

CAL POLY

Academic Senate

805.756.1258

<http://academicsenate.calpoly.edu/>

Meeting of the Academic Senate Executive Committee

Tuesday, April 28, 2015

01-409, 3:10 to 5:00pm

- I. **Minutes:** Approval of April 7, 2015 minutes: (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:
- IV. **Special Report:**
 - A. **Report on the timing during which students attempt to complete the GWR** by Dawn Janke, GWR Task Force chair. (pp. 4-8).
 - B. **Salary Adjustment Update** by Ken Brown, Faculty Affairs Committee chair
- V. **Business Item(s):**
 - A. **Appointments to Academic Senate committees for 2015-2017:** (pp. 9-14).
 - B. **Appointments to University committees for 2015-2016:** (pp. 15-22).
 - C. **Approval of 2015-2016 Calendar of Meetings:** (p. 23).
 - D. **[TIME CERTAIN 3:45 PM] Resolution in Support of AS-3197-14 The Need for a Comprehensive California State University Policy on Academic Freedom:** Manzar Foroohar, Statewide Senator (pp. 24-28).
 - E. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate Chair (p. 29).
 - F. **Resolution to Amend the Definition of Membership of the General Faculty on the *Constitution of the Faculty*:** Manzar Foroohar, Statewide Senator (to be distributed at meeting).
 - G. **Resolution on Modification of Retention of Exams Policy:** Jonathan Shapiro, Fairness Board chair (p. 30).
- VI. **Discussion Item(s):**
- VII. **Adjournment:**

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

Minutes of the
Academic Senate Executive Committee
Tuesday, April 7, 2015
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the Executive Committee minutes from February 17, 2015 and February 24, 2015.

II. Communication(s) and Announcement(s): none.

III. Reports:

A. **Academic Senate Chair (Laver):** The union has been talking about ideas on how to approach the issues regarding Polyratings.

B. **President's Office (Kinsley):** The Cal Poly Master Plan is still underway with Linda Dalton, Interim University Planning Officer, and Julie Moloney, Campus Planner, heading the process. Meetings with committees are underway to look at principles and drafting a map. There will be public workshops held in May to get input from the campus and community before being assessed by consultants this summer.

C. **Provost:** none.

D. **Statewide Senate (Foroohar/LoCascio):** Foroohar reported on her meetings where they discussed several resolutions. One resolution that is still in first reading asks campus administration, the Board of Trustees, and campus presidents to draft a plan to show how they're going to increase tenure track density to 75% in 10 years. The resolution also asks to lower the student to faculty ratio from 22:1 to 18:1 and for the system to go to Sacramento to request money that will support this 10 year plan and for campus presidents to allocate budgets to hire more tenure track faculty. LoCascio reported on the Academic Affairs Committee's concern for the quality of master programs. The argument is how many units of student's coursework has to be non-crossed referenced 500 level classes. Another discussion was what to do with systemwide Ethnic Studies, Gender Studies, etc. since enrollment numbers have been declining.

E. **CFA Campus President:** none.

F. **ASI Representative (Sullivan):** The Facilities Master Plan is still underway with a big survey on April 28 to May 8 to learn what the next step is. The Board of Directors approved a proposal that allocated funding for water bottle filling stations. There is a bill in the state legislature that takes the CSU policy on Category II fees recently adopted by the Board of Trustees and makes it into a law. One catch in the bill is that it makes the contractual obligations end after 12 years if students choose to rescind the Student Success Fee.

IV. Business Item(s):

A. **Appointment to Academic Senate committee for spring quarter 2015:** M/S/P to appoint Mark Bieraugel, Library, to the Research, Scholarship, and Creative Activities Committee for spring 2015.

B. **Appointment of Zach Vowell (replacement for Mark Bieraugel) to the Academic Senate PCS caucus for 2015-2016:** M/S/P to appoint Zach Vowell, Library, to the PCS caucus for 2015-2016.

- C. **Resolution on Proposal to Establish a Master of Science in Nutrition:** Doris Derelian, Food Science and Nutrition, spoke on a resolution that proposes a Master of Science in Nutrition program. M/S/P to send the Resolution on Proposal to Establish a Master of Science in Nutrition to the Senate floor for consideration.
- D. **Resolution to Amend the Definition of Membership of the General Faculty on the Constitution of the Faculty:** Manzar Foroohar, Statewide Senator, presented a resolution that amends the definition of general faculty in the *Constitution of the Faculty* to match the definition stated in the contract. The resolution has been sent back for revisions.
- E. **Approval of application process for exceptional levels of service to students for 2014-2015 and 2015-2016:** Ken Brown, chair of the Faculty Affairs Committee, presented the application process developed by the Faculty Affairs Committee for exceptional levels of service to students to the Executive Committee. M/S/P to approve the application process for exceptional levels of service to students for 2014-2015 and 2015-2016.
- F. **Resolution on the New Registration System:** Tom Gutierrez, CSM Caucus Chair, and Harvey Greenwald, Math Department, spoke on a proposed resolution that asks the Registrar's Office to develop and share an assessment for the effectiveness of the New Registration System. M/S/P to send the resolution on the New Registration System to the senate floor for consideration with the following changes:
- Line 13 WHEREAS, There has been no Academic Senate consultation in advance of implementing the New Registration System nor has it been vetted by ~~faculty~~ the Academic Senate for possible impacts on the aforementioned faculty and student workflow; and
- Line 17 WHEREAS, The faculty currently lack ~~transparent information and~~ data-driven metrics regarding the New Registration System; therefore be it
- Line 31 RESOLVED, ~~That, in the spirit of shared governance and transparency, the faculty request that any~~ future substantial changes...

V. Discussion Item(s): none.

VI. Adjournment: 5:00 pm

Submitted by,



Alex Ye
Academic Senate Student Assistant

**Report on the Timing During which Students Attempt to Complete the GWR
Prepared by the GWR Academic Senate Task Force**

Members:

Helen Bailey: Associate Registrar, Office of the Registrar

Clare Battista: Lecturer, Economics, OCOB

Leanne Berning: Professor, Dairy Science, CAFES

Kaila Bussert: Foundational Experiences Librarian, Robert E. Kennedy Library

Don Choi: Associate Professor, Architecture, CAED

Bruno Giberti: Faculty Coordinator, Office of Academic Programs and Planning

Brenda Helmbrecht: Director of Writing and GE Chair, CLA

Dawn Janke: GWR Coordinator and Writing & Rhetoric Center Director, Task Force Chair

Elena Keeling: Professor, Biological Sciences, CSM

Matt Luskey: Writing Instruction Specialist, Center for Teaching, Learning & Technology

Kathryn Rummell: Chair, Department of English, CLA

Debra Valencia-Laver: Associate Dean, CLA

Charge:

To ensure that students satisfy the Graduation Writing Requirement (GWR) in order to comply with CSU Executive Order 665, which states: "Certification of writing competence shall be made available to students as they enter the junior year. Students should complete the requirement before the senior year." The most recent Cal Poly WASC report also recommends that the university, "Require Cal Poly undergraduates to satisfy the GWR as juniors, i.e., as soon as possible after completing ninety units, so that they can receive additional writing instruction if necessary before attempting the senior project."

Current Practice:

Students can attempt to fulfill the GWR after completing ninety units; students must complete the GWR in order to graduate. Students may select one of two pathways to fulfill the requirement:

- 1) Earn a passing score on a Writing Proficiency Exam (WPE);
- 2) Earn a passing grade on an in-class, timed essay exam and earn a C or better in a GWR-approved upper-division English course.

If students fail to satisfy the GWR after two or more attempts, they may opt to fulfill the requirement via a third pathway:

- 3) Earn a passing score on a GWR Portfolio submitted upon completion of ENGL 150.

Background:

- More than 1,000 students take the WPE on the second Saturday of fall, winter, and spring quarters.
- 84% of test-takers are seniors.
- 76% of test-takers pass upon the first attempt.
- The pass rate increases to 97% after the second attempt.

- About 100 or more students take (or re-take) the WPE during finals week of their final quarter on campus.

Problem:

The group of students that waits until their senior year to attempt completion of the GWR through the WPE is clearly anxious. Some test-takers are so nervous during the exam that they freeze: they write one or two lines, close the exam booklet, and give up. The majority, nonetheless nervous, manages to complete the exam, yet many are not relieved of stress until they learn of their passing score. Those who take the exam during their final quarter and have jobs pending particularly fear that they will not be employed if they do not pass the exam. Of those that do not pass, some come into the Writing & Rhetoric Center office in tears or enraged because they must re-take the exam during final exam week.

In order to accommodate these students, the Writing & Rhetoric Center office coordinator counsels them, sets them up with one-to-one feedback from a tutor and/or offers consultation with the WPE coordinator, and works with each of them individually to provide support to pass the exam. In addition, the office coordinator schedules as many as four different exam times and locations during finals week, scrambles to hire exam proctors with the three hours available in their schedule to sit with the exam-takers (because we allow graduating seniors an extra hour to take the exam in hopes of decreasing their test anxiety), and tasks WPE faculty readers with additional assessment needs during their already full grading schedules. During the assessment of the final exam batch of WPEs, readers may feel pressure to pass student essays because they are fully aware that students' degree completion is riding upon doing so.

About 10 to 12 students each year are denied graduation because they do not satisfy the GWR through the WPE. Although these are small numbers, these students move on from Cal Poly without their degree, with some contacting the Writing & Rhetoric Center office years later with a request to return to take the exam. After being away from school for an extended period of time, these former students struggle to meet the requirement and often opt to complete the quarter-long GWR Portfolio Program. They must then hire and pay for a personal tutor instead of having the benefit of working with the Cal Poly tutors and resources to meet the requirement.

In all, when students choose to take the exam during their last year on campus, and especially during the quarter they hope to graduate, the university is not afforded an opportunity to utilize the GWR as a pedagogical tool, one that helps students determine whether they would benefit from additional writing instruction to meet the level of expected writing proficiency for successful completion of senior-level capstone coursework.

Rather than being viewed as a hoop that students must jump through in order to earn their degree or as a barrier to graduation for those who wait to the last minute to attempt to satisfy the requirement but do not, the GWR should be viewed more accurately as a diagnostic exam for the higher-level writing to be encountered in capstone courses. The task force members believe that this perspective on the GWR more closely mirrors the intention behind EO 665.

Considerations:

Two senate resolutions were passed in the early 2000s that address the timing of GWR completion on campuses:

- 1) Cal Poly's AS-550-00/CC Resolution on the Graduation Writing Requirement, adopted on October 24, 2000, resolved the following: to "encourage students to attempt the GWR early in their junior year;"
- 2) AS-2627-03/AA of the CSU Senate, adopted January 22-23, 2004, accepted the recommendations of a 2002 CSU report of campus GWR policies that states, "Each campus should develop a process that ensures student attempt the assessment in their junior year."

To ensure assessment in the junior year, a number of CSU campuses institute registration holds for students that do not fulfill the GWR by the end of their junior year, including CSULA, CSULB, Cal Poly Pomona, Sac State, Northridge, and Dominguez Hills. As a for instance, at Dominguez Hills students receive a letter from advising, which indicates that they have not met the requirement; they receive a hold on their registration; and they must meet with an advisor and sign a contract that states that they will register for the next exam before the hold is released.

The task force considered the option of placing a hold on registration but believes that students will view a hold as a punitive measure, and the task force would like to avoid "mini crises" that may result from such an approach. The task force also understands that a registration hold will be cumbersome to enforce. Finally, a hold on registration may become a barrier to graduation, which the task force determined to be an unproductive approach to this issue.

As well, the task force considered recommending that the senate resolve that all departments require students to complete the GWR as a prerequisite for senior project/capstone work and that the Office of the Registrar builds the prerequisite into the system to block students from enrolling in senior project coursework until the requirement is fulfilled. The task force believes that this type of prerequisite might be difficult to enforce and may become cumbersome, especially if departments simply decide to override the requirement by providing students with permission numbers. And, the task force understands that this solution has already been attempted, i.e. that there were several departments that built this into their programs but removed it from the "hard" prerequisites once the Registrar's Office more strictly enforced prerequisites.

Task Force Recommendation:

In an effort to comply with EO 665 and subsequent senate resolutions, the GWR Academic Senate Task Force recommends that the following actions be implemented to incentivize students to attempt to fulfill the GWR during their junior year:

1. The Writing & Rhetoric Center will coordinate with the Office of the Registrar to revise the catalog language to reflect the recommendation that students complete the requirement during the junior year (90-135 units in a 180-unit program).

2. The Writing & Rhetoric Center will collaborate with the Office of the Registrar to revise the language on curriculum flow charts to reflect the recommendation that students complete the requirement during the junior year.
3. The Writing & Rhetoric Center will partner with constituents across campus to improve outreach to students who have earned ninety units and encourage them to complete the requirement during their junior year.
4. The Office of the Registrar will update PASS so students can search for GWR-approved English classes. (Students can currently search PASS for USCP classes, but they cannot search for GWR classes.)
5. The English Department will reserve for juniors some seats and/or sections in GWR-approved English classes. The number of seats/sections will be determined by the department in collaboration with the Writing & Rhetoric Center and the College of Liberal Arts.
6. The Writing & Rhetoric Center will coordinate with the Office of the Registrar to attempt to program the Milestone Effective Date in PeopleSoft so that students earn their graduating senior registration rotation for their final quarter by completing the GWR two or more quarters prior to their graduation quarter.

Further, the task force considered the following three approaches to addressing this issue:

1. Require that by the curriculum cycle for the 2017-2019 catalog programs/departments identify at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR and are thereby compliant with the Executive Order.
2. Encourage that by the curriculum cycle for the 2017-2019 catalog programs/departments identify at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR and are thereby compliant with the Executive Order.
3. Require that by the curriculum cycle for the 2017-2019 catalog programs/departments develop a concrete action plan so that their students take the GWR during junior year and are thereby compliant with the Executive Order. Programs/departments may design a plan that works best for their students. The GWR Academic Senate Task Force recommends that the action plan consist of identifying at least one upper-level capstone course (such as a senior project course or another course that involves senior-level writing) for which the prerequisite would be completion of the GWR. Other options include: increased advising, department holds on registration, and/or revised flow charts.

As well as recommending that action items 1-6 be implemented in order to address this issue,

on April 2, 2015, the task force voted, and the majority of members supports promoting option three as an additional approach to regulating a change to the time during which students attempt to complete the GWR on campus.

The task force also recommended that the Writing & Rhetoric Center in collaboration with the Office of the Registrar be granted oversight over monitoring completion of the above once the senate determines the best approach(es) to attending to the charge.

We recognize the challenges of shifting the WPE to junior year, but we believe that doing so is imperative in order to comply with EO 665 and avoid unnecessary stress to both the students that take the exam at the last minute and the faculty and staff that support them.

04.13.15 (gg)

Nominations Received for 2015-2017 Academic Senate Vacancies

* Indicates willingness to chair if release time is available

College of Agriculture, Food and Environmental Sciences

Budget & Long-Range Planning Committee

Sean Hurley, Agribusiness (13 years at Cal Poly) Tenured, Incumbent *

I am the current Chair of the Budget and Long Range Planning Committee. In this current year, I have been working hard to reinvigorate the committee by examining the University's Strategic Plan, monitoring the Master Plan process, and the way the way the University handles its budget. One of the items I am attempting to accomplish this year is to educate the committee members on the tools that can be used to understand the budget, i.e., Dashboards, Cal Poly OpenGov website, etc. I figure this will take the better part of the rest of this year while trying to accomplish the current charges the Senate Executive Committee has given the committee.

In the next year, I would like to continue Chairing the committee. This will provide stability and continuity for the committee as it continues monitoring the Master Plan process. Given that next year's committee will have overlap with this year, I would like to focus the committee's attention on the University budget and how it fits with the current strategic framework. By the end of my next term, I would like to be able to present to the Senate a better understanding of the budgeting process at the university.

In the next year, I plan on having the committee continue monitoring the Master Plan process. Given that next year's committee will have overlap next year, I would like to focus the committee's attention on the University budget and how its fits with the current strategic framework.

Distinguished Scholarship Awards Committee

Distinguished Teaching Awards Committee (2015-2016)

Eivis Qenani, Agribusiness (12 years at Cal Poly) Tenured *

As a teacher-scholar I am interested in promoting our best teachers that are the foundation of this university.

Faculty Affairs Committee

Eivis Qenani, Agribusiness (12 years at Cal Poly) Tenured *

I am interested in serving in the faculty affairs committee as a way to better understand the related issues.

Instruction Committee (2015-2016)

Research, Scholarship & Creative Activities Committee

Sustainability Committee

College of Architecture and Environmental Design

Distinguished Scholarship Awards Committee

Don Kuhn-Choi, Architecture (12 years at Cal Poly) Tenured, Incumbent *

I have served on this committee since 2012-2013, and am currently chair. In reviewing the nominees over the past several years, I have developed a strong sense of the type of scholarship at Cal Poly across all of the colleges. In the next couple of years, I aim to work towards revising the DSA guidelines to better fit the breadth and nature of research at Cal Poly.

Faculty Affairs Committee

James Guthrie, Architectural Engineering (6 years at Cal Poly) Tenure Track, Incumbent

I have enjoyed my current term on the Faculty Affairs Committee and believe I have contributed. The primary focus of the committee has been discussion and recommendations on RPT policies, especially the Teacher Scholarship Model. I have brought participation with these issues at the department and college level. I believe these are important issues to the University and would appreciate the opportunity to continue to contribute to the discussion of these and related topics.

Grants Review Committee

William Siembieda, City & Regional Planning

Instruction Committee

Sustainability Committee

Orfalea College of Business

Distinguished Teaching Awards Committee

Fairness Board

Research, Scholarship & Creative Activities Committee

Carlos Flores, Economics (1.5 years at Cal Poly) Tenure Track, Incumbent

I want to express my interest in continuing to be a member of the Research, Scholarship, and Creative Activities Committee. I am currently an Associate Professor in the Department of Economics at the Orfalea College of Business. I joined the Cal Poly faculty in 2013, after eight years as an Assistant Professor at the University of Miami. I want to continue being a member of this committee because I strongly believe that the success of a university heavily depends on the research and scholarship of its members, and I would like to help this committee to ensure those activities are fostered at Cal Poly.

College of Engineering

Budget & Long-Range Planning Committee

Andrew Davol, Mechanical Engineering (16 years at Cal Poly) Tenured *

Having chaired a large department at Cal Poly from 2008-2014, with the economic challenges California faced in those years, has given me experience that I see the Academic Senate Budget and Long Range Planning Committee as the ideal place to utilize.

I have read the 2014 fall report from the BLRP committee and I am both interested in, and feel I can add value to the initiatives the committee is pursuing. In the Mechanical Engineering Department we have identified many KPIs and recently concentrated our efforts to identify measurable KPIs that we feel are the most important to track. I am also very interested in the campus strategic and master planning activities. I served as an academic senator from the College of Engineering for the academic years 2012-2013 and 2013-2014.

Peter Schuster, Mechanical Engineering (12 years at Cal Poly) Tenured

Long-range planning and budgeting are essential to everything we aim to accomplish at Cal Poly. Student success, faculty success, and staff success all depend to some extent on the budget. Continued success in each of these areas depends on proper planning and implementation of those plans. I am interested in actively participating in this process.

Prior to joining Cal Poly as a faculty member, I spent 10 years as an engineer, technical specialist, and project manager at Ford. In 2002, I led a global team working on one of twelve major research efforts in the company, controlling an annual budget of \$4 million. Planning and executing this work was a great experience, giving me an appreciation of the importance of planning and budget allocations.

Since joining the Cal Poly Mechanical Engineering department, I have been very involved in our strategic planning activities, leading the strategic planning effort over two successive years. I have seen the value of this process in improved student success and improved staff morale. However, I have also seen how this planning process can fail due to limited funding for implementation.

Like all Cal Poly employees, I have been personally and professionally affected by the financial difficulties in the state for the past several years. Now that recovery is underway, it is more important than ever that we carefully plan, and fund, our future direction. Decisions made now will have far-reaching effects.

I would like to bring my project management experience and my personal interest in successful planning and budgeting to the Budget and Long-Range Planning Committee.

Curriculum Committee

Brian Self, Mechanical Engineering (8 years at Cal Poly) Tenured, Incumbent *

I have served on the committee since 2010, with a one-year break during an international exchange from 2011-12. I have a strong working knowledge of the committee responsibilities and have discussed serving as chair with the current chair, personnel in the registrar's office, and with Mary Pederson - all have encouraged me to volunteer in this capacity. I am especially interested in involving CTLT and the committee in collecting and improving course learning objectives (and program learning objectives). I also look forward to working with the committee to navigate new issues in e-learning and hybrid courses.

Distinguished Scholarship Awards Committee

Faculty Affairs Committee

Shikha Rahman, Civil & Environmental Engineering (6.5 years at Cal Poly) Tenured

As a representative of the College of Engineering I am very happy to state my interests to serve on the Faculty Affairs Committee. I have served as Academic Senator for 5 years from 2008-2013. In addition to other committees, I have served as a member of Curriculum Committee, Graduate Studies Committee, and currently serving as a member of Student Awards & Scholarships Committee, International Programs Committee and Faculty Hearing Panel.

My interest to serve as a member of the Faculty Affairs Committee relates to the charges of the committee. As a representative of the College of Engineering, current RPT policies as well as the Teacher-Scholar Model aspects in the RPT guidelines are of great interest to me as the CENG RPT policies are being modified almost every AY at the department level. I am very concerned and enthusiastic to address the class evaluation techniques currently used and how those can be improved. Online education is being pursued by more universities nationwide and being emphasized at Cal Poly as well. Since online/ hybrid courses is difficult to administer for some of the engineering disciplines though it is an area I and some of my colleagues are interested about, I feel serving at this committee would provide me great understanding of the possibilities or opportunities in this area.

Fairness Board

Bryan Mealy, Electrical Engineering (12 years at Cal Poly) Tenured, Incumbent *

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

Issues of fairness at all levels at Cal Poly have always been important to me. I am proud of the fact that primarily through my efforts, an illegal grading policy instituted by the Electrical Engineering Department was finally removed after being in place for over 25 years. This grading policy blatantly contradicted the Cal Poly's stated grading policy; the contradicting policies were of considerable concern to computer and electrical engineering students and faculty. The six years that I untiringly fought to remove the policy underscores the importance I place on fairness at Cal Poly and in life in general. I later successfully initiated a change in the department policy that treated lectures different from other faculty in terms of workload. Additionally, I continue to work with the Electrical Engineering Department to change their current policies in order to treat all faculty members the same in terms of workload.

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

Grants Review Committee

Research, Scholarship & Creative Activities Committee

Anurag Pande, Civil & Environmental Engineering (7 years at Cal Poly) Tenured *

I have been an active researcher and would like to see Cal Poly support faculty scholars. I also see potential Cal Poly has in engaging students with scholarly activities that one does not see at other schools. I would like to use my role as a committee to advance that passion of mine.

College of Liberal Arts

Distinguished Teaching Awards Committee

Fairness Board

Anika Leithner, Political Science (9 years at Cal Poly) Tenured, Incumbent *

I have served on the Fairness Board since the fall of 2013 and would very much like to continue on this committee. I have become very familiar with the procedures and policies, and I believe it would be beneficial to the work of the board to have a certain amount of continuity among the members. In addition, I enjoy being able to contribute to a committee that provides such an important function for the university by providing a venue for addressing grievances and finding solutions to them.

Grants Review Committee

College of Science and Math

Curriculum Committee

Distinguished Scholarship Awards Committee (2015-2016)

Distinguished Teaching Awards Committee (2015-2016)

Eric Kantorowski, Chem & Biochem (12 years at Cal Poly) tenured

I was a recipient of the award in 2009-10 and am eager to serve on this committee.

Elena Keeling, Biological Sciences (18 years at Cal Poly) Tenured, Past Recipient

I was incredibly honored to receive the Distinguished Teaching Award and I think teaching is the most important thing we do at Cal Poly, so I would be happy to participate in evaluating colleagues for this award. I have served on various College and University committees, primarily related to curriculum and general education; these have included the General Education Governance Board, Area B/F General Education Subcommittee, Academic Senate Curriculum Appeals Committee and CSM Curriculum Committee (which I have chaired since 2011). I have also served as an internal program reviewer for programs in CENG and CLA. I feel that I have a reasonably broad perspective on teaching across the University.

Dylan Retsek, Mathematics (12 years at Cal Poly) Tenured, Past Recipient *

I have had the honor of twice being nominated for and once awarded the DTA in 2012-2013. Teaching has always been my top priority as a faculty member here at Cal Poly and I hold these awards in highest esteem. Moreover, as a former undergraduate here I have also benefitted from the excellent teaching and learn-by-doing ethos that is our hallmark.

As I participated in the awards process I was struck by the time and energy that past recipients put forward to evaluate nominees and also envious of their opportunity to visit classes of inspiring colleagues. I would be honored and humbled to play my part in perpetuating our high teaching standards by recognizing the truly dedicated and talented educators who are nominated for this prestigious award.

Faculty Affairs Committee

Pat Fidopiastis, Biological Sciences (8 years at Cal Poly) Tenured, Incumbent

We have just completed a review of CAP 260. We are currently in the process of discussing RPT policies at the college and university levels. Our goal is to relay best practices and areas of concern to those drafting the UFPA document. I would very much like to continue on this committee not only to complete our current charges, but to make contributions to other important topics in the future.

Fairness Board

Instruction Committee

Corinne Lehr, Chemistry & Biochemistry (8 years at Cal Poly) Tenured, Incumbent

I have enjoyed serving on this committee on the past and feel that I have contributed to the committee's charges.

Professional Consultative Services

Budget & Long-Range Planning Committee

Curriculum Committee

Distinguished Scholarship Awards Committee

Distinguished Teaching Awards Committee

Faculty Affairs Committee (2015-2016)

Brett Bodemer, Library (5.5 years at Cal Poly) Tenure Track

My interest in this committee is twofold. As former Chair of the Distinguished Scholarship Awards Committee I am interested in the proper balancing of scholarship/creative activity in the RPT process. As a soon-to-be-tenured faculty member at the Associate Level (should be official in June) I feel I have been at Cal Poly sufficiently long to understand some of the procedures and the attendant issues that concern faculty at all levels. While the charges for next year have not as yet been assigned, certainly the charges for this year have pertained to exactly these germane and important issues. In my current stint on the Distinguished Scholarships Committee I have always been proactive, highly participatory and collegial. With the equally important issues weighed by this committee I plan to maintain this high level of engagement and contribution.

Grants Review Committee

Jeanine Scaramozzino, Library (7 years at Cal Poly) Tenured, Incumbent *

As incumbent I understand the time commitment and requirements for the Academic Senate Grants Review Committee (GRC). As current GRC chair I have led the process required in updating the Academic Senate bylaws as they pertain to the GRC, the creating and revising of the Research, Scholarly, and Creative Activities (RSCA) Grant Program request for proposals (RFP), and streamlining the grant proposal review process.

As a librarian, data curation researcher, and former biologist I bring a variety of different perspectives to the evaluation table. I am confident in my understanding of the grant process from the perspective of an applicant, a reviewer, and resource for grant writers.

I find the process of reviewing Student Research Competition applications and presentations rewarding as it provides an opportunity to support student researchers. I am actively involved with the Dean of Research's expansion of student support and mentoring for those students that are chosen as Cal Poly delegates for the CSU Student Research Competition.

I feel certain in my ability to contribute to the committee while better understanding the monies being requested on campus, the faculty research that is being funded, student research, and using that knowledge to help support the campus community with necessary library resources.

Instruction Committee

Kaila Bussert, Library (less than 1 year at Cal Poly) Tenure Track, Incumbent

I am writing to express my interest in serving on the Academic Senate Instruction Committee as the Professional Consultative Services member. I joined the Instruction Committee very recently at the end of fall quarter 2014 and I am excited for the opportunity to continue to serve in the next term. As a new faculty member I am interested in understanding instructional policies and issues at Cal Poly and to contribute a library perspective in discussions and committee work. I have experience serving on numerous committees and ad hoc groups at previous institutions. For example, at Cornell University Library I served as co-chair on an Instruction Team Steering Group charged with developing a campus-wide information literacy program and collaborating with faculty across campus to support Cornell's information literacy learning goals.

In July 2014 I joined Cal Poly as the Foundational Experiences Librarian, a new tenure-track faculty position. In this position I am leading the development of instructional programming to support core research and information literacy competencies critical for a successful polytechnic education. As part of my responsibilities I coordinate Kennedy Library's instruction program for GE A1 - A3 courses, which reached over 3,500 students last academic year.

Research, Scholarship and Creative Activities Committee (2015-2016)

Mark Bieraugel, Library (3 years at Cal Poly) Tenure Track, Incumbent

I bring to this committee experience in serving as both an academic senator and serving on the Executive Committee as PCS caucus chair.

As a faculty member required to do research and publish I have worked hard to understand the teacher-scholar model. I bring a unique point of view to this committee as a librarian who both supports faculty in their research by consultations with my faculty, and purchases resources used by faculty for their research. My recent research on innovative thinking includes studying productive research environments (PREs)' which aim to increase faculty research productivity.

Sustainability Committee

04.08.15 (gg)

Nominations Received for 2015-2016 University Vacancies

Academic Assessment Council – 4 vacancies – CAFES, CLA, CSM, and SOE 2015-2018

Matthew Moore, Political Science - CLA (9 years at Cal Poly) Tenured - Incumbent

I served on the ad hoc committee that created the AAC, have served on the AAC since its inception, and serve on my department and college assessment committees. I bring a unique degree of knowledge about this committee, and have worked hard during my past term to help it succeed. I would like to continue working on the AAC.

Beth Chance, Statistics – CSM (16 years at Cal Poly) Tenured – Incumbent

I have been involved with the committee and our own dept and college level assessment efforts for several years. I am also happy to add statistical background to the committee.

Amy Robbins, School of Education (4 years at Cal Poly) Incumbent

As the Assessment Coordinator for the School of Education, it is my responsibility to be aware of and contribute to the university assessment process. I have served on this committee for the past several years and my colleagues hope that I can continue to serve and represent the School of Education.

ASI Board of Directors (Chair or designee) - 2015-2016

James LoCascio, Mechanical Engineering (34 years at Cal Poly) Tenured - Incumbent

I have served in this position for many years. My primary goal for this service is to encourage the ASI to actively cultivate a Cal Poly student to serve as the CSU Student Trustee. In addition CSSA has been granted an annual fee increase of \$4/yr. One of the stated uses for this fee is increase student advocacy at the national and state level and would hope that I can help Cal Poly's ASI to play a prominent advocacy role

Athletics Advisory Board – 3 vacancies - 2015-2016, 2015-2017, and 2015-2018

Kristen O'Halloran Cardinal, Biomedical & General Engineering (8 years at Cal Poly) Tenured – Incumbent (2015-2018 term)

I would like to confirm my strong interest in continuing to serve as a faculty representative on the Athletics Advisory Board. My overall accomplishments relevant to this position include: my former role as a collegiate student athlete, my involvement in Cal Poly athletics over the past 8 years (as a faculty rep, SOAR speaker, etc), my advising and mentoring of Cal Poly students as a faculty member (with demonstrated success mentoring students in varying capacities), and my contributions to the AAB committee over the past two years. Specifically with regard to the latter, I was part of the faculty subcommittee that researched and summarized Cal Poly's need for a new compliance position, which I believe will greatly benefit the department, the student athletes, and the university. For my upcoming term on this committee, I will look forward to contributing to discussions and debates on issues related to budget, compliance, and other policies, especially as the NCAA looks to change many aspects of their governance. I will work closely with the faculty, the FAR, and the other committee members to apply my background and skills to help advance the Athletics Department, within the overall mission and constraints of the University.

Brand Governance Committee (Chair or designee) - 2015-2016

Bing Anderson, Finance Area (10 years at Cal Poly) Tenured

In theory, only the substance should matter. In reality, brand matters too. If selected on the committee, I will bring the faculty perspective, to help enhance and promote the Cal Poly brands.

Cal Poly Corporation Board of Directors (at least two names are forwarded to the President for consideration) - 2015-2018

Phil Barlow, Construction Management-CAED

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs:

I have been involved with University Affairs for the past seven years and have been a productive member of many groups/organizations across campus including:

- Academic Senate (4 years – Previously)
- Academic Senate Curriculum Committee (ASCC) -2 years (Current)

- Faculty Search Chair - CAED
- Master Plan Advisory Committee – Campus Life (Current)
- Academic Plan for Enrollment 2014-15 (Current)
- Multitude of College and Department Committee Involvement

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body: As a current member of the “hardest working university committee on campus” the ASCC has a rigorous meeting schedule and an intense agenda, in which working productively is a must. I have been a productive, consistent, and valued member of that committee for the past two years. I served for two years as a board member for the Pacific Reparatory Opera (PRO) in San Luis Obispo. I am currently the Director for Region 7 of the Associated Schools of Construction (ASC); the leading international organization of construction education, of which I am a board member and have been for the past four years.

==Statement 3==

Statement indicating why membership on the Board is of interest: I know and have had the opportunity to work with Karen Webb, Keith Humphrey, and Betsy Kinsley in the past and feel believe them all to be outstanding individuals to work and collaborate with. I also very much believe in the boards mission to provide self-supporting services to faculty, staff, and students which support and assist the university in achieving its educational mission. I think my perspective as a faculty member and a parent of two students currently attending Cal Poly brings a unique perspective to the position. I also believe my background in construction and construction management bring some unique skills in the area of business and physical facilities which would be an asset to this committee.

Dennis Derickson, Electrical Engineering-CENG

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs: I am currently serving as the department chair of the Electrical Engineering department from the Fall of 2009 to present. My chair appointment will end in Spring of 2016.

Some Example University Affairs-Related activities include:

- a. Establishment of Annual Cal Poly Department Alumni events in San Diego and Silicon Valley. These annual gatherings have had a major impact in providing additional support to the department.
- b. Development of Key student exchange programs for our department with Munich and Karlsruhe Germany. This enables students to get a more global perspective.
- c. I have been very active in planning/executing the many campus activities each year including Fall Conference Week, Parents Day Weekend, Graduation Ceremonies, Annual Banquets, Open House (Electrical and Computer Engineering Extravaganza in the Mott Events Center), Project Expo, Industrial Advisory Boards, and our Industrial Affiliates Day.
- d. I have been the Optical Society of America Club faculty adviser for the last 9 years.

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body:

1. I am currently department chair of electrical engineering at Cal Poly. I serve on the Dean of Engineering's leadership team to manage activities of the college of engineering. I really enjoy this activity. A key accomplishment was the establishment of a college-wide senior project expo in May of each year.
2. I am currently part of the San Luis Obispo County 4H Science, Engineering and Technology Committee. A key accomplishment was the establishment of a hands-on engineering workshop at our annual Field Day in June each year.
3. I supported the Hope Lutheran Church Council (Atascadero) Organization from 2010 to 2012. A key accomplishment was youth leadership and programs.

4. I was part of the senior management team at a start-up company called Cierra Photonics in Santa Rosa, California (Before I became a Professor at Cal Poly). I was the Director of Product Marketing. I had to work closely with the Corporate Board of Directors for this start up company from its inception in March 2000 to the sale of the company to Bookham Incorporated in July of 2004. A key accomplishment was setting up a sales force in China.

5. I held first-level management positions at Hewlett Packard-Santa Rosa from 1994 to 1999. A key accomplishment was leading the design team for a custom amplifier test system (\$6M) for Corning Incorporated.

6. I was a member and president of the board of directors for the Santa Rosa Sailing Club from 1992 to 1998.

I have had budget-level and direction setting responsibilities for many of the groups listed above. I am a good listener and like interacting with colleagues that I work with.

==Statement 3==

Statement indicating why membership on the Board is of interest: When I applied to become the Electrical Engineering Chair in 2009, I did so because I wanted to understand how the department functioned across the many related University groups. I would be similarly interested in joining the Cal Poly Corporation Board of Directors to understand how the University functions with its partner organizations. I feel that my experience leading/managing a large department at Cal Poly (650 Electrical Engineering Students and 500 Computer Engineering Students) will make me a valuable member of the Cal Poly Corporation Board of Directors. I can bring in perspective as a faculty member, researcher and active department chair who is finishing his current term.

I have two daughters at Cal Poly who are currently Senior and a Freshman students. My older daughter served as a Residence Adviser and my younger daughter is applying to be a Resident Adviser. I will have a third daughter (hopefully) attending Cal Poly in Fall of 2016. Therefore I have a strong interest in helping Cal Poly Corporation work with the many students it serves.

This is a very exciting time at Cal Poly and its affiliated organizations. We have the ability to make many positive changes to the University and I would like to be part of this process as a Cal Poly Corporation Board of Directors member.

Chris Dicus, Natural Resources Management & Environmental Sciences-CAFES

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs:

I have long sought ways to serve the university in meaningful ways, starting with departmental service as an assistant professor, with increasing responsibility following promotion. Most recently, I have served in the following capacities.

- Academic Senate: Senator (since 2010).
 - o Elected by college peers to Caucus Chair in 2013, but had to step down due to appointment to Faculty Fellow to the Provost caused a potential conflict of interest
- Faculty Fellow to the Provost (since 2013)
 - o Coordinated Instructional Department Heads & Chairs (IDHC) meetings
- Organized smaller Planning Committee to increase effectiveness of IDHC
 - o Coordinated the Baker & Koob Endowments for Student Success
 - o Served on President's Leadership Council
 - o Served on Cal Poly Scholars Committee
 - o Served on Kennedy Library Building Program Committee
 - o Developing new policies and best practices for Category-III Miscellaneous Course Fees
 - o Developing best practices for administering internationally prestigious scholarships (Rhodes, Goldwater, etc.)
 - o Participate in Dean's Council meetings
 - o Participate in Academic Affairs staff meetings

- College of Agriculture, Food & Environmental Sciences
 - o College Peer Review Committee (since 2014)
 - o Strategic Visioning Committee (since 2014)
 - o Research & Graduate Student Committee (2009 – 2013)
 - o Recruitment & Diversity Committee (2009 – 2011)
 - o Faculty Mentoring Program (2009 – 2015)

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body:

I have long served as a productive member on multiple governing bodies, serving the university, the scientific community, and the local citizenry.

- Academic Senate (since 2010)
 - o Elected to Caucus Chair in 2013, but stepped down to appointment in Provost's Office
- Association for Fire Ecology (an international scientific society)
 - o Board of Directors (2006-present)
 - o Education Committee (2005-present)
- California Fire Science Consortium
 - o Coordinator, Wildland-urban Interface Module (2011-present)
- Society of American Foresters
 - o Chair, Los Padres Chapter (2003-2010)
 - o National Fire Working Group (2000-present)
- San Luis Obispo County FireSafe Council:
 - o Board of Directors (2002-present)

==Statement 3==

Statement indicating why membership on the Board is of interest:

I seek membership on the Cal Poly Corporation Board of Directors because it provides a meaningful way to better the professional and living experience for students, faculty, and staff across the entirety of the university. As Faculty Fellow to the Provost (which ends in 2015), I gained a sense of the university as a whole (vs. a myopic department-centric view) and greatly desire to continue using my strengths, experiences, and interests to serve the full Cal Poly community.

Because of my previous and ongoing diversity and breadth of experiences at Cal Poly, I believe I am well suited to engage in meaningful dialogue toward bettering the far-reaching scope for which the Corporation is charged. Know that I seek this position only after careful thought and first querying some existing Board Members (most of whom I have worked collegially with on previous projects) on whether I would be a right fit.

Patrick Lemieux, Mechanical Engineering-CENG

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs:

- member of the University Sustainability Advisory Committee
- served as university representative on a congressional panel on energy and sustainability issues
- established a \$100k+ laboratory (on College of Agriculture land) for the study of wind energy, and have been concerned with renewable energy issues on campus since joining the university.

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body:

- The establishment of the Cal Poly Wind Research Laboratory required negotiation with many department administrators, across more than one college, (as well as with Facility Services), for the purpose of achieving a concrete goal.
- member of a Technical Committee (Hybrid Rocket Propulsion) with the American Institute of Aeronautics and Astronautics (AIAA) [chaired sessions and presented at yearly meeting]
- worked with Cal Poly and the Politecnico di Torino to facilitate graduate student exchanges for research purposes

==Statement 3==

Statement indicating why membership on the Board is of interest: I would like to be more involved in the overseeing of decisions made by the CPC, and to participate in decisions that may affect the future direction of the Corporation and the University.

Neal MacDougall, Agribusiness-CAFES

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs: I have served on numerous university committees including the inaugural faculty research award committee (two years), the Campus Dining Committee, the Sustainability Committee, the Academic Assessment Committee, the General Education and Breadth (GEB) committee and the Search Committee for the VP of AFD. I have extensive experience grading the Writing Proficiency Exam (WPE), I have participated in a number of professional learning communities such as WINGED, Universal Design for Learning, Hybrid Teaching, the Critical Thinking Working Group. I have also worked extensively in the general area of sustainability on campus.

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body: Aside from great success working within my department (I have received the two awards for faculty service, the Western Ag Services and the Sunwest Foods awards), the formal governance work has been through my seventeen-year involvement with CCOF (California Certified Organic Farmers), the largest organic certifier in the country. I have served as an officer at the San Luis Obispo chapter level (chair of the certification committee and president), I have served on headquarter level committees (member and chair of the Certification Standards Committee) and I currently serve on the Board of Directors of CCOF, Inc. (I am the chapter representative and served as the Treasurer of the Board which means I also served on the Board's Executive Committee and I was the chair of the Finance Committee which handles budgets and other financial issues). Because I am not a certified grower, I am also able to serve on the Management Committee of the CCOF Certification Services LLC in which I participate in the oversight and advising of the certification arm of CCOF, Inc. Currently, I am the Chair of the Management Committee. This involvement has given me a complete participation in the governance of a very successful entity.

==Statement 3==

Statement indicating why membership on the Board is of interest:

I have striven to learn as much about how Cal Poly works so that I can be a better contributing member of the Cal Poly community. I have a strong belief that engagement at all levels of the university results in a better performing and more impactful institution – especially on the educational side. My service on committees and in the areas of teaching (see above) has taught me quite a bit. My time on the Campus Dining Committee started to give me additional insight into how Cal Poly Corporation works and I am eager to learn more and help wherever I can. I think that with my CCOF experience, I can bring some insights into the position as a member of the CPC board and I can hit the ground running. Also, having just served as a member of the Search Committee of the VP for AFD, I have become familiar with the workings of Corporation.

Kevin Taylor, Kinesiology-CSM

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs: I am in my second term as Department Chair, as such I am familiar with, and actively involved in, University Affairs. I have a deep commitment to the University campus wide as demonstrated by my 16 year history of cross campus collaboration and service.

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body: I am a founding board member of a local non-profit and have served for 14 years as a member of a second non-profit, both focused on advocacy for people with disabilities. I volunteer extensively in the community as part of local non-profit, all volunteer, youth soccer organization which has involved regularly attending board meetings. Each of these groups have different dynamics, I have found ways to contribute within each group.

==Statement 3==

Statement indicating why membership on the Board is of interest: My career aspiration is to move into management and serve in a different capacity. This position would give me a broader perspective on the functioning of the university.

Kim Shollenberger, Mechanical Engineering-CENG - Incumbent

==Statement 1==

Statement indicating consistent history of active involvement with an interest in University Affairs: I am currently finishing my first 3-year term serving as a faculty representative on the Cal Poly Corporation BOD. Previously, I served as the College of Engineering representative for the General Education Committee.

==Statement 2==

Statement of demonstrated ability to work productively as a member of a governing body: I have attended every scheduled meeting of the Cal Poly Corporation BOD during my first term and been prepared to vote on every item.

==Statement 3==

Statement indicating why membership on the Board is of interest: I continue to wish to represent the faculty on this board, to learn more about the motivations for the Corporation's activities, and to continue to develop relationships with a broad range of people from across Cal Poly community.

Campus Dining Advisory Committee - 2015-2017

Bing Anderson, Finance Area (10 years at Cal Poly) Tenured

I eat a good number of my meals on campus. I can bring to the committee some faculty perspectives. For example, we use to have a Curbside Grill that was really popular. Then people started to change its location, and the new location information cannot be easily found. I don't know its status now, but I have not been able to find it, and I miss it a lot: the Korean chicken burrito, the garlic fries, etc. If selected, I will try to bring these faculty user perspectives to the committee, and try to help improve the campus dining experience for faculty and students.

Campus Fee Advisory Committee (Chair or designee) - 2015-2016

Campus Planning Committee – 2015-2017 - 2 vacancies

Beverly Bass, Landscape Architecture (6.5 years at Cal Poly) Tenured - Incumbent

I am currently serving on the Campus Planning Committee however my term will be ending at the end of this school year. I would like to continue serving on this committee. I am very interested in the current planning efforts, particularly the new student housing project that is of great importance currently. This project is central to student success, helping alleviate housing pressures in the community, and creating a stronger residential community on campus. My goals are to continue learning about and advising on this project, as well as other projects that may come to the surface in the coming years.

Anurag Pande, Civil & Environmental Engineering (6 years at Cal Poly) Tenured – Incumbent

This committee relates with my academic area of interest, which is traffic and transportation. I have enjoyed having input on the matters of campus plan.

Campus Safety and Risk Management Committee – 2015-2017

Faculty Advisory Committee on Technology – 2015-2017

Francisco Fernflores, Philosophy (15 years at Cal Poly) Tenured – Incumbent

I am committed to leveraging technology to support and enhance student learning. Recently, FACT has become an increasingly active committee that accomplishes concrete goals that support our ability as faculty to improve continuously how students learn.

Continuing to serve on this committee as the representative for the Academic Senate would be an honor.

Jason Williams, Psychology and Child Development RECEIVED AFTER 03.10.15 DEADLINE

I have a long-standing history with this committee and believe I am uniquely qualified to best serve as the Senate representative:

- 1) I have been a member of this committee for 8 years, am knowledgeable of the history of the committee and its relationship to ITS, and its relationship to the individual colleges.
- 2) I have served as chair of the committee for two years, during which I worked closely with CIO and Dean Mike Miller in creating the committee's mission and bylaws, significantly changing its structure from a previous incarnation (the Instructional Advisory Committee on Academic Computing, or IAAC).
- 3) Central to the committee's new mission is more effective communication between its members and their constituents. Thus, as Senate representative, I would be very interested in increasing the working relationship between the committee and both the Senate and its relevant subcommittees; this would include both informing faculty of ITS plans and projects, as well as facilitating Senate input to the committee regarding faculty needs and concerns.
- 4) Since I have been on the committee, I do not believe a sitting Senator has actually been the Senate representative. As a Senator, I believe this dual role would be beneficial in facilitating Senate communication both to and from the committee.
- 5) I am committed to striking a balance between the opportunities provided by changes in technology, and challenges these changes entail as well. I believe someone who is neither adverse to changes nor uncritically an advocate of technology would be most effective.

Health Services Oversight Committee – also serves on Student Health Advisory Committee – 2015-2016

Institutional Animal Care and Use Committee – 2015-2016

Intellectual Property Review Committee – 2 vacancies – CAFES and PCS – 2015-2017

International Programs Committee – 2015-2017

John Thompson, Modern Languages and Literature (17 years at Cal Poly) Tenured - Incumbent

I wish to express my interest in serving a second one-year term on the International Programs Committee. I am restating some of my qualifications here and will discuss below the achievements I have helped carry out over the past year. I have participated in study abroad as an undergraduate and as a graduate student, as resident director on faculty-led programs, as resident director of the CSU International Program in France, and in my current role as chair of the Modern Languages and Literatures Department.

In each of these capacities, I have had a distinct experience as a participant and/or as a leader and can evaluate issues from contrasting points of view--as a student, as a program organizer, and as an administrator. In my role as minor and major advisor and now as department chair, I have had over fifteen years of experience at Cal Poly working with students, with the International Center staff, and with the Office of the Registrar/Evaluations in articulating students' curricular and co-curricular (internships, service) credits earned abroad with various types of degrees and programs across the university. I have served on study abroad scholarship and selection committees at the CSU and university levels and have worked one-on-one with the Assistant Registrar and the Associate Director of the International Center in resolving issues with the evaluation of credit earned through CSU IP.

I have much experience with Cal Poly's program/curriculum proposal and assessment processes and, as a study abroad resident director, I have first-hand experience with personal and group-related risk and safety issues while abroad. I have served as instructor of record for Cal Poly Global Programs and collaborated closely with a colleague from Physics on a summer Global Program proposal for a sustainable resource internship for Cal Poly students in Guatemala so that they could earn language credit. Together we developed a program individually tailored to his students' instructional and service-learning requirements and to the needs of the co-participants from Guatemala, while maintaining the university's academic standards and both our programs' learning objectives.

On a more personal and professional level, I work on a daily basis with students and colleagues from cultures from around the world and am trained to look at things from their points of view as well as my own. I am fluent in Spanish and French and have very good proficiency in Italian and German. Taken all together, my time living abroad amounts to more than ten years of my life.

During my first term as your representative on the International Programs Committee I worked closely, as the elected chair of the committee, with my colleagues from the different colleges and with representatives from Academic Programs and the Registrar's Office to strengthen faculty governance and oversight over the internationalization of the curriculum that Cal Poly is striving to achieve. In the area of Global (formerly faculty-led) Programs, we have shepherded a significant number of faculty members from around the campus through the application and approval process. This has been both with existing programs (which have been improved) and with new programs. Programs in regions where Cal Poly does not have a strong presence have been especially gratifying, such as the two new programs in India from the Orfalea College of Business. In addition to this crucial work, our committee also provides faculty oversight of "affiliated" programs, such as USAC and CEA, which give our students the opportunity to study and do internships abroad for credit in a large number of countries for a summer, a quarter, or a year, according to the needs of the students. Just last week I began work with the Registrar's Office in my capacity as chair of the International Programs Committee to establish workable long-term course equivalencies between Cal Poly courses and the affiliated programs' coursework. Finally, our committee works to investigate and assess new and existing exchanges between Cal Poly and other universities across the globe. Most recently, I chaired a subcommittee to evaluate proposals from Japanese universities together with colleagues from the CLA and the International Center.

Finally, sponsored by the International Center, I was able to attend the annual NAFA Conference in May 2014, where I attended three workshops in best practices in internationalization of the curriculum. I was able to meet colleagues from across the nation who are struggling with the same goals and challenges as we are. We met with some of the best-known experts in the field, from universities such as Florida International and the University of Minnesota, whose successes at integrating international endeavors into different areas of the curriculum have provided students with flexible and sustainable options. As a follow-up to the conference, the International Programs Committee at Cal Poly held a one-day colloquium in November 2014, where we invited colleagues from across the campus to brainstorm ways in which internationalization can emerge from their present and future work. We want to emphasize that this creative endeavor must come from each faculty member--working as a member of a team--and not be imposed from above.

Student Health Advisory Committee – also serves on Health Services Oversight Committee – 2015-2016
Student Success Fee Allocation Advisory Committee (Chair or designee) – 2015-2016

Substance Use and Abuse Advisory Committee – 2015-2017

Jessica Fred, University Housing-PCS (less than 1 year at Cal Poly) Incumbent

I'm interested in this committee because the topics are in line with what I do in my position here. I am responsible for educational initiatives and programming for students who live on campus and this committee would help me know what is happening campus-wide so I can support these efforts in my work.

University Technology Governance Committee – 2015-2017

Kurt Colvin, Industrial & Manufacturing Engineering (15 years at Cal Poly) Tenured – Incumbent

I have very much enjoyed my past participation on the University Technology Governance Committee.

My background includes about 10 years in industry as a systems engineer, network engineer, project engineer, systems administrator and programmer. This is my 16th year as a professor at Cal Poly and I am a proponent and practitioner of using appropriate technology in the classroom.

As an engineer, I believe I am required to be a technologist and keep current with new tools and techniques. I am a "user" and enjoy learning about technology. However, I view the role of technology is to serve people and their jobs. Technology for its own sake it not useful.

I would like to serve the university with my diverse technology background and systems perspective.

University Union Advisory Board – 2015-2016

03.10.15 (gg)

Academic Senate Calendar of Meetings For 2015-2016

All Executive Committee meetings are held in 01-409 from 3:00 to 5:00pm unless otherwise noted. All Academic Senate meetings are held in UU220 unless otherwise noted.

<u>DATE</u>	<u>MEETING</u>
September 18, 2015 (Friday, 1:30 to 5:30pm, UU220)	Academic Senate Retreat
September 22	Executive Committee
October 6	Academic Senate
October 13	Executive Committee
October 27	Academic Senate
November 3	Executive Committee
November 10	Executive Committee (if needed)
November 17	Academic Senate
December 1	Academic Senate (if needed)
December 7 – January 3, 2016	Finals Week and Quarter Break
January 5	Executive Committee
January 19	Academic Senate
January 26	Executive Committee
February 9	Academic Senate
February 23	Executive Committee
	Executive Committee (if needed)
March 1	Academic Senate
March 8	Academic Senate (if needed)
March 14 – March 27, 2016	Finals Week and Quarter Break
March 29	Executive Committee
April 12	Academic Senate
April 19	Executive Committee
May 3	Academic Senate
May 10	Executive Committee
May 17	Executive Committee (if needed)
May 24	Academic Senate
May 31	Academic Senate (if needed)
June 6 – June 12, 2016	Finals Week and Quarter Break

Adopted:

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

AS-___-15

**RESOLUTION IN SUPPORT OF AS-3197-14
THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE UNIVERSITY
POLICY ON ACADEMIC FREEDOM**

1 WHEREAS, The last formal statement on academic freedom for the California State University was
2 formulated in 1971, therefore be it
3

4 RESOLVED: That the Academic Senate of Cal Poly endorse AS-3197-14 The Need for a
5 Comprehensive California State University Policy on Academic Freedom, which was
6 approved by the Academic Senate California State University on January 23, 2015: and
7 be it further
8

9 RESOLVED: That this resolution be forwarded to the CSU Board of Trustees, Chancellor White, the
10 CSU Academic Senate Chair, Cal Poly President Armstrong, and each CSU Campus
11 Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: March 5, 2015

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3197-14/FA (Rev)
November 5-6, 2014

**THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE UNIVERSITY POLICY ON
ACADEMIC FREEDOM**

- RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirm its constitutional responsibility “to advance the principles of academic freedom and freedom of inquiry...,”¹; and be it further
- RESOLVED: That the ASCSU urge the Chancellor’s Office and the Board of Trustees to draft a comprehensive California State University (CSU) policy on academic freedom in collaboration with ASCSU faculty representatives; and be it further
- RESOLVED: That the ASCSU urge that this new policy explicitly and directly address all three main principles of the 1940 AAUP statement on Academic Freedom and its 1970 interpretation²; and be it further
- RESOLVED: That the ASCSU urge that this comprehensive policy consider both past omissions and contemporary issues related to academic freedom³, including but not limited to the right of faculty to:
- a) teach; conduct research; explore all avenues of scholarship, research, and creative expression; reach conclusions according to one's scholarly discernment; and publish free of institutional restraint and external constraints other than those normally implied by the scholarly standards of a discipline.
 - b) freely conduct extramural activities beyond the classroom in service to their scholarly discipline, students, university community, and society at large.
 - c) freely exchange ideas and research findings in different formats, including electronic communications, without fear of violation of their privacy⁴.
 - d) freely express their views on public matters (for example, via social media) as public intellectuals without fear of retaliation from the university administration.

¹ASCSU Constitution

http://www.calstate.edu/AcadSen/Records/About_the_Senate/documents/ASCSU_Constitution_2013_Revision.pdf

²<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

³We recognize that academic freedom is directly related to membership in the academic profession, which carries with it special responsibilities. See: AAUP “Statement on Professional Ethics.” <http://www.aaup.org/report/statement-professional-ethics> and AAUP statement on “Civility” <http://www.aaup.org/issues/civility>

⁴See AAUP statement on “Academic Freedom and Electronic Communications.” <http://www.aaup.org/report/academic-freedom-and-electronic-communications>

- e) address any matter of institutional policy or action whether or not as a member of an agency of institutional governance⁵.
- f) ensure the full protections of the Constitution of the United States, the Constitution of the State of California, and the CSU mission; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association, CSU Emeritus and Retired Faculty Association, California State Student Association, American Association of University Professors.

RATIONALE: *The last formal statement on academic freedom for the California State University, formulated in 1971, reads:*

"a. The teacher is entitled to full freedom in teaching and in the publication of the results, subject to adequate performance of other academic duties; but research for pecuniary return should be upon an understanding with the authorities of the institution.

b. The teacher is entitled to freedom in the classroom in discussing any subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject."

Apart from the datedness of the masculine pronoun, the 1971 policy demands rethinking in light of the many developments over the last 40 years that have both broadened the scope of academic work and responsibilities and redefined the public expectations of what a university is and does. It also warrants rethinking in terms of the challenges to academic freedom faced by the CSU and its faculty.

Some of the developments that have broadened the scope of academic work and responsibilities include:

- *the global expansion of higher education;*
- *developments in communication technology that enable, and in fact encourage, scholars and students to function within global professional, research, and civic networks;*
- *the broader expectations attendant on academic scholars in their role as "public intellectuals" (with accompanying pressures that bear on their behavior and pronouncements inside as well as, and especially, outside of the classroom); and*

⁵AAUP statement: "Protecting an Independent Faculty Voice: Academic Freedom after Garcetti v. Ceballos" <http://www.aaup.org/report/protecting-independent-faculty-voice-academic-freedom-after-garcetti-v-ceballos>
University of Oregon <http://policies.uoregon.edu/node/218>
University of Wisconsin <http://www.secfac.wisc.edu/senate/2010/0301/2186.pdf>
University of Minnesota http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf
University of California <http://regents.universityofcalifornia.edu/aar/jule.pdf>

- *the expansion of international programs and scholarly and student exchanges, with the concomitant potential for geopolitical pressures on universities and faculty.*

In addition, public expectations regarding the nature and role of the university itself have evolved significantly over the last 40 years. The expansion of expectations of a large public university such as the CSU--from a community of teachers and students to a complex institution functioning at the intersection of diverse worlds, interests, and investments (intellectual, economic, social, political, as well as local, regional, national, and global in scope)--opens the university as well as its faculty to intensified scrutiny and potential interference from a wide variety of quarters and in pursuit of a variety of agendas.

The 1940 AAUP policy, reaffirmed in 1970, includes three components, the first two are reflected directly in the CSU policy, but the following component is not explicitly addressed:

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.⁶

The 1971 CSU policy is too limited in scope to deal with potential challenges presented by activities such as faculty's participation in extramural pursuits beyond the classroom, faculty's use of electronic communications, faculty's public expressions via social media, faculty's role in shared governance, or external requests for access to faculty electronic communications. The lack of a clear policy has the dangerous potential of faculty self-censorship. The lack of a comprehensive policy on academic freedom has left CSU faculty at the mercy of different interpretations and implementations of the principles of academic freedom.

The CSU cannot afford to have a policy on Academic Freedom that is insufficient for the 21st century. The mission of the institutions of higher education is serving society by discovering, investigating, communicating, and preserving knowledge by educating students and the larger society. This mission cannot be fulfilled without freedom of teaching, research, and communication inside and outside of the classroom.

In summary, the wording and content of the policy is outdated and insufficient, as the nature of academic activity has changed. Our policy should be regularly reviewed and,

⁶<http://www.aup.org/report/1940-statement-principles-academic-freedom-and-tenure>

if needed, revised to reflect such changes, as is done by other major universities⁷. We want to be proactive, updating the policy to reflect best practices and address components of academia in the 21st century. As the largest public university system in the United States, the CSU is often a leader in higher education, but our current policy is behind the times, as it does not fully reflect the content of the 1940 AAUP statement nor advancements in area of academic freedom since then.

Approved – January 23, 2015

⁷Some examples of best practices could be found

at: University of Oregon

<http://policies.uoregon.edu/node/218>

University of Wisconsin <http://www.secfac.wisc.edu/senate/2010/0301/2186.pdf>

University of Minnesota

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf University of

California <http://regents.universityofcalifornia.edu/aar/jule.pdf>

Adopted:

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

AS-__-15

RESOLUTION TO ADD THE FUNCTION OF TASK FORCES

1 RESOLVED: That the *Bylaws of the Academic Senate* be amended as follows:
2

3 VIII. COMMITTEES

4 A. GENERAL

5 The functional integrity of the Academic Senate shall be maintained by the
6 committee process. The committee structure shall include standing committees
7 staffed by appointment or ex officio status, elected committees staffed by
8 election, and ad hoc committees staffed either by appointment or election as
9 directed by the Academic Senate Executive Committee. The Executive
10 Committee may create task forces as it deems necessary for specific purposes,
11 which, in the judgment of the Academic Senate Chair, cannot be handled
12 adequately by the standing committees. Every task force created shall be a
13 committee of the Executive Committee and shall report to the Academic Senate
14 by way of the Executive Committee.

Proposed by: Academic Senate Executive Committee

Date: March 11, 2015

Adopted:

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

AS-__-15

RESOLUTION ON MODIFICATION OF RETENTION OF EXAMS POLICY

- 1
2 WHEREAS, Students have the right to view their final exams, papers, projects, or other tangible
3 items used as evaluation instruments; and
4
5 WHEREAS, Such access is necessary for a student to understand the grade which was assigned
6 and, if he or she finds it necessary, dispute it by filing a complaint with the Fairness
7 Board; and
8
9 WHEREAS, There are often times following the completion of a quarter, especially over the
10 summer, when either the student or the faculty member is away from campus, or
11 unforeseen circumstances, such as illness by either a student or instructor, which
12 delay access by the student to these evaluation instruments beyond the current one
13 quarter minimum retention period required of instructors; and
14
15 WHEREAS, Faculty are often unaware of even the current requirement that they maintain
16 evaluation instruments and records for at least one quarter; therefore be it
17
18 RESOLVED: That the following changes be made to the appropriate section of the CAM
19 (wording following AS-247-87/SA&FBC):
20 “Faculty Responsibilities Regarding Retention of Exams and Other Evaluation
21 Instruments
22 Exams, papers, projects, or other tangible items used in the evaluation of students
23 need not be retained by the instructor beyond the end of the term of evaluation, if
24 there was an announced opportunity for students to retrieve same during the term.
25 For final exams or other evaluation instruments where no announced opportunity
26 for student review existed before the end of the term, instructors should retain the
27 materials for ~~one~~ two full quarters. While special situations may arise requiring
28 deviation from this goal, instructors will be responsible to defend any deviation in
29 the event of a subsequent review of a student’s evaluations”; and be it further
30
31 RESOLVED: That the Deans of the colleges be encouraged to make their faculty aware of this
32 policy on retention of exams and student access to same.

Proposed by: Academic Senate Fairness Board
Date: March 30, 2015