



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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, May 15 2012**  
**01-409, 3:10 to 5:00pm**

- I. Minutes:  
**Approval of Academic Senate Executive Committee minutes for April 17 2012 (pp. 2-4).**
- II. Communication(s) and Announcement(s):
- III. Business Item(s):
  - A. **Resolution on Proposed New Degree Program: Bachelor of Arts in Liberal Arts and Engineering Studies (Appendix Support Documents**  
**[http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/documents/LAES\\_appendix\\_1-support\\_docs-8.pdf](http://academicsenate.wcms.calpoly.edu/sites/academicsenate.wcms.calpoly.edu/files/documents/LAES_appendix_1-support_docs-8.pdf)):** Debra Valencia-Laver, Associate Dean for CLA and Andrew Schaffner, ASCC Chair (pp. 5-16).
  - B. **Resolution on Retention, Promotion, and Tenure:** Scott Steinmaus, chair of the RPT Task Force (pp. 17-18).
  - C. **Resolution on the Mustang Way:** Kiyana Tabrizi, ASI President (pp. 19-20).
  - D. **Academic Senate committees, remaining vacancies for 2012-2014:** (pp. 21-22).
  - E. **University committees, remaining vacancies for 2012-2013:** (p.23).
  - F. **Approval of remaining Academic Senate caucus chairs (CAFES and CAED).**
- IV. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA:
  - F. ASI:
  - G. Other:
- V. Discussion Item(s):
- VI. Adjournment:

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

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, April 17 2012**  
**01-409, 3:10 to 5:00pm**

- I. Minutes: Minutes of the March 27 2012 Executive Committee meeting were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: (Fernflores) The Chair will be meeting with Assemblyman Sam Blakeslee this Friday from 1:00-2:00pm to discuss the possibility of establishing a Center on Public Policy, which would be open to all colleges. Everyone is welcome to attend this meeting. Next Tuesday, April 24, there will be a special Senate meeting with President Armstrong to talk about strategic planning. Five faculty focus groups will also be formed next week to give faculty an opportunity to discuss this matter with President Armstrong. A memo will go out to faculty soon.
  - B. President's Office: (Kinsley) This Friday is the President's Cabinet meeting from 9:00am to 12:00pm. It is an open session for the campus and community. Information on this year's topic, "Leveraging Technology to Enhance Student Learning," is available at the President's Office website. Speakers from other universities will be present at this year's meeting.
  - C. Provost: (Enz Finken) Changes to WOW Week and SOAR are being discussed for next year. What type of activities would be most useful for new faculty during Fall Conference are also being reviewed. A mini retreat for department chairs may be offered next fall so chairs can brainstorm what would be helpful to them. Possible workshops could then be scheduled during the year. The Department Chairs Council might be a venue for this.
  - D. Statewide Senate: (LoCascio) LoCascio gave a summary of the resolutions and topics the statewide Academic Affairs Committee discussed at its last meeting. These include: sustainability and the curriculum, a ban on the sale of tobacco products in the CSU, Title 5 changes regarding degree requirements, and making textbooks more affordable for students. (Foroohar) Two resolutions on academic freedom were discussed. The constitutional resolution, which all campuses voted on last year, was revised and revisions accepted by Chancellor Reed. The modification will return to campuses for a vote and then forwarded to the Board of Trustees for approval.
  - E. CFA Campus President: (Thorncroft) The strike vote started yesterday. The turnout has been very good. It is important that faculty send a unified voice to the Chancellor. There has been some movement at the bargaining table. (Liddicoat) All bargaining proposals are now online. Much has been agreed upon. There are only small articles left to negotiate.
  - F. ASI Representative: none.

H. Other: none.

IV. Consent Agenda: none.

V. Business Item(s):

A. **Resolution on Conflict of Interest in the Assignment of Course Materials:** The Instruction Committee has been working on this resolution for some time. The policy of bookstore operations allows faculty, working with El Corral to assemble course packs, to receive up to 10% of the selling price as a royalty. But the policy does not address faculty working with outside organizations where there is no cap on royalties. The proposal put forth in this resolution states that if a faculty member has any say on selecting the textbook for a course, they cannot accept a royalty payment. If there are multiple sections of a course and the faculty member recuses her/himself from the selection committee, then a conflict of interest does not exist and they would be allowed to collect a royalty. The faculty member may choose to return the royalties to the University as a donation. (Foroohar) I have mixed feelings about this. We encourage faculty to write books and now we will be telling them not to make money from it? (Burgunder) Trying to lump course packs with published textbooks may be too broad for the resolution to pass. I would prefer a resolution that is narrower. (Liddicoat) Now you can publish electronically and on the web. That is where more of the abuse is. Having a policy will help. (Lertwachara) We did not see a clear difference between course packs and textbooks. The resolution is trying to close loopholes. (Giberti) I'm not convinced this resolution is ready to be agendized. There is still the issue of who is going to enforce the policy. M/S/F to agendize (4-6).

B. **[Possible] Resolution on International Initiatives:** The resolution was not received in time to be placed on today's agenda.

C. **Approval of OCOB senators:** Lee Burgunder and Ty Mackey were approved to fill the two OCOB Senate vacancies for 2012-2014.

D. **Approval of CSM senator:** Charles Knight was approved to fill the CSM Senate vacancy for 2012-2014.

E. **Approval of caucus chairs for 2012-13:** Gary Laver was approved as CLA caucus chair and Shannon Stephens as PCS caucus chair for 2012-2013.

F. **Approval of calendar of meetings 2012-2013:** M/S/P to approve (one abstention).

G. **Academic Senate committee vacancies for 2012-2014:**  
(Burgunder/Derehian) M/S/P to approve slate where only one person has applied  
(unanimous)

CAFES

Curriculum

Michael Costello, Horti&Crop Science

Grants

Lauren Garner, Horti&Crop Science

CAED

Curriculum

Phil Barlow, Construction Mgmt

OCOB

Curriculum

Stern Neill, Marketing

DSA

Colette Frayne, Mgmt

CENG

|                 |                                    |
|-----------------|------------------------------------|
| Curriculum      | Brian Self, Mech Engr              |
| Sustainability  | David Braun, Elec Engr             |
| <u>CLA</u>      |                                    |
| B&LRP           | Paul Rinzler, Music                |
| Curriculum      | Greg Bohr, SocSci                  |
| DSA             | Ken Macro, Graphic Comm            |
| Faculty Affairs | Ken Brown, Philo                   |
| Instruction     | Ronald Den Otter, PoliSci          |
| R&PDC           | Dustin Stegner, English            |
| Sustainability  | Daniel Levi, Psyc&CD               |
| <u>CSM</u>      |                                    |
| B&LRP           | Sam Frame, Statistics              |
| DTA             | Nanine Van Draanen, Chem & BioChem |
| Grants          | Antonio Garcia, Physics            |
| Sustainability  | Robert Echols, Physics             |

**H. University committee vacancies for 2012-2013:**

M/S/P to approve slate where only one person has applied (unanimous)  
Approval for Athletics Governing Board member tabled until May 8 meeting.  
 Academic Council for International Programs – Charles Chadwell, Civil Engr  
 Accommodation Review Board – Thomas Korman, Construction Mgmt  
 Advisory Committee on Workplace Violence – Thomas Korman, Const Mgmt  
 ASI Board of Directors - Jim LoCascio, Mech Engr  
 Cal Poly Corporation Board of Directors – Kim Shollenberger, Mech Engr  
 Cal Poly Plan Steering Committee – Sam Frame, Statistics  
 Campus Safety and Risk Management Committee – Bill Kellog, Ag Ed & Comm  
 Coordinating Com on AIDS and HIV Infection – Virginia Anderson, Theatre & Dance  
 Disability Access and Compliance Committee – Aric Shafran, Economics  
 Intellectual Property Review Committee – Marisa Ramirez, Library  
 International Education and Programs Council – Kevin Fagan, Mod Langs & Lits  
 Sustainability Advisory Committee – Alison Mackey, Mgmt

**I. Appointment of Academic Senate committee chairs for 2012-2013:**

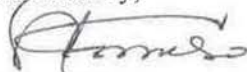
M/S/P to appoint incumbents (unanimous). The following individuals were appointed:

|                                     |                                 |
|-------------------------------------|---------------------------------|
| Budget and Long Range Planning      | Samuel Frame, Statistics        |
| Curriculum                          | Andrew Schaffner, Statistics    |
| Distinguished Scholarship Awards    | Brett Bodemer, Library          |
| GE Governance Board                 | Josh Machamer, Theatre & Dance  |
| Grants Review                       | Ken Griggs, Management          |
| Research & Professional Development | Franz Kurfess, Computer Science |

VI. Discussion Item(s):

VII. Adjournment: 5:00pm

Submitted by,



Margaret Camuso  
Academic Senate

Adopted:

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

AS-\_\_-12

**RESOLUTION ON PROPOSED NEW DEGREE PROGRAM:  
BACHELOR OF ARTS IN LIBERAL ARTS AND ENGINEERING STUDIES**

1 WHEREAS, The College of Engineering (CENG) and the College of Liberal Arts (CLA) are  
2 jointly proposing the implementation of the Bachelor of Arts in Liberal Arts and  
3 Engineering Studies (LAES); and  
4

5 WHEREAS The Bachelor of Arts in Liberal Arts and Engineering Studies (LAES) has been  
6 functioning as a successful pilot degree for the past five years; and  
7

8 WHEREAS, The Bachelor of Arts in Liberal Arts and Engineering Studies underwent a  
9 rigorous and successful program review, which indicated that the BA LAES is a  
10 worthwhile and rewarding program for Cal Poly students; and  
11

12 WHEREAS The LAES program, with the support of the College of Engineering and the  
13 College of Liberal Arts, now proposes to convert this degree program to  
14 permanent status; and  
15

16 WHEREAS, The CENG and CLA Curriculum Committees carefully considered the proposal  
17 and recommended its approval; and  
18

19 WHEREAS, The Academic Senate Curriculum Committee carefully considered the proposal  
20 and recommends its approval; and  
21

22 WHEREAS, A summary of the proposal is attached to this resolution, with the full proposal  
23 available in the Academic Senate Office; therefore be it  
24

25 RESOLVED: That the proposed degree program, Bachelor of Arts in Liberal Arts and  
26 Engineering Studies, be approved by Cal Poly's Academic Senate, and the  
27 proposal be sent to the Chancellor's Office for final approval.

Proposed by: Academic Senate Curriculum Committee  
Date:

**Cal Poly, San Luis Obispo**  
Summary Statement of Proposed New Degree Program for  
Academic Senate

**May 9, 2012**

**1. Title of Proposed Program.**

Bachelor of Arts, Liberal Arts & Engineering Studies

Brief description: The Bachelor of Arts in Liberal Arts and Engineering Studies was originally proposed and then run as a pilot degree program to allow flexibility in developing the program and working out its idiosyncrasies as the first interdisciplinary, cross-college degree granting program before being sent forward to become a full part of Cal Poly's curriculum. The pilot program approach was taken with the Masters in Polymers and Coatings Science, a degree program that was successfully added to the regular Cal Poly curriculum in 2008.

The LAES program has been successful in creating a new avenue for students to pursue a STEM-related, interdisciplinary degree as they transfer from other, technical-based programs into a new line of study that gives them wider access to university offerings. This is an innovative interdisciplinary program with a strong foundation in mathematics, science, engineering and liberal arts, enhanced whenever possible by a substantive global perspective experience. Students integrate the planning, testing, evaluation and development work that underlies engineering studies with the study of creative expression, ethical investigation and aesthetics that form the core of the liberal arts.

**2. Reason for Proposing the Program.**

This degree is being proposed for **two** main reasons: **to meet workforce needs** and **to increase retention** of talented students.

**A. Meeting Workforce Needs**

First, a number of programs have been developed at other universities to **meet workforce needs** that indicate those trained in either traditional technological and liberal arts areas could benefit from some cross-pollination. Widespread student interest in technology and culture has led to the creation of these interdisciplinary programs that integrate traditional engineering studies with programs of study in the performing arts, humanities, ethics, history, politics, and culture. These new programs have been running successfully now at many schools that compete directly with Cal Poly for the same cadre of high caliber students. The Bachelor of Arts in Liberal Arts and Engineering Studies is a distinctive—and tested—solution that Cal Poly can offer to address these workforce concerns.

The following quote from the NRC-NSF convocation on Undergraduate Education exemplifies these concerns: "The needs of the work force are changing (American Society for Engineering Education, 1994; National Academy of Sciences, 1995). Rapid shifts in the labor market are creating a paucity of jobs in some areas and exciting new opportunities in others. This dynamism in the labor market is putting a premium on students who have a broad knowledge of different subjects, skills in synthesizing and communicating information, and the ability to work in teams. Students educated with a narrow disciplinary focus and in

solitary learning styles can have difficulties adjusting to such an environment. Indeed, such difficulties are a dominant theme in the complaints voiced by business leaders about contemporary under-graduate education." (National Research Council, pg.19)

Nearly 10 years later, in *Educating the Engineer of 2020*, the bachelor of arts in engineering is described as the "liberal arts' degree for the twenty-first century. The traditional liberal arts degree was characterized as providing the knowledge, skills, and breadth of thinking to perform in leadership roles in government, industry, and more broadly, all aspects of society. As our everyday life becomes more driven by technology and the panoply of decisions that we must make regarding the use (or rejection) of technological solutions, understanding of the 'engineering approach' should likewise become more valued to all well-informed citizens." (National Academy of Engineering [NAC], 2005, pg. 46)

### Successful Graduates

During the pilot period, the 22 students who graduated (by Fall 2011) from the LAES program were nearly all successful in entering the marketplace directly in the multidisciplinary fields toward which they were aiming their studies. Out of the additional 9 (estimated) students slated to graduate in Spring, 2012, nearly all have employment already lined up for them upon graduation. Every contact the program has had with its outside commercial partners during the pilot period confirmed that the type of cross-disciplinary training and curricular flexibility provided by LAES matches almost perfectly with the needs of multi-disciplinary industries. This matching of LAES training and design with commercial and marketplace requirements is evident in the recent surveys completed as part of the LAES program self study.

### B. Retention of Talented Students

The LAES program has demonstrated that it **increases retention** among native students admitted into the engineering program who find, early on, that although they have the aptitude, they no longer are interested in engineering as a career. As noted in the LAES self study, the flexibility of the program's curricular structure, along with its direct connection with the engineering college, have been the key factors that have kept many current LAES students at Cal Poly. As noted by our external reviewers, LAES is, "...*highly successful at retaining passionate and talented students who are capable and interested in science and technology, but equally committed to artistic or cultural studies. The flexibility of the curriculum appeals to students who strongly value independence and the freedom to shape their own academic experiences; these students are an asset to the greater Cal Poly community and to the university reputation...*"

For a number of years, Cal Poly has lost a sizeable number of its engineering students during the Freshman and Sophomore years as these students, for various reasons, become disinterested with traditional engineering study. In general, these types of students have followed one of two pathways: transfer to other degree programs on campus or transfer to other universities that offer a more diverse collection of interdisciplinary programs, thereby allowing students to more easily integrate their interests in engineering and technology with their interests in arts and culture. The interdisciplinary approach to education provided by the LAES program, "...*offers a clear cross-discipline perspective through the requirement that students complete both an engineering and a liberal arts concentration. It also provides a powerful model of*

*integrative learning and an emphasis on solving real-world problems in the four core LAES courses...*"

For information purposes, IP&A's 6-year persistence data for first-time freshmen in engineering showed that for the Fall 2000 through Fall 2005 freshman-engineering cohorts (the most current data available), an average of 142 engineering students changed to majors outside of the college (with a high of 191 students for the 2001 FTF cohort and a low of 95 for the 2005 FTF cohort; the data do not specify to which majors they changed nor their level when they changed majors). In addition, more recent data show that 62 students in the 2009 FTF cohort left the university in either the freshman ( $n = 28$ ) or sophomore ( $n = 34$ ) year (these students were not disqualified), while another 43 changed majors outside of engineering in either the freshman ( $n = 10$ ) or sophomore ( $n = 33$ ) year. The consistent influx of students who have been drawn to the LAES program since inception, with only a minimal amount of program promotion, indicates that there is a strong and sustainable interest in this kind of program to ensure its continuing viability and (if resources allow in future) for its potential expansion.

Because the BA LAES utilizes course credits accumulated during the normal progression within the initial engineering major, coupled with required lower division GE courses taken in the first few quarters, the transition to the new BA LAES should be a much more efficient pathway to entrance (and graduation) for these internal transfers, thereby allowing for faster replacement of student positions in the participating engineering programs, while also increasing the graduation and retention rates for those same programs (as calculated by some, but not all indices).

Thus, this program is designed to meet the needs of talented students who are as equally interested in inventing and refining new technologies as they are interested with working directly in the arts and cultures of the communities that put these new technologies to use. Students nationwide have been enrolling in larger and larger numbers in innovative interdisciplinary programs.

### 3. Anticipated Student Demand.

At its maximum, the program will not, as presently configured ever enroll more than 45-55 students, all of whom will have been moved into the program through internal transfers.

|                    | Number of Students     |                     |                  | Totals              |                 |
|--------------------|------------------------|---------------------|------------------|---------------------|-----------------|
|                    | New Internal Transfers | Continuing Students | Yearly Graduates | Yearly Program Size | Total Graduates |
| <b>Historical</b>  |                        |                     |                  |                     |                 |
| Spring 2008        | 7                      | 0                   | 0                | 7                   | 0               |
| 2008-09 AY         | 16                     | 7                   | 2                | 25                  | 2               |
| 2009-10 AY         | 13                     | 21                  | 4                | 38                  | 6               |
| 2010-11 AY         | 11                     | 30                  | 14               | 55                  | 20              |
| 2011-12 AY*        | 9                      | 27                  | 10               | 46                  | 30              |
| 2012-13 AY*        | 12                     | 26                  | 12               | 50                  | 42              |
| <b>Anticipated</b> |                        |                     |                  |                     |                 |
| Year One*          | 12                     | 26                  | 12               | 50                  | 54              |
| Year Three*        | 15                     | 25                  | 15               | 55                  | 69              |
| Year Five*         | 15                     | 25                  | 15               | 55                  | 84              |

\*estimated

4. **Indicate the kind of resource assessment used by the campus in determining to place the program on the academic plan. If additional resources will be required, the summary should indicate the extent of university commitment to allocate them and evidence that campus decision-making committees were aware of the sources of resource support when they endorsed the proposal.**

Resource assessment was based upon the pilot. The resource needs of the program were reviewed by the curriculum committees, the associate deans, and the deans of the two colleges involved. Further discussion involving the provost also took place. As a result of these discussions, the following has been agreed upon:

To maintain the program at about 50 enrolled students, 44 units of assigned time will be allocated as follows: 22 units for program administration, development, and advising, ideally split between the two co-chairs (one from engineering, one from liberal arts) and 22 units of assigned time for providing instruction in the program. In addition, a .80 11/12 ASC provides administrative support, and there is an O&E budget of \$11,000. Dean Larson (CENG), Dean Halisky (CLA), and Provost Enz Finken have all committed to long-term support of the program at this current level. Their MOU is attached.

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

This program is *not* intended as an ABET-accredited engineering program nor is it intended for students interested in careers as professional engineers.

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

California Polytechnic State University, San Luis Obispo is proposing the conversion of the **Bachelor of Arts in Liberal Arts and Engineering Studies** program from a pilot program to a permanent degree program in the Cal Poly curriculum commencing Spring 2013 based on its successful pilot and favorable program review.

7. **If the new program is not commonly offered as a bachelor's or master's degree, provide compelling rationale explaining how the proposed subject area constitutes a coherent, integrated degree major, which has potential value for students. If the new program does not appear to conform to the Trustee policy calling for "broadly based programs," provide rationale:**

No other CSUs offer a similar program. The degree provides a niche area for Cal Poly that is not available at UCSB, UC-Davis, UCLA, UCSD, Stanford, Cal Tech, or Berkeley. The program is unique on this campus and to the CSU. No other program on campus or in the CSU combines the mathematical and scientific foundation of Engineering with advanced studies in the Liberal Arts.

Similar programs are successfully established at many schools that compete directly with Cal Poly for the same cadre of high caliber students. Universities that offer similar programs include:

Dartmouth University (A.B., Engineering)  
Harvard University (A.B., Engineering)

Johns Hopkins University (B.A., Biomedical Engineering; B.A., Computer Science, B.A., Electrical Engineering, B.A., General Engineering)  
 Lafayette College (A.B. Engineering)  
 Princeton University (A.B. in Engineering and the Liberal Arts)  
 Purdue University (B.S., Interdisciplinary Engineering)  
 Rice University, (B.A., Electrical Engineering)  
 Rochester Institute of Technology (B.A., Engineering Science)  
 University of Arizona (B.A., Engineering)  
 University of Rochester (B.A., Engineering Science)  
 Worcester Polytechnic Institute (B.A., Liberal and Engineering Studies)  
 Yale University (B.A., Engineering Sciences)

Two unique aspects of the Cal Poly LAES program are its **project-based learning component** and the incorporation of a **global perspectives component** met through Study Abroad, National Student Exchange or the completion of 8 units of related coursework in global perspectives.

The **project-based learning component** is introduced in the first two courses students take as a major, LAES 301 – Project-Based Learning in Liberal Arts and its companion course, LAES 302 – Advanced Project Based Learning in Liberal Arts and Engineering Studies, which builds upon and refines the work students completed in LAES 301. Currently students take LAES 301 together with students taking LAES 302. These courses are offered every Fall and Spring and create a cohort of new LAES students who, through their project work in the class, come to understand the type of planning, collaboration, intellectual integration and cross-disciplinary design that is part and parcel of studies in the LAES program. Students taking LAES 302 additionally serve in a leadership and mentorship capacity to help out new students who are taking LAES 301 and entering the LAES program for the first time.

After completing the bulk of their studies from their chosen concentration areas, and often after completing their study abroad work, students then work through the final project-based learning courses in the LAES program, LAES 461 and 462. This two-course senior project development sequence provides students with the opportunity to carry out collaborative research arising from the questions central to each student's area of specialization and helps them to focus and vastly improve the quality of their senior project work, thus providing an effective summation of their undergraduate study. The capstone course (LAES 462) allows students to complete, present, discuss, share, refine and finalize the research and development work involved with their senior project or other projects.

The project-based nature of the program has been the primary means of interesting new students in the degree, but it has been the study abroad portion of the degree that has, for many students, proven to be the most compelling way to pull together their multi-disciplinary studies in the LAES program. This study abroad experience is designed to provide an opportunity for each student 1) to deepen his/her knowledge of how technology interacts with culture both at home and abroad; 2) to be a contributing member of an interdisciplinary, international team to work on, refine, or initiate a project; and 3) to reflect on one's own experience and the experience of others in this endeavor.

The LAES program provides students with a **global perspectives component** to their study **best** fulfilled by having students participate in one quarter/semester of a **study abroad experience**, with the further opportunity to work on an overseas research/development project during that time. The study abroad aspect of this program makes the program highly

competitive with many of the top interdisciplinary engineering, arts and sciences programs currently enrolling students around the country. Because of the importance of the study abroad experience, all efforts are made to make sure that this is a viable and affordable option for the students.

As our external reviewers noted, the study abroad and work/internship abroad components of the program contribute in large measure to the success of our graduates in the workplace. In their review of our student surveys, the external reviewers noted, *"Formal feedback from alumni has been limited, but alumni were included in a survey that focused on the international experience of the program. LAES alumni who responded did provide the following useful comments that highlight the value of this aspect of the curriculum:*

- *My internship abroad helped me get an internship in Haiti after I graduated!*
- *Cal Poly didn't have any Game Development courses, but the courses at QUT did. I was able to take advantage of the courses, and when I got back I was able to use the skills to find a job in the industry.*
- *My experience with an internship abroad had influenced my studies and brought me to where I am today. I learned skills that not only came into use at Cal Poly, but also in "real world" situations. After my internship I became more confident in my abilities and became optimistic for my career in the future. Over a year later, I continue to use the skills I learned that summer."*

In order for the United States to remain a leader in science and technology, an educated workforce is needed—capable of working in an international research environment and in a global market. By participating in study abroad, LAES students acquire the international experience they will need to compete in the job market, while at the same time gain valuable cross-cultural skills and, when relevant, learn another language. In addition, such international experience promotes flexibility, autonomy, leadership skills, innovation, maturity, ambition, and independence. It is the kind of high-level, first-hand overseas experience that many progressive and smart employers seek from new employees.

**8. Briefly describe how the new program fits with the campus mission statement.**

The Bachelor of Arts in Liberal Arts and Engineering Studies fits well with the university and college strategic plans/missions in that it

- **looks** towards the future of the university as embodied in the university's mission statement:

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

- **affirms** Cal Poly's comprehensive polytechnic orientation by fostering a cross-disciplinary experience combining integrated coursework in engineering, science, and math with an integrated plan of study in the liberal arts.

## CURRICULUM DISPLAY

The BA:LAES is a 180-unit degree program distributed as follows:

### Major Courses

|  |                |
|--|----------------|
| LAES 301 Project-Based Learning in LAES.....                     | 4              |
| LAES 302 Advanced Project-Based Learning in LAES.....            | 4              |
| LAES 461 Senior Project (or other approved SP course).....       | 4              |
| LAES 462 Capstone Senior Seminar in LAES.....                    | 4              |
| CHEM 124 General Chemistry for Engineering (B3/B4)*.....         | 4              |
| ENGL 149 Technical Writing for Engineers (A3)*.....              | 4              |
| MATH 141 Calculus I (B1)*.....                                   | 4              |
| MATH 142 Calculus II (B1)*.....                                  | 4              |
| MATH 143 Calculus III (B5)*.....                                 | 4              |
| MATH 241 Calculus IV.....  | 4              |
| MATH 244 Linear Systems .....                                    | 4              |
| PHYS 141 General Physics IA.....                                 | 4              |
| PHYS 132 General Physics II.....                                 | 4              |
| PHYS 133 General Physics III.....                                | 4              |
| STAT 312/321/350.....  | 4              |
| Engineering Concentration (minimum 8 units 300-400 level).....   | 34-35          |
| Liberal Arts Concentration (minimum 12 units 300-400 level)..... | 24             |
| Study Abroad or Global Perspectives courses (300-400 level)..... | 8              |
|  | <b>126-127</b> |

### General Education (GE)

72 units required; 20-32 of which are listed in Major, depending on concentration.

Minimum of 12 units required at the 300-400 level.

#### Area A Communication (8 units)

|   |   |
|---|---|
| A1 Expository Writing.....                                      | 4 |
| A2 Oral Communication.....                                      | 4 |
| A3 Reasoning, Argumentation, and Writing *4 units in Major..... | 0 |

#### Area B Science and Mathematics (4 units)

|   |   |
|---|---|
| B1 Mathematics/Statistics *4 units in Major.....    | 0 |
| B1 Mathematics/Statistics *4 units in Major.....    | 0 |
| B2 Life Science.....                                | 4 |
| B3 Physical Science *4 units in Major.....          | 0 |
| B4 One lab taken with either a B2 or B3 course..... | 0 |
| B5 Elective *4 units in Major.....                  | 0 |

#### Area C Arts and Humanities (16 units)

|                                  |   |
|----------------------------------|---|
| C1 Literature.....               | 4 |
| C2 Philosophy.....               | 4 |
| C3 Fine/Performing Arts.....     | 4 |
| C4 Upper-division elective ..... | 4 |

#### Area D/E Society and the Individual (20 units)

|  |   |
|--|---|
| D1 American Experience (40404).....      | 4 |
| D2 Political Economy.....                | 4 |
| D3 Comparative Social Institutions ..... | 4 |
| D4 Self Development (CSU Area E).....    | 4 |
| D5 Upper-division elective.....          | 4 |

#### Area F Technology (upper division).....

|                     |            |
|---------------------|------------|
|                     | 52         |
| Free Electives..... | 1-2        |
|                     | <b>180</b> |

**OTHER DEGREE REQUIREMENTS:**

Cal Poly, Higher Ed, and Major GPA must all be at least 2.5

All students must complete:

United States Cultural Pluralism Requirement

Graduation Writing Requirement

60 units Upper Division (any 300-400 level classes)

Upper Division units in the Major: 48 required in the major out of 60 overall

Residency Requirements: See Degree Progress Report for details

\* GE classes

\*\* Because this is a 180-unit degree, the Liberal Arts GE program, which requires upper division courses in Areas D (D5) and F, as well as an additional course in Area B (B5) is the appropriate GE plan of study. In *most* Liberal Arts concentration options, at least 4 units will double-count in GE areas C or D at the upper or lower division level. See concentrations for more specific information.

\*\*\* A fall quarter/semester Study Abroad experience will be strongly encouraged for *all* students and efforts will be made to make sure that this is a viable and affordable option. Financial aid and scholarships may be available to support students who have completed the *Free Application for Federal Student Aid* (FAFSA) form. For those students who cannot participate in the study abroad portion of the program, National Student Exchange or eight (8) units of integrated, upper division study in Global Perspectives may be selected from a list of approved electives, with an advisor's approval. Neither of these would meet the goals of the program as well, but have been identified as acceptable substitutes. The International Education and Programs Office already has in place several special affiliation agreements with a number of programs spanning a number of countries and continents, and welcomes the opportunity to pursue more such agreements as programs and needs are identified.

**Students choose both an Engineering Concentration and a Liberal Arts Concentration. These are chosen in consultation with the program directors to create areas of depth that are further developed in other areas of the program (e.g., study abroad, senior project).**

Students will select one Engineering Studies concentration from among the following three concentrations (34-35 units):

**CSC – Computer Graphics Concentration (34 units)**

CSC/CPE 123 – Introduction to Computing (4)

CSC/CPE 101 – Fundamentals of Computer Science I (4)

CSC/CPE 102 – Fundamentals of Computer Science II (4)

CSC/CPE 103 – Fundamentals of Computer Science III (4)

CSC 141 – Discrete Structures I (4)

CSC/CPE 225 – Introduction to Computer Organization (4)

CSC 303 – Teaching Computer Science (2)

CSC/CPE 357 – Systems Programming (4)

CSC/CPE 471 – Introduction to Computer Graphics (4)

**Electrical Engineering – Power Concentration (34 units)**

EE 111/151 – Introduction to EE, Laboratory (1,1)

EE 112 – Electric Circuit Analysis I (2)

EE 211/241 – Electric Circuit Analysis II, Laboratory (3,1)

EE 212/242 – Electric Circuit Analysis III, Laboratory (3,1)

EE 255/295 – Energy Conversion Electromagnetics, Laboratory (3,1)

EE 335/375 – Electromagnetics, Laboratory (4,1)

EE 406 – Power Systems Analysis I (4)

EE 407/444 – Power Systems Analysis II, Laboratory (4,1)

Advisor approved power technical elective (4)

**Industrial/Manufacturing Engineering – System Design Concentration (34-35 units)**

IME 101 – Intro Industrial & Manufacturing Engineering (1)  
 IME 223 – Process Improvement Fundamentals (4)  
 IME 239 – Industrial Costs and Controls (3)  
 IME 301 – Operations Research I (4)  
 IME 303 – Project Organization and Management (4)  
 IME 314 – Engineering Economics (3)  
 IME 319/320 – Human Factors and Technology (\*GE Area F) (4)  
 IME 326 – Engineering Test Design and Analysis (4)  
 \*IME 420 – Simulation (4)  
 \*IME 443 – Facilities Planning and Design (4)

\*Industrial and Manufacturing Engineering prerequisite MOU is in process.

Students will select one Liberal Arts concentration from among (or modeled after) the following (24 units):

**Culture, Society & Technology Concentration (24 units)***Required Courses:*

ES/WS 350 – Gender, Race, Science, & Technology (4) USCP  
 HUM 303 – Values & Technology (4) or PHIL 341 – Professional Ethics (4) or PHIL 337 – Business Ethics (4) All GE Area C4

POLS 451 – Technology & Public Policy (4)

*Advisor Approved Elective Courses (Select at least 3 from the list below for a total of 12 units):*

ANT 360 – Human Cultural Adaptations (4) GE Area D5  
 COMS 317 – Technology & Human Communication (4)  
 GEOG 318 – Applications in GIS (4)  
 GEOG 333 – Human Impact on Earth (4) or HUM 350 – The Global Environment (4) GE Area F  
 HIST 354 – History of Network Technology (4) GE Area F  
 HIST 359 – Living in the Material World (4) GE Area F  
 JOUR 331 – Contemporary Advertising (4)  
 JOUR 470 – Selected Advanced Topics in Journalism (4)  
 PHIL 322 – Philosophy of Technology (\*GE Area C4) (4)  
 PHIL 340 – Environmental Ethics (\*GE Area C4) (4)  
 \*POLS 328 – Politics of Developing Areas (4)  
 POLS 333 – World Food Systems (\*GE Area F) (4)  
 POLS 346 – Politics in Literature (4)  
 POLS 347 – Politics & Popular Culture (4)  
 POLS 470 – Selected Advanced Topics (4)  
 PSY 311 – Environmental Psychology (\*GE Area D5) (4)  
 PSY 494 – Psychology of Technological Change (4)

\*Political Science prerequisite MOU located in Appendix 1, Letters of Support.

**Interactive Communication Concentration: Cinematic Focus (24 units)***Required Courses:*

TH 210 – Introduction to Theatre (4) GE Area C3  
 ENGL 371 – Film Styles and Genres (4) GE Area C4  
 ENGL 411 – New Media Art I (4)

*Advisor Approved Elective Courses (Select 3 from the list below for a total of 12 units):*

ENGL 210 – New Media Technology (4)  
 ENGL 370 – World Cinema (4) GE Area C4  
 ENGL 372 – Film Directors (4) GE Area C4  
 ENGL 412 – New Media Art II (4)

ENGL 416 – New Media Study (4)  
 ENGL 419 – Advanced New Media Projects (2) (must be repeated)  
 COMS 311 – Communication Theory (4)  
 COMS 385 – Media Criticism (4)  
 COMS 419 – Media Effects (4)  
 POLS 470 – Selected Advanced Topics (4)

**Interactive Communication Concentration: Theatrical Focus (24 units)**

*Required Courses:*

TH 210 – Introduction to Theatre (4) GE Area C3  
 TH 227 – Theatre History I (4) GE Area C3 or TH 228 – Theatre History II (4) GE Area C3  
 ENGL 411 – New Media Art I (4)

*Advisor Approved Elective Courses: (Select 3 from the list below for a total of 12 units – no more than 1 lower division)*

ENGL 210 – New Media Technology (4)  
 ENGL 412 – New Media Arts II (4)  
 TH 220 – Acting Methods (4)  
 TH 310 – Women's Theatre (4) or TH 320 – Black Theatre (4) or TH 360 – Theatre in the United States (4) or TH 390 – Global Theatre and Performance (4) All GE Area C4  
 TH 230 – Stagecraft I (4)  
 TH 330 – Stagecraft II (4)  
 \*TH 430 – Scenic Design (4)  
 \*TH 434 – Lighting Design (4)  
 HUM 320 – Values, Media & Culture (4) GE Area C4

\*Theatre and Dance prerequisite MOU located in Appendix 1, Letters of Support.

**Publishing Technology Concentration (24 units)**

*Required Courses:*

GRC 101 – Introduction to Graphic Communication (3)  
 \*GRC 201 -- Electronic Publishing Systems (3)  
 \*GRC 211 -- Substrates and Ink (4)  
 HUM 303 – Values & Technology or PHIL 341 – Professional Ethics or PHIL 337 – Business Ethics (4) All GE Area C4

*Advisor Approved Elective Courses (Select at least 3 from the list below for a total of 10 units):*

COMS 317 – Technology & Human Communication (4)  
 \*GRC 316 -- Flexographic Printing Technology (3)  
 \*GRC 328 -- Sheetfed Printing and Platemaking (4)  
 \*GRC 329 -- Press Methods and Procedures for Web Offset & Gravure (3)  
 \*GRC 402 -- Digital Printing and Emerging Technologies in Graphic Communication (3)  
 PSY 494 – Psychology of Technological Change (4)

\*Graphic Communication prerequisite MOU located in Appendix 1, Letters of Support.

**Technical Communication Concentration (24 units)**

*Required Courses:*

ENGL 317 – Technical Editing (4)  
 ENGL 319 – Information Design & Production (4)  
 COMS 317 – Technology & Human Communication (4)  
*Advisor Approved Elective Courses (Select 3 from the list below for a total of 12 units):*  
 ENGL 210 – New Media Technology (4)  
 ENGL 310 – Corporate Communication (4)  
 HUM 303 – Values & Technology (4) GE Area C4  
 PHIL 337 – Business Ethics (4) GE Area C4 or PHIL 341 – Professional Ethics (4) GE Area C4  
 COMS 213 – Organizational Communication (4)  
 COMS 301 – Business and Professional Communication (4)

ENGL 418 – Technical Communication Practicum (4) or ENGL 420 – Client-Based Technical Communication (4)

**Liberal Arts Individualized Course of Study Concentration (ICS – 24 units)**

Students choosing the Liberal Arts ICS Concentration pursue a course of study that meets their individual needs and interests. Courses are selected with the advice of the student's academic advisor and approved by the program chair.

The Liberal Arts ICS Concentration must meet one of the following requirements: 24 units of an advisor-approved integrated course of study from courses offerings in the College of Liberal Arts designed to meet the LAES learning objectives, with at least half of the units at the upper division level OR an approved minor program in the College of Liberal Arts selected from among the following minors:

| MINOR                          | UNITS | Required GE                    | Other GE             |
|--------------------------------|-------|--------------------------------|----------------------|
| Anthropology-Geography         | 28    | B2 (4), D3 (4)                 | Yes – D5             |
| Art History                    | 28    | C3 (4)                         | Yes – C4             |
| Asian Studies                  | 28    | D5 (4), C4 (4)                 | Yes – C3, D3         |
| Child Development              | 28    | C4 (4)                         | No                   |
| Communication Studies          | 28    | –                              | No                   |
| Dance                          | 30    | C3 (4), C4 (4)                 | No                   |
| English                        | 28    | C1 (4); C4 (4)                 | No                   |
| Ethnic Studies                 | 24    | D1 (4), D3 (4), D5 (4)         | Yes – C4             |
| French                         | 24    | C1 (4)                         | Yes – C4             |
| German                         | 24    | C1 (4)                         | Yes – C4             |
| Gerontology (PSY/CD)           | 28    | D5 (4)                         | No                   |
| Global Politics (POLS)         | 28    | –                              | Yes – D5             |
| Graphic Communication          | 26    | F (4)                          | No                   |
| History                        | 29    | –                              | Yes – D1, D2, D3, D5 |
| Latin American Studies         | 24    | –                              | Yes – C1, C4, D3, D5 |
| Law & Society (POLS)           | 28    | –                              | Yes – D5             |
| Linguistics                    | 28    | –                              | No                   |
| Media Arts & Technologies      | 28    | –                              | Yes – C3, C4         |
| Music                          | 24    | –                              | Yes – C3, C4         |
| Philosophy                     | 24    | C2 (4), C4 (4)                 | No                   |
| Photography                    | 24    | –                              | Yes – C4             |
| Psychology                     | 28-29 | D4 (4)                         | Yes – D5             |
| Religious Studies (PHIL)       | 24    | C4 (4)                         | Yes – D5             |
| Sociology                      | 28    | D3 (4)                         | Yes – D5             |
| Spanish                        | 24    | C1 (4)                         | Yes – C4             |
| Studio Art                     | 28    | C3 (4)                         | Yes – C4             |
| Theatre                        | 28    | C3 (4), C4 (4)                 | No                   |
| Values, Technology, & Society  | 28    | C4 (4), F (4)                  | Yes – D5             |
| Western Intellectual Tradition | 28    | C1 (4), C2 (4), C4 (4), D5 (4) | No                   |
| Women's and Gender Studies     | 24    | D5 (4)                         | Yes – C4             |

*Courses in the Liberal Arts ICS Concentration may double count with GE courses.*

Adopted:

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

AS-\_\_-12

**RESOLUTION ON RETENTION, PROMOTION, AND TENURE**

1 WHEREAS, The WASC TSM CPR Report<sup>1</sup> and the RPTFG Report<sup>2</sup> provided evidence that  
2 lack of clarity of Retention, Promotion, and Tenure ("RPT") criteria, including  
3 Professional Plans, results in different interpretations and uneven implementation  
4 of the process across different colleges; and

5  
6 WHEREAS, Also among the recommendations in the WASC TSM CPR is that the Academic  
7 Senate "Consider establishing a university-level RPT committee" (p. 22); and,  
8

9 WHEREAS, There have been many changes to the demands of all faculty, particularly faculty  
10 at the Assistant and Associate level over the past several years, such as increasing  
11 class sizes and expectations of research and scholarship during a time of  
12 decreasing resources; and

13  
14 WHEREAS, Integrity of the RPT process depends on the fair review of faculty's work by their  
15 peers in the context of established criteria; and

16  
17 WHEREAS, Clarity of criteria and faculty's knowledge of it in the beginning of each cycle of  
18 review is essential for timely progress toward meeting the expectations; and

19  
20 WHEREAS, Evolving criteria coupled with long periods between post-tenure reviews can lead  
21 faculty to perceive the criteria as a "moving target"; and

22  
23 WHEREAS, Some CSU departments develop performance criteria that sets out in detail  
24 teaching, scholarly, and service activities that can be considered in evaluating  
25 faculty going through the RPT process<sup>3</sup>; therefore be it

26  
27 RESOLVED: That the chairs/heads, deans and the Provost base their own evaluation of each  
28 faculty's performance on department and college RPT criteria; and be it further

29  
30 RESOLVED: That henceforth, when criteria change, either the changes be phased in gradually  
31 and communicated clearly to faculty so that faculty have appropriate time to adapt  
32 or faculty be evaluated based on criteria previously communicated to them by  
33 their department and college for successful tenure and/or promotion; and be it  
34 further

35  
36 RESOLVED: That the Academic Senate requests that the Provost charge all departments and  
37 colleges to review and approve RPT guidelines in a discipline-specific manner,

including a definition of the Teacher-Scholar Model based on the AS-725-11  
RSCA definition as a guide for all faculty members in order to create a sustainable  
and rewarding career for faculty; and be it further

RESOLVED: That the Academic Senate Faculty Affairs Committee serve as a clearing house  
for best RPT practices and as an ad hoc university-wide review and approval  
committee for department and college RPT guidelines.

Proposed by: Academic Senate RPT Task Force  
Date:

<sup>1</sup> This acronym stands for: "Western Association of Schools and Colleges Teacher-Scholar Model Capacity and Preparatory Review Report" (<http://www.wasc.calpoly.edu/cpr/index.html>)

<sup>2</sup> This acronym stands for: "Retention, Promotion, and Tenure Focus Group Report"  
(<http://digitalcommons.calpoly.edu/senateresolutions/724/>).

<sup>3</sup> The following are *merely examples* of RPT criteria in various disciplines and departments across the CSU that could serve as documents we could compare with Cal Poly RPT departmental criteria: Example 1. The teaching, scholarly, and service activities that can be considered in evaluating faculty going through the RPT process in the Biological Sciences Department at Humboldt State University  
([http://www.humboldt.edu/aps/docs/RTP/RTP\\_Criteria/BiologicalSciencesDepartmentiRTPCriteriaStandardsFINAL.pdf](http://www.humboldt.edu/aps/docs/RTP/RTP_Criteria/BiologicalSciencesDepartmentiRTPCriteriaStandardsFINAL.pdf)) Example 2. RPT criteria for Dance at Dominguez Hills  
([http://www.csudh.edu/academicaffairs/RTP\\_Scholarship\\_Definitions/CAH/Dance.pdf](http://www.csudh.edu/academicaffairs/RTP_Scholarship_Definitions/CAH/Dance.pdf))  
Example 3. RPT criteria for Psychology at San Francisco State University  
([http://academic.sfsu.edu/CMS\\_uploads/files/27faff-547.pdf](http://academic.sfsu.edu/CMS_uploads/files/27faff-547.pdf))

Adopted:

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

AS-\_\_-12

**RESOLUTION ON THE MUSTANG WAY**

- 1 WHEREAS, Among the recurring issues the Presidential Task Force on Substance Abuse and Sexual  
2 Assault ("PTF") learned is that there a lack of clarity regarding the definition and  
3 expression of the traits and values Cal Poly expects its students to cultivate  
4 (<http://studentaffairs.calpoly.edu/content/sexual-assault-recommendations>); and  
5
- 6 WHEREAS, Recommendation 6.4 of the PTF report calls for:  
7  
8 "In conjunction with the Academic Senate and ASI, among others in Student Affairs,  
9 the University should consider developing a "Traits and Expectations of a Mustang"  
10 document."  
11
- 12 WHEREAS, Cal Poly Orientation Programs, University Housing, and ASI, would all be among the  
13 campus units that would use a "Traits and Expectations of a Mustang" document in their  
14 communications with prospective and current students; and  
15
- 16 WHEREAS Associated Students Inc. ("ASI") picked up the charge in recommendation 6.4 by  
17 consulting widely in the development of "The Mustang Way," which articulates Cal Poly  
18 traits and values of Cal Poly students (attached); and  
19
- 20 WHEREAS, The list of consultees includes the Academic Senate Chair and Vice Chair, Provost, Vice  
21 President of Administration and Finance, Interim Vice President of Student  
22 Affairs/Director of Housing, Athletic Director, Cal Poly Corporation, Orientation  
23 Programs, Interhousing Council, Poly Reps, Student Athletic Leadership (Block P),  
24 Student Community Liaison Committee, San Luis Obispo City Mayor, San Luis Obispo  
25 City Manager, University President; and  
26
- 27 WHEREAS, ASI appreciates the good relationship between students and faculty and so seeks support  
28 from and recognition of "The Mustang Way" from the full Academic Senate; therefore be  
29 it  
30
- 31 RESOLVED That the Academic Senate accept and endorse the ASI proposed "The Mustang Way."

Proposed by: Associated Students Inc.  
Date: May 10 2012

### **The Mustang Way**

As Mustangs, we are united under these principles, honoring those who came before us and inspiring those who follow. The privilege of being a Cal Poly Mustang is celebrated for a lifetime.

**EXCELLENCE** Learn by Doing is the foundation of our engaged pursuit of knowledge and scholarly achievement.

**INCLUSIVITY** Mustangs strive to create an atmosphere of mutual respect, celebrating the positive differences that make us unique.

**COMMUNITY** Personal commitment and participation in the Cal Poly community is the cornerstone of the Mustang experience.

**RESPONSIBILITY** Mustangs support one another while also taking pride in accepting individual responsibility, thus strengthening the Cal Poly family.

**INTEGRITY** Mustangs face all actions and decisions with perseverance, honor, and character.

## **Nominations for 2012-2014 Academic Senate Vacancies**

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

\*willing to chair if release time is available

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

Distinguished Scholarship Award Committee  
Distinguished Teaching Award Committee  
Fairness Board  
Instruction Committee

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

Budget and Long Range Planning Committee  
Distinguished Scholarship Award Committee  
Distinguished Teaching Award Committee  
Fairness Board  
Graduate Programs Subcommittee  
Grants Review Committee  
Research & Professional Development Committee

### **Orfalea College of Business**

Distinguished Teaching Award Committee

**Lee Burgunder, Accounting (29 years at Cal Poly) Tenured**

"I would like to fill the OCOB vacancy on the Distinguished Teaching Award Committee that ends in 2013. I am a previous winner of the Award, and have previously served several times on the committee. I believe the work of the DTA committee, although time-consuming, is extremely important and rewarding."

Graduate Programs Subcommittee  
Instruction Committee  
Research & Professional Development Committee  
Sustainability Committee

### **College of Engineering**

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

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

Distinguished Scholarship Award Committee  
Instruction Committee  
Research & Professional Development Committee

### **Professional Consultative Services**

Faculty Affairs Committee  
Fairness Board  
Instruction Committee  
Research & Professional Development Committee

**David Beales, Library (1 year at Cal Poly) Tenure Track**

I would like to register my interest in serving on the Research & Professional Development Committee. This would be the first Academic Senate Committee that I have served on since arriving at Cal Poly in October 2011.

In broad terms, librarians aid academic staff in their research and professional development through

- The management of information resources (books, journals, databases etc.);
- Supporting the dissemination of scholarly work through digital repositories, advocacy for open access,
- Providing training to staff in locating information, using bibliographic software, improving the findability of their research and demonstrating the impact of their research

Having spent the previous six years working at research-led universities (Imperial College London and King's College London) I have an established interest in supporting the research needs of academic staff in all of the above areas. Most recently, at Imperial College London I led my team of engineering librarians to deliver research support instruction, including:

- training in demonstrating the impact of research using bibliometrics,
- the emerging issue of academic plagiarism detection software use by publishers,
- author disambiguation (see ResearcherID and ORCID),
- building collaboration networks (see Mendeley).

I have recently begun to introduce this training at Cal Poly; delivering a first session through CTL with my colleague Marisa Ramirez on "Demonstrating the Impact of Your Research".

Over the coming year I plan to deliver further training in the areas mentioned.

In common with many librarians, I have a professional interest in Open Access publishing. I recently wrote on behalf of the Kennedy Library to a government RFI on the practicalities of establishing an Open Access mandate for federally funded research

([http://www.whitehouse.gov/sites/default/files/microsites/ostp/scholarly-pubs-\(%23290\)%20cpslo.pdf](http://www.whitehouse.gov/sites/default/files/microsites/ostp/scholarly-pubs-(%23290)%20cpslo.pdf)).

The announcement of such a mandate looks highly likely (a similar mandate has recently been announced in the UK). Earlier institutional and organizational mandates are being revisited to ensure greater compliance. Such mandates would mean that our Digital Repository would have a larger role in supporting the academic staff at Cal Poly.

In collection development, the most dramatic shift has been in the use of eresource metrics by institutions as tools to ensure that they are delivering the best value for money. These tools can help institutions decide on the most appropriate way to provide the information that faculty need for their research, whether through renegotiation of Big Deal journal packages, adoption of article level pay per view arrangements or selective reliance on shared services with other institutions. During 2011 I developed a model which was used by the 30 libraries of Research Libraries UK to support their heated negotiations with Elsevier and Wiley Blackwell. These negotiations are credited with saving \$30 million over the life of the new agreement and have attracted attention in the US. I am currently sharing this model with colleagues in the Library with the expectation that it will be used by CSU libraries in the first instance during their upcoming publisher negotiations.

At King's College London I had a wide-ranging advocacy and support role in a converged Library and IT service, which included training PhD Engineering students and faculty advocacy and liaison roles in project teams developing a Softgrid virtualized desktop, rationalizing email support, and creating a digital repository.

Hopefully, the above summary illustrates the range of my experience and interest in supporting academic research at 1:1 support, training, project level and strategic levels. I would welcome the opportunity to assist in the development of these and other support services for the teacher-scholar model.

### **Curriculum Appeals Committee (1 vacancy)**

**Nominations for 2012-2013 University Committee Vacancies**  
**Committees highlighted in blue have more than one nominee**

Cal Poly Housing Corporation Board – 1 representative, 1 vacancy

Cal Poly Plan Steering Committee – 2 representatives, 1 vacancy

Campus Fee Advisory Committee – 1 representative, 1 vacancy

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 only)

Student Health Advisory Committee – 1 representative, 1 vacancy

Sustainability Advisory Committee – 1 representative, 1 vacancy

University Union Advisory Board – 1 representative, 1 vacancy