OCOB                               | Dan Villegas, Economics  |
- C. Resolution on Shared Governance (Faculty Affairs Committee):** Brown presented this resolution which requests that a task force be set up to revise the Constitution of the Faculty to include shared governance in the definition of the functions of the Academic Senate. M/S/F to agendize the resolution. The resolution was sent back to the Faculty Affairs Committee for revisions.
- D. Resolution on Academic Senate Distinguished Scholarship Awards Committee Procedures (Distinguished Scholarship Award Committee):** Bodemer presented this resolution, which requests the endorsement of the Distinguished Scholarship Awards Committee procedures. M/S/P to approve the procedures.
- E. Resolution on Concentration Definition (Curriculum Committee):** Schaffner presented this resolution, which revises the definition of concentrations on CAM beginning with the 2013-2015 catalog. M/S/F to agendize the resolution.

VI. Discussion Item(s): none.

VII. Adjournment: 5:06 pm

Submitted by,

  
Gladys Gregory  
Academic Senate



Adopted:

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

AS-\_\_-12

**RESOLUTION ON SHARED GOVERNANCE**

1 WHEREAS, One of the key tenets of quality higher education is shared governance in which  
2 responsibility for the running of the university is shared by faculty, staff, students,  
3 administrators, and trustees; and  
4

5 WHEREAS, The American Association of University Professors (AAUP) "Statement on Governance  
6 of Colleges and Universities" 1990 and Academic Senate California State University  
7 (ASCSU) "Shared Governance Reconsidered: Improving Decision-Making in the  
8 California State University" 2001 characterize the best practices of shared governance;  
9 and  
10

11 WHEREAS, Cal Poly has a long history of participation in shared governance; and  
12

13 WHEREAS, Our new President, Provost, along with various other new higher administrators and  
14 Deans newly or soon to be hired may be unfamiliar with the implementation of shared  
15 governance at Cal Poly, and  
16

17 WHEREAS, The faculty, for their own sake, also have an interest in explicitly articulating what shared  
18 governance means at Cal Poly; therefore be it  
19

20 RESOLVED: The faculty affirm its primary responsibility for such fundamental areas as curriculum,  
21 subject matter and methods of instruction, research, faculty status, and student  
22 educational processes; and be it further  
23

24 RESOLVED: On matters wherein faculty has primary responsibility, decisions of trustees and the  
25 President should concur with faculty judgment except in rare circumstances, and for  
26 reasons clearly communicated to the faculty; and be it further  
27

28 RESOLVED: The faculty should, following such communication, have opportunity for further  
29 consideration and further transmittal of its views to the trustees or president; and be it  
30 further  
31

32 RESOLVED: The faculty should strive to apply the model of shared governance detailed in Appendix  
33 C of the ASCSU report in The Constitution of the Faculty and the Bylaws Of The  
34 Academic Senate; and be it further  
35

36 RESOLVED: The Academic Senate revise the preamble to the Constitution of the Faculty to include  
37 shared governance in the definition of the functions of the Academic Senate as follows:  
38

39 We, the faculty of California Polytechnic State University, San Luis Obispo, in  
40 order to meet our academic responsibilities, hereby establish this Constitution of  
41 the Faculty for our governance. The responsibilities of the faculty, the powers

42 necessary to fulfill those responsibilities, and the collegial form of shared  
43 governance are based on historic academic traditions that have been recognized  
44 by the people of the State of California through their legislature.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: March 13, 2012

# Statement on Government of Colleges and Universities

*The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.*

*It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.*

*Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.*

*This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)*

## 1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard



for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

## 2. The Academic Institution: Joint Effort

- a. *Preliminary Considerations.* The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

- b. *Determination of General Educational Policy.* The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

- c. *Internal Operations of the Institution.* The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or uni-

versity. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.<sup>1</sup>

- d. *External Relations of the Institution.* Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.<sup>2</sup> There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

### 3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.



The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.<sup>3</sup>

#### **4. The Academic Institution: The President**

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office

is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

### 5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.<sup>4</sup> On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.<sup>5</sup>

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.



### On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

### Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 3-11, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," *ibid.*, 12-15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*Policy Documents and Reports*, 3-4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]



Adopted:

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

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**RESOLUTION ON FOR PROFIT COURSE MATERIALS WEBSITES**

- 1 WHEREAS, The number and variety of for-profit web sites distributing student-uploaded  
2 course materials, including lectures notes, practice quizzes, actual quizzes and  
3 actual exams is increasing; and  
4
- 5 WHEREAS, One such site, Course Hero, currently has materials for hundreds of Cal Poly  
6 courses and at least some of the faculty whose materials are posted there did not  
7 even know about this web site let alone that their course materials were posted  
8 therein (<http://www.coursehero.com/sitemap/states/California/>); and  
9
- 10 WHEREAS, The for-profit distribution of faculty-generated course materials by any  
11 unauthorized entity violates the faculty's intellectual property rights  
12 (<http://rgp.calpoly.edu/policyIP.html>); and  
13
- 14 WHEREAS, The for-profit distribution of student-generated lecture notes violates the  
15 Standards for Student Conduct (Title 5, Article 2, Section 41303  
16 <http://www.osrr.calpoly.edu/standardsforconduct/title5.asp>); therefore be it  
17
- 18 RESOLVED: That the Academic Senate acknowledge and publish the attached general  
19 guidelines regarding protecting copyright course materials provided by Albert  
20 Liddicoat, Associate Vice Provost, Academic Personnel.

Proposed by: Academic Senate Executive Committee  
Date: March 21, 2012

## SUGGESTIONS TO PROTECT COURSE MATERIALS WHICH FACULTY MAINTAIN ARE COPYRIGHT PROTECTED

- Professors who choose to upload their documents on the internet should only do so through a password protected system such as Polylearn.
- Professors should instruct students about copyright issues and inform students that they are not authorized to upload faculty provided materials to a website without the faculty member's explicit permission. Instructors may choose to include this information on their course syllabi.
- If a professor provides students with written materials and the professor believes he/she has a copyright ownership interest in the material, the following notation should be included on the document:

"Copyright [year] [professor's name]" e.g., Copyright 2010 John Smith.

- Professor should remind students that the unauthorized upload of a professor's documents could violate CSU's Student Conduct Code (Title 5, California Code of Regulations Section 41301), subjecting the student to possible disciplinary action.
- If a professor created material that he/she believes is copyright protected and discovers that material has been published on a website without authorization, the professor may wish to contact the website contact person and request the material be removed. In most cases, this should be sufficient. However, if the website's designated contact person is uncooperative, the Office of General Council provides the following guidance for faculty who wish to request that their copyrighted materials be removed from the websites. The professor should send a letter to the website contact person which includes the following information:
  1. Identify in sufficient detail the copyrighted material or work the professor believes has been infringed upon or other information sufficient to identify the copyrighted work. Providing the URL of the allegedly infringing work may be the best way for the website's contact person to locate the content quickly.
  2. Provide your contact information. Generally, an email address is preferred.
  3. If possible, provide the website's contact personnel with information to permit them to notify the individual that provided the allegedly infringing material to the website about your claim.
  4. Include the following statements in the written request:

"I have a good faith belief that use of the copyrighted materials described above as allegedly infringing is not authorized by me as the copyright owner, my agent, or the law."

"I swear under penalty of perjury, that the information in this notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that

is allegedly infringed."

5. Sign the document and send it to the designated website contact person.

For additional information, The University of Texas has a comprehensive website which addresses copyright issues in the higher education context. It can be accessed at [www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm](http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm)

Albert A. Liddicoat, Ph.D.  
Associate Vice Provost, Academic Personnel



## Nominations for 2012-2013 Academic Senate Vacancies

\*willing to chair if release time is available

**committees highlighted in blue have more than one nominee**

### College of Agriculture, Food and Environmental Sciences

#### Curriculum Committee

**Michael Costello, Horticulture and Crop Science (12 years at Cal Poly) Tenured**

I have been on the Academic Senate before, but never on a committee, and I would like to opportunity to participate in a smaller forum. I am also currently involved in revising some of the curriculum for the Wine and Viticulture program, and I currently serve on the College of Agriculture, Food and Environmental Sciences curriculum committee, and I would like to continue this trend on the University level.

#### Distinguished Scholarship Award Committee

#### Distinguished Teaching Award Committee

#### Fairness Board

#### Grants Review Committee

**Lauren Garner, Horticulture & Crop Science (7 years at Cal Poly) Tenured - Incumbent**

I have served on the Academic Senate Grants Review Committee for the past two years and am extremely interested in continuing on this committee. I have been able to attend all meetings and have enjoyed the opportunity to review and support the research of Cal Poly's students and faculty through the Committee's work with the Student Research Competition and the State Faculty Support Grant review process, respectively. Grantsmanship is an area of professional development in which I have substantial interest and activity. Grants that I have obtained support my research activity in fruit tree production and applied plant physiology, including funding for graduate and undergraduate student support.

#### Instruction Committee

### College of Architecture and Environmental Design

#### Budget and Long Range Planning Committee

#### Curriculum Committee

**Phil Barlow, Construction Management (6 years at Cal Poly) Tenured - Incumbent**

I am an incumbent and feel it is important to represent CAED when it comes time to review new course proposals for the 2013 - 15 catalog cycle. I feel I can be a fair and impartial representative of the college at the university level. I also have experience having gone through the catalog cycle of 2011 - 2013 two years ago.

#### Distinguished Scholarship Award Committee

#### Distinguished Teaching Award Committee

#### Fairness Board

#### Graduate Programs Subcommittee

#### Grants Review Committee

#### Research & Professional Development Committee

### Orfalea College of Business

#### Budget and Long Range Planning Committee

#### Curriculum Committee

#### Distinguished Scholarship Award Committee

**Colette Frayne, Management (19 years at Cal Poly) Tenured - Incumbent**

I currently serve on this committee and have served on this committee for the past 2 years. I believe that the teacher-scholar model at Cal Poly is critical and an on-going process of development and importance as we attempt to stay relevant in both our teaching, service and research. This committee is a very important assignment for me as I am afforded the opportunity to view - from a strategic perspective - the accomplishments of faculty university wide - while recognizing all faculty members who are nominated for this distinct award. I believe that we continue to achieve our mission and our "learn by doing"

## **Nominations for 2012-2013 Academic Senate Vacancies**

\*willing to chair if release time is available

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

#### **Curriculum Committee**

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#### **Distinguished Scholarship Award Committee**

#### **Distinguished Teaching Award Committee**

#### **Fairness Board**

#### **Grants Review Committee**

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#### **Instruction Committee**

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

#### **Budget and Long Range Planning Committee**

#### **Curriculum Committee**

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#### **Distinguished Scholarship Award Committee**

#### **Distinguished Teaching Award Committee**

#### **Fairness Board**

#### **Graduate Programs Subcommittee**

#### **Grants Review Committee**

#### **Research & Professional Development Committee**

### **Orfalea College of Business**

#### **Budget and Long Range Planning Committee**

#### **Curriculum Committee**

#### **Distinguished Scholarship Award Committee**

**Colette Frayne, Management (19 years at Cal Poly) Tenured - Incumbent**

I currently serve on this committee and have served on this committee for the past 2 years. I believe that the teacher-scholar model at Cal Poly is critical and an on-going process of development and importance as we attempt to stay relevant in both our teaching, service and research. This committee is a very important assignment for me as I am afforded the opportunity to view - from a strategic perspective - the accomplishments of faculty university wide - while recognizing all faculty members who are nominated for this distinct award. I believe that we continue to achieve our mission and our "learn by doing"



philosophy with such important endeavors such as the committee's charge and I would like to continue my participation as part of such an endeavor.

Faculty Affairs Committee  
Graduate Programs Subcommittee  
Grants Review Committee  
Instruction Committee  
Sustainability Committee

### **College of Engineering**

#### **Curriculum Committee**

**Brian Self, Mechanical Engineering (6 years at Cal Poly) Tenured**

I learned a lot about how the committee works during the first year, and would like to continue serving the college and university in this capacity. My goals for the upcoming term would be to help different departments understand the process, make them think about how they are putting together their curricula and the best way to obtain their learning outcomes, and to try to establish better collaboration between departments in my college, and across colleges.

Distinguished Teaching Award Committee  
Faculty Affairs Committee  
Graduate Programs Subcommittee  
Instruction Committee

#### **Sustainability Committee**

**David Braun, Electrical Engineering (15 years at Cal Poly) Tenured - Incumbent \***

My motivation to serve on the Sustainability Committee stems from a concern that quality of life for humans and millions of other species depends on humanity pursuing more sustainable practices. Education provides one key route to disseminate knowledge regarding sustainability and how to achieve a sustainable condition using interdisciplinary strategies based on social and political equity, economic, environmental, ecological, technical, and ethical considerations.

During the 2008-2009 academic year, I worked with Sustainability Committee members to develop the Sustainability Learning Objectives that resulted in Academic Senate Resolution 688-09, approved by President Baker on June 22, 2009. With Sustainability Committee members, I helped organize and presented as a member of a panel at the CTL Workshop titled Teaching Sustainability in Your Existing Courses on January 23, 2009 and the Teaching Well Workshop on Integrating Sustainability on November 13, 2009. During the 2009-2010 academic year, I worked with Sustainability Committee members and ULO coordinators to develop assessment instruments and an assessment program for the Sustainability Learning Objectives. During the 2010-2011 academic year, I worked with Sustainability Committee members to develop and pilot an online instrument to identify which course learning objectives map to the Sustainability Learning Objectives. During this academic year, I am working with the Sustainability Committee members to develop and pilot various instruments to assess the Sustainability Learning Objectives. I would like to remain on the committee to continue this work, which will likely extend beyond 2013.

### **College of Liberal Arts**

#### **Budget and Long Range Planning Committee**

**Paul Rinzier, Music (15 years at Cal Poly) Tenured, Incumbent**

This committee is an extremely important committee for not only envisioning the future of Cal Poly, but will also help set the tone and style of collegial relations between the faculty and the administration. I hope this committee can be a model for how the faculty advise the administration.

#### **Curriculum Committee**

**Greg Bohr, Social Sciences (9 years at Cal Poly) Tenured – Incumbent**

Our major (ANG) is relatively new, and I was heavily involved in writing the curriculum package for that proposal (as well as a few other courses) which has given me some experience with curriculum development. I'm currently chairing our college (CLA) curriculum committee and am a member of the



ASCC. By the end of this year I'll be very familiar with the CLA proposals that are on the way up to the ASCC, and will have a reasonable amount of experience on the Senate committee.

Aside from representing CLA on this committee, my personal reason for wanting this post is to gain additional experience with curricular issues that will aid my department and college in the future.

#### Distinguished Scholarship Award Committee

**Ken Macro, Graphic Communication (11 years at Cal Poly) Tenured - Incumbent**

I have been a member of the committee for over 5 years and have a good understanding of the committee's roles, responsibilities and mission. In addition, I have work closely with the other members of the committee to further improve the purpose of the award through enhanced communication and participation within my own college (CLA) which has been demonstrated by the number and quality of applicants received over the past several years. I thoroughly enjoy serving on the committee and am proud of the recipients who have received the award.

#### Faculty Affairs Committee

**Ken Brown, Philosophy (5 years at Cal Poly) Tenured Track – Incumbent \***

I am currently a member of the Faculty Affairs Committee. I have taken on the responsibility of presenting the committee's business to the Senate, and would continue to do so according to the needs of the committee. I have also played a prominent role in drafting the Senate resolutions that constitute the main business of this committee.

#### Instruction Committee

**Ronald Den Otter, Political Science (6 years at Cal Poly) Tenured - Incumbent**

I served on this committee this academic year, enjoyed my experience, learned a lot, contributed to the discussions, and would like to continue serving on this committee.

#### Research & Professional Development Committee

**Dustin Stegner, English (5 years at Cal Poly) Tenured Track - Incumbent**

While serving on the R&PD committee over the past four years, I have assisted in drafting Academic Senate resolutions on the status of research support at Cal Poly and revisions to the Human Subject Research Policies. In addition, I have served as a representative on the Strategic Planning task force. I am interested in continuing to serve on the committee because of its involvement with the ongoing development of the Teacher-Scholar model here at Cal Poly. I believe that it is very important to promote interdisciplinary communication and utilize the wide range of resources available to faculty and students and to articulate a balance between research, teaching, and service.

#### Sustainability Committee

**Daniel Levi, Psychology and Child Development (25 years at Cal Poly) Tenured - Incumbent**

I teach environmental psychology and have been an active researcher on environmental issues for the last 25 years. I am currently a member of the Sustainability Committee. During the last two years, I helped to develop the evaluation system to identify sustainability courses at Cal Poly. This can be used to inform students and select classes for future sustainability requirements in the curriculum. Assessing University sustainability learning objectives is an important part of the committee's work in the future. I have developed an attitude survey about sustainability, collected student responses to create a database, and worked with students on research projects using the survey. This research may be used as part of the assessment of sustainability learning objectives.

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

#### Budget and Long Range Planning Committee

**Samuel Frame, Statistics (6 years at Cal Poly) Tenured Track – Incumbent \***

Below is a list of accomplishments since I have been chair:

- \*Facilitated the development of BLRP's procedures and guidelines
- \*Held meetings and provided reports as outlined in BLRP's procedures and guidelines
- \*Addressed and worked on all charges set by the Academic Senate Executive committee
- \*Established a positive and productive relationship with the Provost's office and Administration & Finance

- \*Facilitated the development of faculty that are educated about the budget allocation process
  - \*Developed new relationships (new to BLRP) with Strategic Planning and Advancement
- My future goal for BLRP is the continued development of faculty that are educated about the budget allocation process, and make the group available to the Provost's office and A&F for consultation.

Distinguished Scholarship Award Committee

Distinguished Teaching Award Committee

**Nanine Van Draanen, Chemistry and Biochemistry (15 years at Cal Poly) Tenured - Incumbent \***

2012 is my second year on the Distinguished Teaching Award Committee. I enjoy the assignment very much and would like to continue.

#### Grants Review Committee

**Antonio F. García, Physics (11 years at Cal Poly) Tenured - Incumbent**

I am motivated to continue serving on the Academic Senate Grants review committee because the contributions I have made on this committee during the last 4 years are very satisfying. I have enjoyed becoming acquainted with my colleagues at Cal Poly by learning the details of their research, and I want to continue connecting with my colleagues by reviewing their grant proposals. It is satisfying to play a role in rewarding those who are excelling in research by being part of the grant-awarding process. I have also greatly enjoyed judging the student research competition. It is inspiring to see young people completing excellent research and successfully communicating it via writing and presentations. This year's (AY 2011-2012) competition was particularly impressive, in terms of the number of excellent projects and presentations. I am grateful for being able to contribute to rewarding these students for their accomplishments by helping decide which students advance to the system-wide, CSU Student Research Competition.

Lastly, I believe I am well qualified for the Academic Senate Grants review committee position because throughout my career at Cal Poly, I have sustained an active research program that has consistently produced publications in peer-reviewed journals. I am familiar with what is possible, and more importantly, what is required to accomplish research at Cal Poly while fulfilling the enormous teaching obligations that are fundamental to the Cal Poly experience for tenure track and tenured faculty. Below is a list of publications completed during my career at Cal Poly (I started at Cal Poly in Fall 2001, directly after completing my PhD in June 2001).

García, A. F., and Mahan, S. A., 2012. The influence of upper-crust lithology on topographic development in the central Coast Ranges of California. *Geomorphology* v. 138, p. 243-262.

doi:10.1016/j.geomorph.2011.09.009.

García, A. F., and Mahan, S. A., 2011. Two stream's dissimilar responses to the climate of the latest Pleistocene, Gabilan Mesa, Central Coast Ranges of California. *Geological Society of America Abstracts with Programs*, Vol. 43, No. 5, p. 249. I completed the field work and made the poster, Dr. Mahan dated sediment samples and presented the poster at the 2011 Geological Society of America National meeting.

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

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

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

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

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

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

Marie Yeung, Biological Sciences (5 years at Cal Poly)-Tenured Track

During the last several years, my service is focused at the departmental level. I would like to expand my level of service to more formally represent CSM on this university-wide committee. My philosophy of serving is to provide positive impact and contribution to the stakeholders. My goal to serve on the Grants Review Committee is at least two fold: it will be a reciprocal way to show my appreciation for all the constructive comments I received when I was a Cal Poly student entering the CSU Research Competition, and later the support from the State Faculty Support Grants (SFSG). I am also positive that I will learn tremendously by working with other faculty to evaluate requests for SFSG and review student presentations, among other activities. I believe I can contribute positively to the committee based on my experiences in writing and reviewing many (successful) grant proposals and research articles in the fields of microbiology / food science / dairy science / foodborne diseases. I look forward to working with all of you and to fostering the long-lasting professional relationship.

Instruction Committee

Research & Professional Development Committee

Sustainability Committee

### **Professional Consultative Services**

Faculty Affairs Committee

Fairness Board

Instruction Committee

Research & Professional Development Committee



## Nominations for 2012-2013 University Committee Vacancies

### Academic Council for International Programs – 1 representative, 1 vacancy

#### Charles Chadwell, Civil Engineering (8 years at Cal Poly) Tenured

While I do not have any direct experience with the international education and programs department on campus, nor do I have experience with the CSU IP, I am quite interested in this committee. I was an NSF fellow as a graduate student and studied in Lisbon for 6 months. That experience has carried with me throughout my career. As faculty, I was invited to travel to Nanjing, China with Emeritus Dean Lee in an attempt to develop a mutually beneficial relationship in research, cultural understanding, and academic study with a “sister” school.

My current position as Senior Class Advisor and Project Coordinator for Civil Engineering (~160 graduating students) has made me well versed in the needs of student advising and leadership amongst large student groups. I believe this leadership stepping stone will be beneficial for my service on the ACIP committee. My expectations are to become an advocate for international study for our students using this vehicle. As a committee member, I will learn more about what we do for international exchange and how to best participate in its advancement. While I am relatively inexperienced in this area, I do have a passion for its success. Overall, I would like a long term involvement with this group eventually leading to service as a Resident Directory (RD) for the CSUIP program. I hope you will find me an acceptable candidate for this committee.

#### Kevin Fagan, Modern Languages and Literatures (11 years at Cal Poly) Tenured

I wish to serve on this Council 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. I have advised both incoming and outgoing students on academic and off-campus international issues.

I have taught all levels of Spanish language for eleven years on campus, as well as elementary Italian the last five 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. This year and last I have been selected as finalist for the CSU Resident Director position in Italy.

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.

### Accommodation Review Board – 2 representatives, 1 vacancy

#### Thomas Korman, Construction Management (7 years at Cal Poly) Tenured – Incumbent

As a civil/construction engineer I have also felt that I have the responsibility to ensure that the design and construction of pedestrian facilities are accessible, so that they are inclusive for all. Prior to accepting a faculty position at Cal Poly, I worked on a City-wide ADA Enhancement Program for the City of Arroyo Grande, and the design of ADA Upgrade Project for Strother Park in the City of Arroyo Grande. In addition, most recently during my professional leave, I worked with the ADA Compliance Officer and City Attorney's Office updating the City of Santa Maria's ADA Compliance Program. It was during this time that I began to realize that accessibility issues extend beyond the built environment. I had the opportunity to hear concerns from residents who were challenged with visual impairments, learning disabilities, and hearing problems. This experience broadened my awareness of accessibility issues, all of which I intend to consider, when reexamining my teaching style. More importantly, I plan to integrate the knowledge I have gained regarding ADA issues into the courses I teach in the Construction Management Department.

I would like to be considered for the 504/ADA Accommodation Review Board so that I may continue to



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further my understanding of the types of challenges students, staff, and faculty face due to disabilities. I feel that membership on the committee would enable me to work towards creating an equitable environment where students, staff, and faculty who have a disability are not denied access to learning and participation due to physical or environmental barriers. In addition, in working on the committee, I would welcome the opportunity to become involved in policy change that affects our educational delivery methods.

Prior committee experience at Cal Poly has included membership on the CAED Building Technology Committee and CAED Scholarship Committee as well as membership on the Outcomes Assessment Committee and Technology Committee for the Construction Management Department.

**Advisory Committee on Workplace Violence – 1 representative, 1 vacancy**

**Thomas Korman, Construction Management (7 years at Cal Poly) Tenured - Incumbent**

I am currently the incumbent on the Advisory Committee on Workplace Violence and have served on the committee for the past year. This committee is very important to me because prior to my employment as faculty member at Cal Poly in the Construction Management Department, I worked as a construction engineer for a large engineering and construction firm. During my employment there, where I frequently worked on construction sites, I routinely observed employees being treated inappropriately, disrespected, insulted, verbally abused, harassed, and even physically threatened.

Assuming that my experience was unique to the Construction Industry, I was amazed to learn that according to the Occupational Safety and Health Association (OSHA), there are approximately two million violent crimes that occur at work each year, which are classified as workplace violence events. In January 2006, ABC NEWS reported that a survey of American workers revealed that over 40 percent reported being screamed at, insulted, threatened with physical violence, or otherwise intimidated in the workplace by supervisors and/or co-workers. OSHA estimates that workplace violence costs employers more than \$4 billion annually, in addition to demoralizing the human spirit, which I observed first hand.

As an employee at my prior work places, I felt helpless during these occurrences. Who was I to speak out against, what seemed to be the "company culture"? After all, I was just grateful to have a job. I realize now, that although this behavior is prevalent throughout workplaces in the United States, it should not be tolerated! A position on the Advisory Committee on Workplace Violence would allow me to continue to broaden my understanding of workplace violence and help develop policies that creates a more harmonious environment where students, staff, and faculty are able to perform their work in a professional environment.

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

**ASI Board of Directors – 1 representative, 1 vacancy**

**Jim LoCascio, Mechanical Engineering (31 year at Cal Poly) Tenured - Incumbent**

I would like very much to continue my service as the Academic Senate Representative to the ASI Board of Directors. This has been the most satisfying position that I have had the pleasure to serve on. To observe these young energetic Cal Poly Students running their student organization inspires me to make sure that my lectures are delivered with just as much energy. My position on Academic Senate of the California State University and as member of the Cal Poly Executive Committee of the Academic Senate allows me to inform the ASI of actions of more than just the local academic senate. I believe that I have had a positive influence on the Board's renewed interest in participation in the California State Student Association (CSSA). It is my future goal to encourage ASI to make an effort to have a Cal Poly Student elected as the Student Trustee.

**Athletics Governing Board – 3 representatives, 1 vacancy**

**Kristen O'Halloran Cardinal, Biomed and General Engineering (5 years at Cal Poly) Tenured Track**

I would like to express my strong interest in serving on the Athletics Governing Board. My motivation to serve in this role is twofold. First, as a faculty member at Cal Poly, I strongly believe in the important role athletics plays for not only our student-athletes, but for the overall student body and the community around us. Athletics provides a venue for Cal Poly to compete and showcase skills outside of the classroom, and provides an opportunity for students and community members to unite in a positive and fun setting. Second, as an alumni of the Cal Poly women's volleyball team ('99-'02), I am interested in



helping the athletics programs succeed in all facets. This may require changing and adapting to new conference environments, new budget obstacles, and new NCAA guidelines – and I would like to be a part of this effort. Whether we are dealing with issues of compliance, budget, new policies, or anything else, I am committed to helping find solutions that will serve our athletes as well as the campus as a whole. I believe that my skills and accomplishments as a faculty member and as a former athlete make me well qualified to serve on this committee. During the past five years, I have been part of a brand new major on campus – which has meant extensive work and creativity in adjusting to budget issues, working with students, alumni, and industry to figure out our needs, and implementing brand new policies and curriculum. Although the athletic department certainly isn't new, there are new challenges to face in order to sustain and enhance the experience of our student athletes and the performance of our athletics teams. I think my experience as a faculty member will serve me well in helping with these goals. In addition, my role as a former athlete has prepared me to understand the value of athletics and the day-to-day experiences and challenges of being a student athlete. In addition to my volleyball accomplishments, I managed to complete my engineering degree in 4 years with a GPA that I am quite proud of. I think the experience of being a student athlete will help me better understand the issues that we face, allowing me to serve as an effective committee member.

During my five years as a faculty member, I have attempted to interact with and assist the athletics department whenever possible, and I hope that this further demonstrates my commitment and preparation for this Governing Board role. I have served as a faculty rep for both volleyball and baseball, I have volunteered at several SOAR events with incoming athletes, I have served on several appeal boards for athletes requesting transfers, I have hosted tours and meetings for recruits interested in engineering, I have attended athletics events (competitions as well as dinners and fundraisers), and most recently I served on the hiring committee for the new women's volleyball coach. I have thoroughly enjoyed committing my time and energy to all of these endeavors, and I hope to do the same as a member of the Governing Board.

**Colette Frayne, Management (19 years at Cal Poly) Tenured - Incumbent**

I am currently serving on this committee and would very much like to continue my service. I am a board member for the Home Team - the steering committee that oversees Football, I am a member of the Stampede Club, I have a sincere interest in our student athletes in helping them achieve a balance between the demands of athletics/academics and work with many of our students on a voluntary basis. I am the faculty rep for Baseball. Currently, as in the past, I have several students on senior projects to advance athletics and fund raising. My passion is to assist in any way that I can and to continue our mission of understanding and enhancing cultural diversity.

**Cal Poly Corporation Board of Directors – 2 representatives, 1 vacancy**

**Kim Shollenberger, Mechanical Engineering, CENG (10 years at Cal Poly)**

--STATEMENT 1--

Statement indicating consistent history of active involvement with an interest in University affairs: I have been a professor in the Cal Poly Mechanical Engineering Department for 10 years. During this time I have been continually active in department level activities, including serving as a faculty advisor for the Society of Women Engineers and the Human Powered Vehicle team. At the university level I served for two years as the College of Engineering representative on the General Education Committee.

--STATEMENT 2--

Statement of demonstrated ability to work productively as a member of a governing body: I have not previously been a member of a governing body. However, throughout my career I have worked on many highly successful research teams and been responsible for project management.

--STATEMENT 3--

Statement indicating why membership on the Board is of interest: I am very concerned about the affordability of a college education in the United States today. I would like to be better informed about and more involved with the decisions that are influencing the overall cost to attend Cal Poly at the university level.



Stern Neill, Marketing, OCOB (3.5 years at Cal Poly) –

--STATEMENT 1--

Statement indicating consistent history of active involvement with an interest in University affairs: For four years (and since my arrival at Cal Poly), I and my business students have conducted market research for CPC and other academic and student services. Research findings have been presented directly to CPC managers and have resulted in service enhancements.

--STATEMENT 2--

Statement of demonstrated ability to work productively as a member of a governing body: My professional and academic business experience would be an asset to the CPC BOD. I have served similar roles within other organizations and am already familiar with CPC services and management (executives/directors).

--STATEMENT 3--

Statement indicating why membership on the Board is of interest: My goal is to make a more significant contribution to an innovative and responsive campus community - and believe that my involvement and participation in the CPC BOD would further serve this goal.

Cal Poly Housing Corporation Board – 1 representative, 1 vacancy

Cal Poly Plan Steering Committee – 2 representatives, 2 vacancies

**Samuel Frame, Statistics (6 years at Cal Poly) Tenured Track – Incumbent**

Because of our current budget situation, optimally allocating the Cal Poly Plan funds will be a critical component of maintaining quality services to the students we serve. As the chair of the Academic Senate Budget and Long range Planning Committee, I have experience working cooperatively with administration personnel to understand critical resource shortcomings and complicated budget allocation methods. I will be able to understand and fairly judge Cal Poly Plan funding proposals.

Campus Fee Advisory Committee – 1 representative, 1 vacancy

Campus Safety and Risk Management Committee – 2 representatives, 1 vacancy

**Bill Kellogg, Ag Education and Communication (29 years at Cal Poly) Tenured - Incumbent**

I've served on this committee for several years, and appreciate being able to provide a faculty prospective to issues of campus safety and facility management.

Coordinating Committee on AIDS and HIV Infection – 1 representative, 1 vacancy

**Virginia Anderson, Theatre and Dance (3 years at Cal Poly) Tenured Track - Incumbent**

I could not be more motivated to continue to serve on the University's Coordinating Committee on AIDS/HIV. For over a decade, my research, work experience beyond academia, and community service has 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 ASN display of the NAMES PROJECT AIDS Memorial Quilt and to meet Cleve Jones, its 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 four Larry Kessler Scholars, a highly selective fellowship program run through AIDS Action Committee 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 where pursued my undergraduate education.

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



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research concerning their political and cultural responses to the AIDS epidemic. My research, writing, and components of my teaching is grounded in 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, 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 Boston 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*. 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 and related issues over the years ahead.

**Deans Admissions Advisory Committee – 1 representative, 1 vacancy**

**Dean Arakaki, Electrical Engineering (10 years at Cal Poly) Tenured - Incumbent**

I am presently serving on the Dean's Admissions Advisory Committee and would like to continue for the 2012-2013 academic year. I have an interest in the University's admissions policies and have served on this committee since 2007.

**Disability Access and Compliance Committee – 1 representative, 1 vacancy**

**John H. Harris, NRES (35 years at Cal Poly) FERP - Incumbent**

Have a distinct interest in the topic for the following reasons: personally disabled for a year (wheelchair/crutches), taught site planning courses that included the importance of physical access, worked with mentally disabled children, historical service on the committee.

**Aric Shafran, Economics (5 years at Cal Poly) Tenured Track**

I am interested in serving on the Disability Access and Compliance Committee for several reasons. I hope this will be a learning experience for me, helping me to understand the issues currently facing the campus related to compliance. I can use this knowledge to communicate to my colleagues how to insure compliance within the classroom. Although I do not have any personal experience in this area, I have a personal interest in becoming involved. My wife is an occupational therapist who previously worked in the field of assistive technology for a major university. From observing her work in that field, I saw the effect that university and instructor support can have on students with disabilities; it helped me recognize the importance of providing equal access to students with disabilities. There are many ways that Cal Poly as a university and specific instructors in each class can help students with disabilities achieve high levels of success in the classroom. I hope that by contributing to this committee, I can work to improve access and support for these students.

**Health Services Oversight Committee – 1 representative, 1 vacancy**

**Inclusive Excellence Council – 2 representatives, 1 vacancy**

**Institutional Animal care and Use Committee (IACUC) – 1 representative, 1 vacancy**

**Instructional Advisory Committee on Computing (IACC) – 1 representative, 1 vacancy**

**Intellectual Property Review Committee (CSM & PCS) – 7 representatives, 2 vacancies**

**Marisa Ramirez, Library (5 years at Cal Poly) Tenured Track - Incumbent**

Scholarship and research are salient issues for our faculty, particularly with the newly defined teacher-scholar model. In my current position, I am the copyright consultant for the Library and have played a major role in helping resolve issues surrounding IP and copyright.

As the past chair of the IP Committee, I focused our committee work to address concerns raised about protecting the University's equity interest in patents. A subcommittee was formed to discuss this issue. The IP subcommittee (Bruce Golden, John Chen, Susan Opava and Marisa Ramirez) reviewed Cal Poly's existing policy and recommended that the IP committee invite President Armstrong to a future meeting, so that he may share his perspective on the Cal Poly IP policy and technology transfer.

Given my expertise and area of interest, I would like to continue to contribute to the IP committee as a PCS representative.

International Education and Programs (IEP) Council – 1 representative, 1 vacancy

Kevin Fagan, Modern Languages and Literatures (11 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. I have advised both incoming and outgoing students on academic and off-campus international issues.

I have taught all levels of Spanish language for eleven years on campus, as well as elementary Italian the last five 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. This year and last I have been selected as finalist for the CSU Resident Director position in Italy.

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.

Student Health Advisory Committee – 1 representative, 1 vacancy

Sustainability Advisory Committee – 1 representative, 1 vacancy

University Union Advisory Board – 1 representative, 1 vacancy