

CAL POLY

Academic Senate

805.756.1258

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

Meetings of the Academic Senate Executive Committee

Tuesday, May 12 and Thursday, May 14, 2015

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

- I. **Minutes:** Approval of April 28, 2015 minutes (pp. 3-4).
- 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. **Business Item(s):**
 - A. **Approval of 2015-2016 Calendar of Meetings** (p. 5).
 - B. **Appointment of Greg Starzyk, Construction Management to the Academic Senate CAED caucus for 2015-2016.**
 - C. **Appointments to Exceptional Student Service Committee** (p. 6).
 - D. **Appointments to the USCP/DLO Alignment Task Force** (pp. 7-9).
 - E. **Appointments to Academic Senate committees for 2015-2017** (pp. 10-11).
 - F. **Appointments to University committee for 2015-2016** (pp. 12-15).
 - G. **Approval of Academic Senate committee chairs for 2015-2016** (p. 16).
 - H. **Approval of assigned time for Academic Senate officers and committee chairs** (p. 17).
 - I. **Resolution to Amend the Definition of Membership of the General Faculty on the *Constitution of the Faculty*:** Manzar Foroohar, Statewide Senator (pp. 18-19).
 - J. **[TIME CERTAIN – TUESDAY 4:30 PM] Resolution on Faculty Involvement in the Development and Articulation of Faculty Salary Adjustment Plans:** Ken Brown, Faculty Affairs Committee chair (p. 20).
 - K. **[TIME CERTAIN – TUESDAY 4:45 PM] Resolution Requesting that Chancellor Tim White Undertake a Prompt Review of Cal Poly, SLO Governance:** Wyatt Brown, CAFES Senator (p. 21).
 - L. **Resolution on the Binding Nature of College and Department Personnel Policy and Criteria Statements:** Gary Laver, Academic Senate chair (pp. 22-31).
 - M. **Review of Proposal for the Reorganization of the Animal Science Department and Dairy Science Department:** Richard Cavaletto, Associate Dean-Undergraduate CAFES (pp. 32-36).
 - N. **Resolution on Department Name Change for the Animal Science Department:** Richard Cavaletto, Associate Dean-Undergraduate CAFES (p. 37).
 - O. **Resolution on Modification of Retention of Exams Policy:** Jonathan Shapiro, Fairness Board chair (p. 38).
 - P. **Resolution to Revise the Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation:** Rafael Jimenez-Flores, Research, Scholarship and Creative Activities Committee chair (pp. 39-44).

- Q. **Resolution on Revising the Criteria for the Distinguished Scholarship Awards:** Don Choi, Distinguished Scholarship Awards Committee chair (pp. 45-48).
- R. **Resolution on Cal Poly Field Trip Policy:** Dustin Stegner, Instruction Committee chair (pp. 49-55).
- S. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate chair (p. 56).

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 28, 2015
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the Executive Committee minutes from April 7, 2015.

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

III. Reports:

- A. **Academic Senate Chair (Laver):** We will now be posting the minutes from the committee meetings on the Academic Senate website. Nicole Billington, ASI Chair of the Board, sent a resolution stating that ASI is seriously considering requesting for at least a task force be set up for open course evaluations implementation.
- B. **President's Office:** none.
- C. **Provost:** none.
- D. **Statewide Senate (LoCascio):** There has been some discussion about a state legislator who wants to create another campus.
- E. **CFA Campus President (Archer):** The CFA has come up with a petition addressing equity, displeasure with the equity program, and administrative bloat. Secondly, the Resolution on Information Request About Contract Ratification Votes was presented to the assembly.
- F. **ASI Representative (Sullivan):** The ASI President next year will be Owen Schwaegerle. The Board of Directors is voting on a resolution on mandatory housing.

IV. Special Report(s):

- A. **Report on the timing during which students attempt to complete the GWR:** Dawn Janke, GWR Task Force chair, gave a report that addressed students' timing when taking the GWR. Janke shared statistics on students that took the exam this quarter as well as a few possible program changes that will encourage students to take the exam earlier.
- B. **Salary Adjustment Update:** Ken Brown, Faculty Affairs Committee chair, spoke on a report that is currently being drafted by the Faculty Affairs Committee regarding salary equity for Cal Poly faculty. The report articulates standards to guide the implementation of the salary adjustment program through the next few years.

V. Business Item(s):

- A. **Appointments to Academic Senate committees for 2015-2017:** M/S/P to approve the appointment of the following to the Academic Senate committees for 2015-2017:

College of Agriculture, Food and Environmental Science

Budget and Long Range Planning Committee

Sean Hurley, Agribusiness

College of Architecture and Environmental Design

Distinguished Scholarship Awards Committee

Don Choi, Architecture

Faculty Affairs Committee

James Guthrie, Architectural Engineering

Grants Review Committee

William Siembieda, City & Regional Planning

Orfalea College of Business

Research, Scholarship & Creative Activities Committee

Carlos Flores, Economics

College of Engineering

Budget & Long Range Planning

Andrew Davol, Mechanical Engineering

Curriculum Committee

Brian Self, Mechanical Engineering

Faculty Affairs Committee

Shikha Rahman, Civil & Environmental Engineering

Fairness Board

Bryan Mealy, Electrical Engineering

Research, Scholarship & Creative Activities Committee

Anurag Pande, Civil & Environmental Engineering

College of Liberal Arts

Fairness Board

Anika Leithner, Political Science

College of Math and Science

Distinguished Teaching Awards Committee (2015-2016)

Dylan Retsek, Mathematics

Faculty Affairs Committee

Pat Fidopiastis, Biological Sciences

Instruction Committee

Corinne Lehr, Chemistry & Biochemistry

Professional Consultative Services

Faculty Affairs Committee

Brett Bodemer, Library

Grants Review Committee

Jeanine Scaramozzino, Library

Instruction Committee

Kaila Bussert, Library

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

Mark Bieraugel, Library

B. Appointments to University committees for 2015-2016: M/S/P to forward the following names to the President for consideration for the Cal Poly Corporation Board of Directors (2015-2018):

Phil Barlow, Construction Management - CAED

Kim Shollenberger, Mechanical Engineering - CENG

C. Resolution in Support of AS 3197-14 The Need for a Comprehensive California State University Policy on Academic Freedom: Manzar Foroohar presented a resolution for Cal Poly to endorse AS-3197-14 The Need for a Comprehensive California State University Policy on Academic Freedom. M/S/P to agendize the Resolution in Support of AS 3197-14 The Need for a Comprehensive California State University Policy on Academic Freedom with the following revisions:

Line 1: WHEREAS, The last formal statement... the California State University was ~~formulated~~ approved by the Board of Trustees in 1971, therefore be it

Line 9: RESOLVED, That the Academic Senate urge President Armstrong to support the statewide senate resolution, "THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE UNIVERSITY POLICY ON ACADEMIC FREEDOM," and forward his support to Chancellor White, the CSU Board of Trustees, and other presidents; and be it further

II. Discussion Item(s): none.

III. Adjournment: 5:00 pm

Submitted by,



Alex Ye

Academic Senate Student Assistant

05.07.15 (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.

DATE	MEETING
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 (UU 219)	Executive Committee
February 9	Academic Senate
February 23	Executive Committee
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

04.27.15

Exceptional Student Service Committee

College of Liberal Arts

Christy McNeil Chand, Theatre & Dance (3 years at Cal Poly) Tenure Track

Students should be given the highest priority of faculty attention on campus. Unfortunately, due to increased research demands, teaching loads, service requirements, and other time leaches, the students can suffer from a lack of meaningful time from their knowledgeable and talented faculty. I believe that the ESSC has an important task in front of itself, and I would love to be a part of the selection process. Since I am only in my third year at Cal Poly, I have not served on a university-wide committee. I believe this would offer a wonderful starting place for my larger scale service requirements.

As mentioned before, this is all fairly new to me, but I have served on two departmental faculty and staff search committees, advised two clubs, and I'm an advisor to the Dance Minors. I have a large heart for my students and their success and I'd love to be involved in the decision making process that will afford them more opportunities to work with those from whom they can currently learn the most.

College of Science and Math

Karen McGaughey, Statistics (10 years at Cal Poly) Tenured

This letter serves as my statement of interest to serve on the Exceptional Student Service Committee. In my 10th year at Cal Poly as a professor in Statistics, a high-impact general education discipline, it is my desire to facilitate the recognition of faculty who have devoted themselves beyond the norm to student success. I am frequently amazed at the tireless commitment shown by some of my colleagues as they strive to make the undergraduate experience at Cal Poly truly exceptional.

I believe my personal level of service to students provides an appropriate benchmark from which to evaluate my peers. I have advised 10 senior project students in Statistics, providing these students with opportunities to participate in my ongoing projects with researchers in Mechanical Engineering, Biology, and Food Science, as well as with industry partners, such as Zodiac Aerospace. I have served on the committees of 6 MS students in various departments across campus, giving me the opportunity to see first-hand many of my colleagues engaged in the research process with students. In addition, I have served as the faculty advisor to the Statistics Club and on the CSM Professional Leave Committee. I am the chair of the Statistics department curriculum committee and I am a senator on the Academic Senate. These activities, as well as my commitment to Statistics education, and student success in my own classroom provide the necessary background for me to be a contributing member of this committee.

05.07.15 (gg)

Nominations Received USCP/DLO Alignment Task Force

College of Agriculture, Food and Environmental Science

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

I am a Professor in the Agribusiness department, and have been teaching for many years one of our core courses: AGB 401: Managing Cultural Diversity in Agricultural Labor Relations. This class satisfied the USCP requirement. Over the years, my interest in how our university promotes diversity has increased even more, as I was somewhat skeptical of the real impact that courses like mine had on our graduates due to various factors (time requirement of the class in my case -AGB 401 is a senior level course usually taken at the end). Some years ago, I participated in the Inclusive Excellence project lead by Dr. David Conn and learned more about educational approaches taken by other universities with respect to diversity on campus. I strongly believe that it is our responsibility as educators to integrate holistically all of our students in our education experiences and prepare them to live successfully in an increasingly heterogeneous society and workplace. In order to do that, we need to better bridge the DLO and USCP requirements as a starting point. I am quite interested in participating in this Task Force.

College of Architecture and Environmental Design

Bruno Giberti, Architecture (20 years at Cal Poly) Tenured

I've been the primary author of the last two WASC reports, including the EER report from which came the recommendation to align the USCP criteria with the DLOs. I am also a campus assessment expert familiar with the ULO Project that assessed student achievement of the DLOs and found it lacking. Over my career, I have demonstrated a personal and professional commitment to improving campus diversity and inclusivity.

Orfalea College of Business

College of Engineering

College of Liberal Arts

Elizabeth Adan, Art & Design (8 year at Cal Poly) Tenure track

I am interested in serving on the USCP/DLO Alignment Task Force because I am committed to strengthening awareness of and engagement with diversity throughout the Cal Poly curriculum in as broad and effective a way as possible, while also striving for a set of guidelines and standards that are attuned to the increasingly global and transnational contexts in which Cal Poly graduates will work and live. This latter point seems to me to be the most significant disparity between the DLOs and the USCP criteria, and the most important area of the USCP/DLO Alignment Task Force's work. Specifically, by providing greater clarity on the relationships between the US-based focus of the USCP criteria and the global/transnational contexts that are addressed by the DLOs, the USCP/DLO Alignment Task Force will produce campus-wide diversity guidelines and standards that are more straightforward and manageable for all users, which is a project that I think is especially timely and necessary for Cal Poly as an institution. As one of the primary faculty members in Art and Design who teaches classes that cover diversity topics, I have devoted considerable time and energy to incorporating diversity content into Art History coursework (e.g., African-American and Native American art and culture in Art 310: Art History - American Art; feminist, critical race, and LGBTQ artistic practices in Art 315: Art History - Art Since 1945). I also have a career-long commitment to research and scholarship on both diversity and global issues, evident in numerous conference papers and publications. In addition, I have experience with service and committee work covering related issues as follows: • Member, Advisory Board, Department of Women's and Gender Studies, 2010-14, which included continuous service on the WGS Curriculum Committee and course proposal work • Chair, WGS Curriculum Committee, 2014-15, which included curriculum discussion/review • Member, CLA Pedagogical Innovations Task Force, 2012-14, which included service as chair of subcommittee to oversee revisions to Media Arts and Technology minor program and as a member of the subcommittee that developed the Gender, Race, Culture, Society, and Technology (GRCST) minor program, all of which required extensive review of curriculum across CLA departments as well as in other colleges across the university, often with attention to GE categories and classifications related to larger questions of society, considered both in the US and the global or transnational context (and both the revised Media Arts, Society, and Technology minor program and the new GRCST minor program have been approved for the 2015-17 Cal Poly Catalogue)

Margaret Bodemer, Social Sciences (5 years at Cal Poly) Lecturer

All of my courses at Cal Poly focus on diversity – whether it is the Global Origins of U.S. Cultures (ES 212), Chinese American Experience (ES 330), History of Modern Southeast Asia (HIST 319), History of East Asia (HIST 316), or Introduction to Cultural Anthropology (ANT 201). As an anthropologist, I am trained to recognize and set aside personal and cultural bias when confronted with different cultures and that is one of the things I aim to teach Cal Poly students. In my classes, we also discuss the concept of biological race and how this is a flawed notion.

Cal Poly students need to be able to work with people of diverse backgrounds whether that is ethnic, cultural, economic or other types of diversity. The world is a diverse place - even if Cal Poly is not particularly diverse. Those of us who teach about diversity must show students why this is important and not just “politically correct.”

I am eager to serve on the task force as a proactive and constructive member who will help form recommendations to revise the USCP requirements to better reflect our campus Diversity Learning Objectives.

Denise Isom, Ethnic Studies (7 years at Cal Poly) Tenured

My doctoral degree is in the socio-cultural anthropology of education, with a primary research agenda around racialized gender identity. I currently serve as the chair of the Ethnic Studies department and a member of the University USCP committee.

Jane Lehr, Women's & Gender Studies (8 years at Cal Poly) Tenured

I'm chair of the Women's & Gender Studies Department and an Associate Professor in Ethnic Studies. I currently serve on the Senate's USCP curriculum review committee in my capacity as WGS chair. I was involved in the Diversity Learning Objectives assessment project from 2008-2011. A large majority of courses in WGS and ES are USCP courses, and the USCP designation (along with the DLOs) are an integral component of the WGS department's understanding of its on-campus work. I would be happy to provide additional qualifications as necessary.

Amy Wiley, English (10 years at Cal Poly) Lecturer

I am requesting the opportunity to serve the campus community on the USCP/DLO Alignment Task Force specifically because I have a longstanding interest in issues of diversity and all their permutations, as well as a deep investment in seeing those principles manifested with compassion and rigor within our university's curricular goals.

My own academic background is, in fact, in Comparative Literature, a field distinct from English literature in that it considers quite explicitly issues of difference among populations and perspectives through the lenses of genre, linguistic background, nationality, and period. In fact, the issue of “difference” is not marginal but central to Comparative Literature and is built into most Comparative Literature programs on a structural level, to the extent that, for example, graduate programs usually require candidates to demonstrate proficiency not only within three to four different languages but even among distinct language families—three Romance languages won't do as they're too similar. This disciplinary assumption of the value of difference and diversity is deeply woven into all aspects of the field (most are programs that share faculty appointments across departments and fields, consist of international faculty and students, and so on), and those values greatly inform my own general world view—that diversity is not only essential but can also exist in underrepresented areas of a curriculum.

The project of finding a balance between representativeness and specificity in diversity-related learning objectives meets the university's own stated Learning Objectives at its heart—in the methods of communication those ULOs express as well as the core principles of Critical Thinking. Furthermore, the juncture between diversity learning objectives and ULOs is present not only within the USCP requirement but, I think, in every prerequisite course.

I have experience teaching courses at the C4 level and have taught classes that meet the USCP requirement in the form of ENGL 345: Women's Literature, but I also have extensive experience in addressing the issues embedded within those requirements in my core teaching responsibilities—courses within the sequence leading to USCP courses: English 145, English 251 and 253. Within English 145, we discuss diversity and point of view as structural, strategic, ethical, and tactical components of argumentation as a practice, and those skills are preparation for the comparative skills at work within the C1 courses, all of which, as comparative world literature courses, find their root in issues of diversity of perspective and means of approaching, discussing, and representing such points of view in an ethical and logical manner.

In addition to the foundation my Cal Poly teaching preparation provides, I have extensive experience working on projects with faculty in Architecture and Dance, and I regularly consult informally with students from across

majors on senior projects. Though, as a lecturer, my opportunities for serving on committees has been relatively limited during my career at Cal Poly, I have served on the committee to redesign our department's student evaluation forms, initiated the formation of the English Department Lecturer Committee and served as its chair, served as an English Department Advisor, and, prior to coming to Cal Poly, served on several Program Reviews, was a member of the Graduate Committee, the Academic Senate, and worked closely with a variety of campus units in my capacity as Graduate Student Assistant to the Chancellor at UC Davis. I am also a certified mediator by UC Davis Mediation Services.

Between my work at UC Davis and Cal Poly (2001-2004), I worked as a Migrant Education Services Specialist for Soledad Unified School District (where I also served as a translator during parent-teacher conferences) and as the Skills Lab Coordinator for ESL students in King City Educational Center/Hartnell College Satellite Campus, where I worked very closely with the local Spanish-speaking population (I also have and have used my TESL certificate.)

Perhaps most influential regarding my interests in this area, however, is the simple fact that I grew up in a farm-worker community, and that I was in part raised by an incredibly capable blind man: both of these experiences have provided me with a very material appreciation for the variety of social, systemic, linguistic, and physical differences that can so greatly impact an individual's point of view and experiences.

As a long-standing lecturer, I have a deep investment in GE. That investment stems precisely from the diversity among the GE audience itself: the inherent, diverse points of view present within the General Education student audience and the mix of majors, backgrounds, and perspectives that audience represents. I believe deeply in the value and vitality of these courses, and I hope I can bring my own experience, skills, and point of view to serve my university in this capacity.

College of Science and Math

05.04.15 (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

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

Instruction Committee

Clare Olsen, Architecture (4 years at Cal Poly) Tenure track

This application is written to express great interest to serve on the Academic Senate's Instruction Committee on behalf of the CAED. Although I've only been at Cal Poly for four years, I've been teaching at universities across the country for a decade and I'm deeply committed to the practice and art of teaching. The Instruction Committee would provide an opportunity to contribute to conversations about teaching quality and the student experience and I'm eager to help to further the Committee's goals and mission.

Given the growing number of students applying and entering as first years, the Instruction Committee holds tremendous responsibilities to review and make recommendations about the application and registration processes, course credit hours, and plagiarism policies which are all incredibly impactful for students and their learning experiences. Since coming to Cal Poly, I've served on the Dean's Strategic Planning Writing Committee, the Architecture Department's Scholarship Committee, Graduate and Undergraduate Admissions Committees and other ad hoc curriculum committees that have prepared me well for some of the teaching and admissions-related topics pertinent to the Instruction Committee.

On a more personal level, I co-authored a book with engineer Sinead Mac Namara, *Collaborations in Architecture and Engineering* published last year, which was written for a student audience and promotes interdisciplinary collaboration as a means to further innovative design and construction. The research for this book and my own teaching and service experiences make me well-suited to be an active, respectful member of this cross-disciplinary committee. I'm hopeful about this opportunity to work with colleagues across the University and I'm eager to make a positive contribution. Thank you for considering my application.

Sustainability Committee

Orfalea College of Business

Distinguished Teaching Awards Committee

Fairness Board

Ahmed Deif, Industrial Technology (1 year at Cal Poly) Tenure track

- 1- I have served in grievance committee during my undergraduate and graduate studies as a student rep
- 2- I'm acquainted of similar problems handled by the board during my serving as a program director of the Industrial Management program at Nile University for two years.
- 3- I always had a passion toward establishing fairness in the academic life and how to evaluate grievance problems to achieve both fairness and at the same time contribute to the ethics of the academic setup.

College of Engineering

Distinguished Scholarship Awards Committee
Grants Review Committee

College of Liberal Arts

Distinguished Teaching Awards Committee
Grants Review Committee

College of Science and Math

Curriculum Committee
Distinguished Scholarship Awards Committee (2015-2016)
Fairness Board

Professional Consultative Services

Budget & Long-Range Planning Committee
Curriculum Committee
Distinguished Scholarship Awards Committee
Distinguished Teaching Awards Committee
Sustainability Committee

Jesse Vestermark, Library (5 years at Cal Poly) Tenure track - Incumbent

As Kennedy Library's Architecture and Environmental Design Librarian, I am dually involved with student and faculty research into the wide range of sustainable issues covered by campus and CAED, facilitating research on everything from construction materials to foot-traffic. This inter-disciplinary engagement has given me a holistic perspective on green issues and the need to address multiple, divergent stakeholders. As a librarian, I have the ability to act as a non-partisan mediator for this variety of interests, and because I work jointly with students and faculty, I believe there is great potential for combining ideas and passion from both perspectives.

As the incumbent, I have educated myself on our curricular structure at Cal Poly for four years and participated fully in the committee's initiatives to promote the sustainability learning objectives. This work has included the current and ongoing assessment of courses that will be highlighted as sustainable. This past year, I have been instrumental in the group for volunteering timely input and edits to our plans, diagrams and assessment rubric as well as assessing outlying courses and offering "second opinions" on borderline-sustainable courses. In Winter/Spring of 2012, I contributed to the committee's original charge by analyzing and assessing the potential for all CAED GE courses to integrate sustainability components to meet minimum sustainable objectives.

As the committee has evolved, I have continuously contributed to this unique and important campus initiative to make Cal Poly a leader in sustainability education. We have been doing great work this year, and I would love to continue to help see our recent initiatives through as a seasoned and dedicated member of the team.

04.29.15 (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.

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 used 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 NAFSA 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

Possible 2015-2016 Committee Chairs

Committee	Chair 2014-2015	Chair Since	Possible Chair 2015-2016	2015-2016 Committee Member	College/Department
Budget & Long-Range Planning Committee	Sean Hurley	14-15	Andrew Davol Sean Hurley	Yes Yes	CENG – Mechanical Engineering CAFES - Agribusiness
Curriculum Committee	Andrew Schaffner	10-11	Brian Self	Yes	CENG – Mechanical Engineering
Distinguished Scholarship Awards Committee	Don Kuhn-Choi	14-15	Don Kuhn-Choi	Yes	CAED – Architecture
Distinguished Teaching Awards Committee	Nanine Van Draanen (retiring in December)	12-13	Eivis Qenani Dylan Retsek	?? Yes	CAFES – Agribusiness CSM - Mathematics
Faculty Affairs Committee	Ken Brown	12-13	Ken Brown Eivis Qenani	Yes ??	CLA – Philosophy CAFES - Agribusiness
Fairness Board	Jonathan Shapiro	12-13	Anika Leithner Bryan Mealy	Yes Yes	CLA – Political Science CENG – Electrical Engineering
GE Governance Board (4 year appointment)	Brenda Helmbrecht	14-15	Brenda Helmbrecht	Yes	CLA - English
Grants Review Committee	Jeanine Scaramozzino	13-14	Jeanine Scaramozzino	Yes	PCS - Librarian
Instruction Committee	Dustin Stegner	12-13	Dustin Stegner	No	CLA - English
Research, Scholarship and Creative Activities Committee	Rafael Jimenez-Flores	14-15	Anurag Pande	Yes	CENG – Civil & Environmental Engineering
Sustainability Committee	David Braun	14-15	David Braun	Yes	CENG-Electrical Engineering

ASSIGNED TIME FOR 2015-2016

Position/Committee	Chair 2014-2015	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
Academic Senate Chair	Gary Laver	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5	22.5
Academic Senate Vice Chair	Kris Jnkovitz	2	2	2	2	4	4	4	4	4	4	4
Budget and Long-Range Planning Committee		4	4	2	4	4	4	2	0	4	0	4
Curriculum Committee		12	16	12	16	12	12	12	12	12	12	12
	CAED - P. Barlow	6	10									
	CAFES - M. Costello	6	10									
	CLA - G. Bohr	6	10									
	CENG - B. Self	6	10									
	CSM -	6	10									
	OCOB - B. Floyd	6	10									
	PCS -	0	0									
Distinguished Scholarship Awards Committee		4	4	4	4	2	4	4	4	4	4	0
Distinguished Teaching Awards Committee		4	4	4	4	4	4	4	4	4	4	4
Faculty Affairs Committee		4	4	4	2	2	4	4	4	4	4	4
Fairness Board		2	2	2	2	2	2	2	3	3	4	4
GE Governance Board	Brenda Helmbrecht	12	12	14	12	16						
Grants Review Committee		4	4	4	2	2	4	4	4	4	4	0
Instruction Committee		4	4	4	4	4	4	4	4	4	4	4
Research, Scholarship, and Creative Activities Comm		2	2	2	2	2	4	4	4	4	4	4
Sustainability Committee		2	2	0	0	0	0	0	4	0	0	0
		78.5	82.5	76.5	76.5	76.5	74.5	74.5	69.5	77.5	74.5	62.5

2 WTUs to senate staff	4 WTUs to senate staff
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4 WTUs to incentive pay	4 WTUs unassigned
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Curriculum Committee Members

Catalog years=60 WTUs(10 each) Non-catalog years=36 WTUs (6 each)

Provided by Provost Enz Finken

Approved by Provost on 06.10.14

2014-2015 - catalog year

Adopted:

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

AS-___-15

Background Statement: On January 23, 2015, the Academic Senate CSU unanimously approved resolution AS-3199-15/FA Non-Tenure Track Faculty and Shared Governance in the California State University: A Call to Campus Senates. Such resolution encourages campus senates to review or revise their constitutions and policies in order to include lecturers, non-tenure track librarians, coaches, and counselors, in the term “faculty” in a manner consistent with the CSU-CFA Collective Bargaining Agreement (Article 2.13).

**RESOLUTION TO AMEND THE DEFINITION OF MEMBERSHIP OF THE GENERAL
FACULTY ON THE *CONSTITUTION OF THE FACULTY***

1 RESOLVED: That the definition of General Faculty in Article I and Article III.1 of the current
2 *Constitution of the Faculty* be amended; and be it further

3
4 RESOLVED: That the Academic Senate conduct a General Faculty referendum to amend Article I and
5 Article III.1 of the current *Constitution of the Faculty* as follows:

6
7 ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY

8 Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at
9 Cal Poly and belong to at least one of the following entities: (1) full-time tenured/tenure-track
10 instructional faculty; academic employees holding faculty rank whose principal duty is within an
11 academic department, unit, or program; (2) faculty members permanent instructional faculty in the Pre-
12 Retirement Reduction in Time Base Program (PRTB) and Faculty Early Retirement Program (FERP); (3)
13 full-time probationary and/or permanent employees in Professional Consultative Services (PCS) as
14 defined in Article III.1.b of this constitution which includes (a) librarians; (b) counselors; (c) student
15 services professionals [SSP]: SSPI-Academically Related, SSPII-Academically Related, and SSPIII-
16 Academically Related; (d) SSPs III and IV; (e) physicians; and (f) coaches holding a current faculty
17 appointment of at least one year; (4) Librarian and counselor faculty in the Pre-Retirement Reduction in
18 Time Base Program (PRTB) and Faculty Early Retirement Program (FERP); full-time coaches holding a
19 current faculty appointment of at least one year; (5) part-time lecturers holding full-time appointments of
20 for at least one six consecutive years in one or more academic departments, units, or programs; or (6)
21 lecturers with a current holding full-time appointments of at least one year, or who have had three
22 consecutive quarters with an assignment of 15 WTUs; for at least three consecutive quarters; or (7) part-
23 time probationary and/or permanent employees in Professional Consultative Services (PCS) holding
24 current employment of at least six consecutive years which include (a) librarians; (b) counselors; (c)
25 student services professionals [SSP]: SSPI-Academically Related, SSPII-Academically Related, and
26 SSPIII-Academically Related; (d) SSPs III and IV; (e) physicians; and (f) coaches.

27
28 Members of the General Faculty, including department chairs/heads, shall not cease to be members
29 because of any assigned time allotted to them for the carrying out of duties consistent with their

employment at Cal Poly. "Visiting Personnel" and volunteer instructors shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the voting membership.

ARTICLE III. THE ACADEMIC SENATE

Section 1. Membership

- (a) Colleges with fewer than 30 faculty members shall elect two senators. All other colleges shall elect three senators, plus one additional senator for each additional 30 ~~faculty members~~ FTEP (Full Time Equivalent Faculty) or major fraction thereof.¹
- (b) Designated personnel in Professional Consultative Services (excepting directors) shall be represented in the Academic Senate by the formula of one senator per each fifteen FTE (Full Time Equivalent) members or major fraction thereof:²
- (1) ~~Full time probationary or permanent Librarians; and~~
 - (2) ~~Full time probationary or permanent (a) counselors; (b) student services professionals [SSP]; SSP I academically related, SSP II academically related, and SSP III academically related; (c) SSPs III and IV; (d) Cooperative Education lecturers; and (e) physicians.~~
 - (3) ~~Full time coaches holding a current faculty appointment of at least one year.~~
- (c) ~~Part-time lecturers in an academic department/teaching area and part-time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by one voting member in the Senate.~~
- (d) Senators acting in an at-large capacity are the current Academic Senate Chair, the immediate Past Academic Senate Chair, and the CSU academic senators. All at-large positions shall be voting positions except for the Academic Senate Chair which is a nonvoting position except when the Chair's vote is needed to break a tie.

Proposed By:
Date:

Academic Senate Executive Committee
April 24, 2015

¹ All calculations are based on employment data from October of the academic year of the election
² All calculations are based on employment data from October of the academic year of the election

Adopted:

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

AS-___-15

**RESOLUTION ON FACULTY INVOLVEMENT IN THE
DEVELOPMENT AND ARTICULATION OF
FACULTY SALARY ADJUSTMENT PLANS**

- 1 WHEREAS, The CSU faculty contract allows the CSU to fund campus-specific ways to address salary
2 inequities according to campus and region specific needs; and
3
4 WHEREAS, Salary inequities include salary compression, salary inversion, and substandard salaries for the
5 lowest paid junior faculty; and
6
7 WHEREAS, The President and Provost announced that Cal Poly has implemented the first stage of a four
8 year salary adjustment program to address these salary inequities for faculty; and
9
10 WHEREAS, The Cal Poly President and Provost have stated that there is no greater problem at Cal Poly than
11 salary inequities; and
12
13 WHEREAS, The Academic Senate was not involved in the initial formation of this salary adjustment
14 program; and
15
16 WHEREAS, In the interest of shared governance, Senate Chair has asked the Faculty Affairs Committee to
17 work with the administration to provide faculty input in the further articulation and
18 development of Cal Poly's salary adjustment program; and
19
20 WHEREAS, The Provost has also requested that the Faculty Affairs Committee assist in further articulation
21 and development of Cal Poly's salary adjustment program beyond the first stage already in
22 place; therefore be it
23
24 RESOLVED: That the Academic Senate endorse the attached report proposing a long-term plan for correcting
25 and preventing inversion, compression, and wages below a definable living wage with short-
26 term stages for implementing this plan: and be it further
27
28 RESOLVED: That the Academic Senate request that the administration deliver to the Faculty Affairs
29 Committee a budgetary feasibility report on the implementation and completion of the salary
30 adjustments in the attached Faculty Affairs Committee report: and be it further
31
32 RESOLVED: That the Academic Senate urge the administration to continue to include the Faculty Affairs
33 Committee (or other suitable Academic Senate designees) in any further development of salary
34 adjustment programs, and to do so at the initial stages of the development of such programs.

Proposed by: Faculty Affairs Committee
Date: April 27, 2015

Adopted:

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

AS- ____-15

**RESOLUTION REQUESTING THAT CHANCELLOR TIM WHITE UNDERTAKE A
PROMPT REVIEW OF CAL POLY, SLO GOVERNANCE**

- 1 WHEREAS, The Academic Senate of Cal Poly, San Luis Obispo has received widespread
2 expressions of concern from faculty and staff about the present efficacy of
3 governance on campus; and
4
- 5 WHEREAS, A series of conflicts over the last year has highlighted issues related to
6 communication and transparency, has opened serious rifts in our shared sense
7 of community, and has contributed to extremely low morale; and
8
- 9 WHEREAS, Cal Poly, San Luis Obispo needs to refocus its attention on its core mission to
10 serve our students and community through teaching, research and service; and
11
- 12 WHEREAS, A fresh look at the Cal Poly, San Luis Obispo situation from outside the
13 campus could help diagnose problems and identify solutions, therefore, be it
14
- 15 RESOLVED: The Academic Senate of Cal Poly, San Luis Obispo requests that Chancellor
16 Tim White undertake a prompt review of Cal Poly, San Luis Obispo
17 governance. We recommend that the review should broadly and confidentially
18 consult with all relevant campus leaders and groups – including faculty, staff,
19 students and all levels of administration. We urge that the Chancellor use the
20 findings of the review to implement any measures needed to improve the
21 efficacy of management and to help restore a strong sense of shared purpose to
22 our campus governance; be it further
23
- 24 RESOLVED: The Academic Senate of Cal Poly, San Luis Obispo make this request
25 respectfully, with a desire for a constructive outcome, and with no
26 preconceived vision.

Proposed by: Wyatt Brown, CAFES Senator
Date: May 1, 2015

Adopted:

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

AS-__-15

**RESOLUTION ON THE BINDING NATURE OF COLLEGE AND DEPARTMENT
PERSONNEL POLICY AND CRITERIA STATEMENTS**

1 WHEREAS, Shared governance is a common value of Cal Poly's faculty and
2 administration; and
3

4 WHEREAS, College and department personnel policy and criteria statements are a
5 concrete expression of our mutual respect for shared governance; and
6

7 WHEREAS, Such a statement—once agreed upon by a department's faculty and their
8 Dean, and then formally approved by the Provost—becomes an official
9 guide in the managing of department personnel matters; and
10

11 WHEREAS, Such statements are endorsed by Cal Poly administration through its
12 posting of these agreements on Cal Poly's Academic Personnel webpage
13 (<http://www.academic-personnel.calpoly.edu/content/policies/criteria>);
14 and
15

16 WHEREAS, A *Personnel Policies and Procedures* document for the Agribusiness
17 Department ([http://content-calpoly-edu.s3.amazonaws.com/academic-](http://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/Criteria_Agribusiness.pdf)
18 [personnel/1/PDF/Criteria_Agribusiness.pdf](http://content-calpoly-edu.s3.amazonaws.com/academic-personnel/1/PDF/Criteria_Agribusiness.pdf)) within Cal Poly's College of
19 Agriculture, Food & Environmental Sciences is currently posted on the
20 Academic Personnel website having been revised in October 2005 and
21 approved by the Provost on September 21, 2006; and
22

23 WHEREAS, Both department chairs and heads are selected by and serve at the pleasure
24 of the college Dean and university Provost, but an important distinction
25 between these positions is reflected in the periodic selection/endorsement
26 by a department's faculty of its candidate for chair, whereas no such
27 regular process occurs concerning a department head; and
28

29 WHEREAS, The Agribusiness Department's *Personnel Policies and Procedures* includes
30 detailed material concerning the selection and the term of a department
31 chair but makes no mention whatsoever of the position of a department
32 head; and

33 WHEREAS, Any effort to install a department head, interim or otherwise, in the
34 Agribusiness Department would therefore be contrary to the formal
35 agreement its faculty have with college and university administration; and
36

37 WHEREAS, The unilateral discarding by campus administration of any personnel
38 policy and criteria statement originally sanctioned by them would
39 represent a serious breach of shared governance and set an alarming
40 precedent undermining faculty trust in the meaning of all such campus
41 agreements; therefore be it
42

43 RESOLVED: That Cal Poly's Academic Senate requests the leadership position within
44 the Agribusiness Department remain a chair, interim or otherwise, as
45 stipulated in their current *Personnel Policies and Procedures* document
46 until such time as the faculty within the Agribusiness Department along
47 with the Dean of the College of Agriculture, Food & Environmental
48 Sciences and the Provost negotiate a revised *Personnel Policies and*
49 *Procedures* document; and be it further
50

51 RESOLVED: That the Academic Senate request all Provost-approved college and
52 department personnel policy and criteria statements be considered fully
53 binding unless and until such time as they are formally revised and
54 approved by mutual agreement of a department's faculty, their Dean, and
55 the Provost; and be it further
56

57 RESOLVED: That, consistent with the general tenets of shared governance, the
58 Academic Senate requests any intentions to convert department-chair
59 positions to department-head positions at Cal Poly include consultation
60 with the faculty of the departments and programs so involved.

Proposed by: Academic Senate Executive Committee
Date: May 8, 2015

CAL POLY AGRIBUSINESS DEPARTMENT
PERSONNEL POLICIES AND PROCEDURES

Revised: October 2005

I. Introduction

These policies and procedures supplement those personnel policies outlined in the Campus Administrative Manual (CAM), those of the College of Agriculture, and those in the collective bargaining agreement, *i.e.*, The Memorandum of Understanding for Unit 3 (Faculty). In case of any conflicts the most current Memorandum of Understanding will prevail.

II. Goals

The reputation of the Cal Poly Agribusiness Department has been built by faculty who possessed significant agricultural industry experience and/or advanced academic training. This unique blend of the applied and theoretical has given the Agribusiness Department a strong position amongst other California universities in undergraduate education.

In all faculty personnel decisions the evaluation criteria of utmost importance will be the candidate's ability as a teacher and a sincere interest in students. Secondly, the candidate must be committed to the pursuit of personal professional growth and development. Thirdly, the candidate should provide service and/or leadership to the Department, the College, the University, and/or the community.

These personnel policies and procedures have been designed to meet three specific needs identified by department faculty. These needs are to:

1. Provide guidance to the candidate as to how he/she will be evaluated by the faculty for retention, tenure, promotion, and post-tenure review decisions.
2. Establish a procedure whereby the faculty can substantiate its recommendations concerning personnel matters, which are then submitted through administrative channels starting with the Department Chair.
3. Promote the growth and enhance the job performance of the faculty members being evaluated.

III. Procedure for Retention, Tenure, Promotion, and Post-Tenure Review Actions

A. All tenured faculty will be elected to serve on the Peer Review Committee (PRC) corresponding with his/her rank. Hence, the Agribusiness Department shall have three different Peer Review Committees:

1. The entire tenured faculty will vote on recommendations involving retention, tenure, and post-tenure review.
2. The tenured Associate Professors and Professors will vote on recommendations involving promotion from Assistant Professor to Associate Professor.

3. The tenured Professors will vote on recommendations involving promotion from Associate Professor to Professor.

Tenured faculty being considered for promotion are ineligible to serve on the Peer Review Committees for promotion or tenure recommendations but will serve for retention and post-tenure review recommendations. A faculty member shall not serve on a Peer Review Committee of the Agribusiness Department for tenure and promotion recommendations and also as a member of the College of Agriculture Personnel Committee or as the Agribusiness Department Chair.

- B. Three tenured Agribusiness Department Professors will be elected to comprise the Department Personnel Committee. The duties of the Personnel Committee will be to:

1. Evaluate all candidates within the department who are seeking retention, promotion, tenure, or post-tenure review. Evaluation guidelines are presented under Sections V and VI of this document.
2. Schedule meetings of and share their evaluations with the appropriate Peer Review Committee.
3. Complete the necessary memoranda to be sent from the appropriate Peer Review Committee through administrative channels.

- C. The members of the Agribusiness Department Personnel Committee will serve for three-year terms.

1. During June of each academic year, one member will rotate off the committee, and a new member will be elected by a majority vote of the tenured faculty.
2. Only Professors who will not be subject to post-tenure review for the next three academic years will be elected to the committee.
3. In the event that one of the members of the Personnel Committee is unable to perform his/her duties due to a leave of absence or sabbatical leave, a substitute member will be elected by a majority vote of the tenured faculty.
4. Members of the Personnel Committee will be expected to serve on less than the normal amount of other departmental committees.
5. The Chair of the Personnel Committee for an academic year will be that member who has served on the Committee for the two previous years.

- D. Three tenured Agribusiness Department Professors will be elected to comprise a separate committee, the Department Personnel Policies Committee. The duties of the Personnel Policies Committee will be to:

1. Establish policies and procedures concerning the retention, promotion, tenure, and post-tenure review in the Agribusiness Department.
2. Monitor all personnel actions to make sure that established policies and procedures are followed.
3. Meet with new faculty members during their first quarter of teaching.

- IV. Procedures for introduction and mentoring of new full-time lecturers and tenure track faculty.

- A. The first stage in new faculty introduction to the department will consist of a series of meetings between the new faculty member and the Personnel Policies Committee.
 - 1. The first meeting will occur during Fall Conference Week, and the subjects discussed will be those important to the new faculty member during the first few weeks of teaching.
 - 2. Subsequent meetings will occur monthly during the faculty member's first quarter. Subjects for discussion may include retention, promotion, and tenure procedures, student advising, professional development, etc.
- B. During his or her first quarter at Cal Poly, the new faculty member may ask an Agribusiness Department faculty member with five or more years of experience to be a mentor.¹
 - 1. The senior faculty member who is asked to be a mentor can either agree or disagree to serve.
 - 2. If and when a mentor relationship is mutually agreed upon, the new faculty member will inform the Department Chair of her or his selection.
 - 3. The mentor will consult with the new faculty member during the first years of employment by advising on teaching techniques, professional growth activities, the appropriate level of service activities, etc.
- C. It is recommended that a new faculty member be assigned a teaching load that is as light as possible during his or her first and second quarters at Cal Poly.
 - 1. The new faculty member is encouraged to sit in on the lectures of other teachers both for the academic content and to observe various teaching styles.
 - 2. The new faculty member is encouraged to complete teacher training classes, if and when available.
 - 3. If it agreeable with the new faculty member, a team teaching assignment might be made during the first year of employment because it enables the new faculty member to learn from the more experienced instructor.

V. Sources of Information for Evaluation Purposes

- A. Teaching performance as witnessed by:
 - 1. Classroom visits by members of the Personnel Committee. Visits by all Peer Review Committee members are encouraged.
 - 2. Review of the candidate's class materials.
 - 3. Student evaluations of the candidate.
 - 4. Seminars conducted by the candidate.
- B. Professional Growth and Achievement. Sources include observation of the candidate's activities, review of materials provided by the candidate, and off-campus contacts.

¹ Choosing a mentor is optional. This is consistent with the preferences expressed by the new faculty members consulted during the Winter of 2002.

- C. Service. Sources include observation of the candidate's activities at the Department; College, University, professional, and community levels and review of materials provided by the candidate.

VI. Criteria for Evaluation (refer also to the College of Agriculture Personnel Policies and Procedures)

A. Teaching.

The primary consideration in retention, tenure, and promotion should be performance in teaching. This performance should include not only proficiency in formal lectures and laboratories, but supervision activities such as senior projects and special problems.

Course and lecture preparation, organization, and clarity of presentation will be evaluated considering criteria such as:

1. Organization of the course.
2. Correlation of practice with theory.
3. Arousing interest and stimulating thinking.
4. Up-to-date knowledge of the subject.
5. Course objectives clearly given to students.
6. Quality of presentation.
7. Grading and examinations.
8. Student-instructor relationship in class.
9. Complexity of courses taught.
10. Scheduling, *i.e.*, new or repeat course, time of day offered, etc.

B. Professional Growth and Achievement

Professional growth activities are intended to enrich and upgrade faculty knowledge and skills, to contribute to currency in the area in which the faculty member teaches, and to stimulate intellectual growth and professionalism. It is encouraged that the faculty member work to his/her strengths in choosing professional growth activities. It is desirable that the faculty member produce a peer-reviewed journal article. In addition to this achievement, other activities that provide evidence that the faculty member is growing professionally are:

1. Participating in applied, basic, or fundamental research activities.
2. Consulting experiences which provide significant intellectual growth in the faculty member's discipline.
3. Participating in sabbatical leaves and difference-in-pay leaves for professional growth.
4. Continuing education, as in completing additional coursework in the discipline, or continuing education to earn or maintain a license, certification, or registration.
5. Writing research grant proposals and submitting them to appropriate agencies.

6. Participating in professional meetings as a presenter, moderator, session chair, or invited panelist.
7. Publication of a textbook or a chapter in a book. 9.
8. Publication in trade journals.
9. Editorships in scientific and trade journals.
10. Receiving patents, grants, or other awards.
11. Leadership in professional organizations and active participation at regional and national meetings.
12. Reviewing manuscripts for scientific journals and textbooks.

C. Service

Faculty members are expected to willingly contribute to the Department, College of Agriculture, University, and/or community through:

1. Cooperation in the team effort.
2. Committee work.
3. Advisement of student clubs and organizations.
4. Participation in co-curricular activities.

Probationary faculty should not be as involved as senior faculty in committee work and club advisement.

- D. A positive working relationship with colleagues is expected of faculty members. This includes collegiality in academic, committee, co-curricular, and professional endeavors.
- E. Evaluation of lecturers who are teaching at least 90% full-time equivalent will run in a parallel fashion to items VI A, B, and C above.
1. The primary consideration for review of lecturers will be performance in teaching.
 2. Further, some effort by lecturers should be made in the area of professional growth and achievement to maintain currency in their discipline.
 3. In the area of service, lecturers are encouraged to become involved in departmental, college, and/or university activities.
 4. Lecturers will be evaluated in light of their appointment and contract. The elements of the lecturer's contract will be provided to the faculty review committee by the Department Chair.

VII. Recommendations and Voting of Appropriate Faculty Committees

- A. The appropriate Peer Review Committee will meet to discuss the report of the Personnel Committee. The members of the Peer Review Committee are expected to vote as a part of consultative procedures.
 - 1. A vote by the Peer Review Committee will be taken and recorded with the expression of For, Against, and Abstentions.
 - 2. The recommendation of the Peer Review Committee shall be forwarded to the Department Chair with reasons to validate the recommendation.
 - 3. All participating faculty members shall sign the report signifying that established procedures were followed.
- B. A copy of the Peer Review Committee recommendation will be sent to the candidate before it is forwarded to the Department Chair. A member, or members, of the Personnel Committee will have a timely meeting with the candidate involved to discuss the recommendations and priority ranking for promotion, if applicable.
- C. In cases where ranking is required, the appropriate Peer Review Committee will develop a ranking based on consensus. Consensus may be developed using either of the following procedures:
 - 1. A series of straw ballots will be taken until consensus is reached.
 - 2. A mathematical procedure will be used to reach consensus.
 - a. Each member will rank by secret ballot.
 - b. In ranking, each member of the appropriate Peer Review Committee will give 1 point to his/her number one placing candidate, 2 points to his/her number two placing candidate, etc.
 - c. The points from all members of the appropriate Peer Review Committee will be added for each candidate. The candidate with the lowest total points will be ranked number one, second lowest ranked number two, etc.
 - d. In the case of a tie, another vote will be taken on those candidates involved in the tie.

VIII. Department Chair Selection and Length of Term Policy

- A. The AGB Department Chair position was established by faculty vote on March 5, 1998.² The faculty set the term for a rotating Chair at four years with a possible two year extension to be approved by faculty vote. A subsequent vote of the eligible faculty was taken on September 14, 2004, confirming the March 5, 1998 vote.³
- B. The two categories of Agribusiness Department faculty who are eligible to vote on any and all matters related to the Department Chair selection are:
 - 1.) tenured faculty and 2.) tenure-track faculty.

² Agribusiness Department Faculty Meeting Minutes, March 5, 1998, by a vote of 9 votes for a 4 year term with two year extension or "renewal" possible and 5 votes for a single 4 year term.

³ The confirming vote was 18 votes in favor with 2 abstentions.

C. Chair Nominations and Election

1. If a current Chair wishes to extend for the additional two-year period, he/she will notify the faculty of his/her wishes to extend by September of the fourth year during the Fall Conference. A subsequent vote to affirm or deny the two year extension will be taken. The current Chair may reapply for subsequent four year plus two year terms.
2. If the faculty affirms the two year extension, notice of reappointment will be forwarded to the Dean. If, however, the eligible faculty elects to not reappoint the standing Department Chair, either an open or internal search to replace the existing Chair shall be conducted.
3. For the selection of a new Department Chair, the Chair of the Faculty Search Committee will initiate discussion during Fall Conference of his/her last year of office. If it is determined that an internal search is preferred, only tenured faculty are eligible to apply for the Department Chair position, and the Chair of the Faculty Search Committee will call for nominations of candidates by October 1. All applications will be submitted by November 1. Interviewing and voting will follow the procedures starting in # 4c below.
4. The vote to determine that an open search is preferred must be conducted before October 1. The selection and voting procedures to choose candidates to be forwarded to the Dean will be as follows:
 - a. The Faculty Search Committee will begin the search process on October 1, with announcements made in appropriate media by November 1. All applications will be submitted by January 1.
 - b. Once the open search application period closes, the Faculty Search Committee will conduct an initial screening of the candidates. Selected candidate(s) will then be interviewed by the Faculty Search Committee either via televideo or in person. The candidate(s) will then be further screened, and selected candidate(s) will be invited to open, on-campus interviews.
 - c. After all on-campus interviews conclude, eligible faculty will vote on the candidate(s). Candidate(s) must be acceptable to at least 60% of those faculty eligible to vote. The names of those candidates who received at least 60% of the confirming votes will be forwarded to the Dean.
 - d. The outcome of the vote and a list of the strengths and weaknesses of each candidate will be prepared and forwarded by the Faculty Search Committee to the Dean by March 1.
5. All voting will be conducted by secret ballot or prior to the election meeting by written proxy, with no post-election ballots possible.
6. The newly elected Chair is to take office on July 1. The previous Chair is expected to work with the new Chair to facilitate the transition.
7. Elections for Department Chair will be presided over by the Chair of the Faculty Search Committee. In the case where the Chair of the Faculty

Search Committee is a candidate for the Department Chair position, the second or third person on the Faculty Search Committee will preside, provided that the committee member is not a candidate.

8. In the event of an uncertainty of how to conduct an election, Robert's Rules of Order will be followed.



Office of the Provost & Executive Vice President
Academic Affairs

MEMO

TO: Gary Laver, Chair, Academic Senate
FROM: Kathleen Enz Finken *Kathleen Enz Finken*
Provost & Executive Vice President
SUBJECT: Proposal for the Reorganization of the Animal Science Department and Dairy Science
Department
DATE: May 1, 2015
CC: Andy Thulin, Mary Pedersen, Haley Marconett, Gladys Gregory

I support the reorganization of the Animal Science Department and the Dairy Science Department as outlined in the attached proposal dated April 30, 2015. Per AS-715-10, I am forwarding the proposal to you for review by the Academic Senate Executive Committee.


State of California



MEMORANDUM

DATE: April 30, 2015

TO: Kathleen Enz Finken, Provost

FROM: Andrew J. Thulin, Ph.D., Dean, College of Agriculture, Food & Environmental Sciences 

RE: Proposal for the Reorganization of the Animal Science Department and Dairy Science Department: Cooperative Agreement to form the Animal Sciences Department

Executive Summary

The Dean of the College of Agriculture, Food & Environmental Sciences proposes a reorganization of the Animal Science Department and the Dairy Science Department to form a single new department, the Animal Sciences Department. The Animal Science Degree Program and Dairy Science Degree Program will remain independent but housed under the new Animal Sciences Department, with Dr. Jaymie Noland serving as Department Head.

This reorganization will maximize learning opportunities for students, enhance scholarly activity and professional development for faculty, and establish a single, cost effective administrative department. In doing so, an inclusive and collaborative teaching and research environment will be created, thereby providing a strengthened academic foundation for students of both programs to pursue a more broad range of careers. Faculty will also benefit from enhanced opportunities for scholarly activity, reinforcing the successful teacher-scholar model. Fiscal benefits will be realized by increasing the efficiency of resource utilization, including personnel and facilities.

With the new, strengthened Animal Sciences Department, it is my intention to ensure the Cal Poly Dairy Science Program remains a valuable, nationally recognized program with innovative and science-based teaching and research as the foundation for student success.

This proposal provides a summary of the consultative procedures followed in considering the reorganization, as well as a summary of the three primary reasons for the proposed changes.

Summary of Consultative Procedures

The benefits of the reorganization of the dairy science and animal science academic units have been long been debated, albeit informally. In September 2014, due to changes in student demographics, trends in department applications and admissions, and new resource constraints, discussion about the reorganization became increasingly more urgent.

On January 20, 2015, the first meeting to formally discuss the reorganization was held with select faculty from both programs, the heads of both departments, and the college dean and associate dean. At that meeting, initial concepts were explored regarding changes in each academic program.

Following that meeting, department meetings routinely allowed for continuing discussions regarding changes to each program, including curriculum matters, personnel, facilities and administration. In addition, formal inclusion of advice and input from dairy industry leaders has been included in the reorganization proposal.

The reorganization consultation culminated in a meeting with all personnel from both departments and Dean Thulin and Associate Dean Cavaletto. Dean Thulin presented the initial vision for the reorganization, followed by an open discussion. This plan included reorganization of the academic units with an emphasis on the administration plan.

The final consultative meeting between representatives of both departments occurred on March 19, 2015, at which all personnel were present and formally introduced to one another. Based on email communication from both department heads, department meetings were separately held on April 28, 2015, at which faculty members from both departments discussed voting on the reorganization.

Following this meeting, Department Head Dr. Charlie Crabb reported, "At the end of the discussion, with three of the four tenured and tenure-track faculty present, the faculty were unanimous in agreement that they were resigned to the fact that the merger would take place. This agreement was based on the reality that, given the current number of faculty, number of students, program costs and overall funding levels, combining of the two departments appears inevitable." In summary, Department Head Crabb reported that faculty from the Dairy Science Department would like to remain in an independent unit but realize that their current structure is unsustainable.

The Animal Science Department faculty support the concept of the reorganization, but requested more information before taking a formal vote. Associate Department Head Dr. Matt Burd reported, "The faculty wanted to be sure the message was given to support the minority faculty and agreed the combining of programs for the purpose of strengthening both was a good move."

Summary of Three Primary Reasons to Support the Proposed Changes

The three primary reasons for the proposed changes are:

1. **Cost effective program administration.** Historically, the Dairy Science Department has had up to 120 students. Currently, however, this number has decreased to approximately 80. The Animal Science Department currently has approximately 650 undergraduate students, and continues to be in high demand.

The reorganized Animal Sciences Department will promote the growth of both academic programs through the unique strengths of the combined faculty and staff. Regarding the Dairy Science program, administration and faculty alike understand that, based on current patterns of student enrollment, number of current students in the Dairy Science program, program cost, and overall funding levels, the department under the current situation is not sustainable.

Under a single department, the efficient use of resources will better serve our broad-based, more diverse student population. The reorganized department will clearly be larger in terms of the number of personnel and facilities. Having a single administrative unit will maximize the efforts of existing personnel as well as facilities management. The Animal Science Program and the Dairy Science Program are both very expensive educational programs to maintain due to the extensive operations of animal production units and product development centers. A single administrative unit will maximize existing use of resources.

Faculty and staff will be shared between the two degree programs, overlapping or redundancies in facilities will be eliminated, and the single administration of the combined extensive operations will result in money-saving opportunities. The cumulative effect will be the establishment of a sound fiscal department resilient against future financial constraints. The sharing of faculty resources will contribute to the financial stability of the new department, enabling faculty members to concentrate on collaborative teaching and scholarly activities.

2. **Maximize learning opportunities for students.** The creation of an inclusive and collaborative teaching and research environment for students from both programs will maximize opportunities for student learning with a continued emphasis on the hands-on, Learn by Doing experience. The Animal Sciences Department will combine faculty with complementary expertise and foster a collaborative environment from both a teaching and research perspective.

This collaborative environment will provide students with exposure to opportunities provided by faculty from both programs. Students will have new opportunities for learning in the form of classes and research projects that previously were not available due to departmental limitations that prohibited the

accommodation of students from other departments. Allowing students to obtain credit from more effective course offerings through both programs will facilitate progress towards degree and, therefore, likely result in better graduation rates.

Because students from the reorganized department will have a more diverse learning experience, they will be better prepared for professional life and, as a result, will have greater employment opportunities. The proposed Animal Sciences Department will be capable of meeting student and industry demand to be prepared for meaningful careers across all animal and dairy science related careers, not just careers from their respective department. In addition, because students from both programs will have greater exposure to a more diverse faculty that can provide a broader range of learning opportunities, career advising and mentoring, and greater interaction with industry professionals, students from both programs will be better prepared to enter the job market.

3. **Enhanced faculty scholarly activity and professional development.** The reorganized department will be represented by a greater number of faculty members with diverse professional interests and expertise. As faculty members from both departments build on the successes of their current interactions, novel research opportunities will be facilitated. Because there are faculty members in both programs that have complementary expertise, this reorganization should benefit faculty professionally through an increase in cooperative research opportunities. In particular, new faculty members will have the advantage of potential collaboration with a greater number of colleagues, facilitating scholarly activity and the pursuit of professional interests. As a result, all faculty members will be more likely to engage in meaningful pursuit of discovery through research.

The support of this research will result from the cooperative pursuit of extramural funding. Furthermore, faculty members in the reorganized department will have access to animals, facilities and equipment they previously had limited use of due to departmental boundaries. The cumulative effect of enabled faculty members will be successful development of teacher scholars.

Adopted:

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

AS-__-15

**RESOLUTION ON
DEPARTMENT NAME CHANGE FOR THE ANIMAL SCIENCE DEPARTMENT**

- 1 WHEREAS, Due to a reorganization of the Animal Science Department and the
2 Dairy Science Department to form a single new department; and
3
4 WHEREAS, The Animal Science Degree Program and Dairy Science Degree
5 Program will remain independent but housed under the same
6 department; therefore be it
7
8 RESOLVED: That the Academic Senate support the request for department name
9 change from Animal Science Department to Animal Sciences
10 Department.

Proposed by: Animal Science & Dairy Science Departments
Date: May 1, 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

Adopted:

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

AS-__-15

**RESOLUTION TO REVISE THE PERIODIC REVIEW GUIDELINES FOR
CAMPUS CENTERS AND INSTITUTES WITH ACADEMIC AFFILIATION**

- 1 WHEREAS, The Academic Senate Executive Committee charged the Research,
2 Scholarship & Creative Activities (RSCA) Committee with the review
3 of CAP 260, including subsection 262 related to Campus Centers and
4 Institutes; and
5
- 6 WHEREAS, On October 24, 2014, Executive Order 751 – Centers, Institutes, and
7 Similar Organizations on Campuses of the California State University
8 was replaced with coded memorandum AA-2014-18; and
9
- 10 WHEREAS, The RSCA Committee has evaluated and suggests certain revisions to
11 the Program Review (aka Periodic Review) process for Campus
12 Centers and Institutes; therefore be it
13
- 14 RESOLVED: That the attached *Periodic Review Guidelines for Campus Centers and*
15 *Institutes with Academic Affiliation* be approved as a replacement for
16 *Program Review Guidelines for Campus Centers and Institutes with*
17 *Academic Affiliation*, approved by the Academic Senate on March 11,
18 2014.

Proposed by: Research, Scholarship and Creative
Activities Committee

Date: April 21, 2015

BRIEF SUMMARY OF REVISIONS TO POLICY RELATED TO PERIODIC REVIEW
FOR CENTERS AND INSTITUTES

(SUMMARY DOCUMENT, REV. MARCH 18, 2015)

1. Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation.

A. TITLE/DESCRIPTION.

i. The former policy (and its predecessor) used the term "program review." This was awkward and confusing, because program review is affiliated with academic, degree granting activities.

ii. In order to avoid confusion with program review, the term "periodic review" has been implemented in the revised policy.

B. TIMING.

i. FORMER POLICY. The former policy had a recurring five year cycle. During the CSU audit of centers and institutes (13-14) on our campus, the auditor noted that many of our centers and institutes had not performed a periodic review for over five years. To address that audit finding, our campus agreed to implement a five year rotation for all centers and institutes.

ii. NEW POLICY. Last year, the CSU has issued an administrative memorandum which allows up to seven years between periodic reviews for centers and institutes. In order to comply with our audit finding, we will continue to use a single five year cycle for all centers and institutes to bring them up to currency, and thereafter will implement a seven year cycle (e.g. every center/institute in existence at time of the audit will complete a periodic review within the originally scheduled five year period, and thereafter a seven year schedule will be implemented).

C. EXTERNAL REVIEWERS.

i. FORMER POLICY. The former policy required external reviewers and had references which appeared to imply that centers and institutes were associated with granting academic degrees.

ii. ISSUE. The former policy appeared to be merely copied from a program review template for degree granting academic programs. Centers and institutes do not issue degrees, and may provide co-curricular support for many different degrees (with a variety of different learning goals, learning objectives, and subject matter areas). The requirement of external reviewers is associated with degree granting programs, and not the mission of centers and institutes.

iii. NEW POLICY. The new policy allows greater flexibility in program review by not requiring (but still permitting) external reviewers, and instead focuses upon the mission centric nature of centers and institutes in providing co-curricular support. Rather than inappropriate alignment with an academic program, the new policy looks to reporting of outcomes (e.g. support of faculty and student research) and outputs (e.g. theses, peer reviewed journals, industry engagement).

C. BEST PRACTICES.

i. FORMER POLICY. The former policy did not elicit continuous improvement or identification and implementation of best practices.

ii. ISSUE. Program review should have a continuous improvement focus.

iii. NEW POLICY. The new policy provides guidelines for program review, including identification and implementation of best practices.

Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation

(DRAFT: 3/18/15 (includes RSCA comments on draft;

Approved by Academic Senate on _____

NOTE: This document replaces and supersedes the "Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation" Approved by the Academic Senate on March 11, 2014)

1. Overview

These guidelines govern periodic review for Campus Centers and Institutes with academic affiliation at the College or University level. Such Campus Centers and Institutes are engaged in the enhancement of selected areas of research, teaching, and service.

This policy does not apply to central administrative or service units such as the Gender Equity Center, the Multi-Cultural Center, the Advising Center, or the Center for Teaching, Learning, and Technology, which serve campus-wide functions and which may also use the term "Center" or "Institute." These guidelines do not apply to State or Federal centers or institutes which are governed by separate policies associated with the enabling entity (e.g. Small Business Development Center which is formed through the Federal Small Business Administration, or the CSU Agricultural Research Institute which is a system wide Institute governed by the CSU).

In accordance with the University's policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation, and the California State University Chancellor's Office Coded Memorandum (CODE: AA-2014-18, dated October 24, 2014), periodic review is required for all Campus Centers and Institutes with academic affiliation (hereafter "Centers/Institutes").

2. Distinguishing Factors of Periodic Review for Centers/Institutes

The periodic review of Centers/Institutes differs from program review for degree granting academic programs offered by an academic college. Unlike an academic college, Campus Centers/Institutes do not award degrees and do not have a degree granting program curriculum committee.

Centers/Institutes operate in the context of supporting the campus mission in the areas of research, scholarship, public service, training, experiential learning, instructional support, and/or other types of co-curricular activities. Centers/Institutes are not expected to create academic assessment plans, because academic assessment plans are designed to evaluate a specific degree granting program.

For clarity, periodic review is different from the annual report requirement for all Centers/Institutes, more fully described in the Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation (Approved by the Academic Senate, March 11, 2014).

3. Periodic Review Process

The Director of the Center or Institute, in collaboration with faculty actively involved in the subject Center/Institute, is responsible for proposing the Review Team composition, preparing the Self Study Report, and addressing any requests for additional information or clarifications, each as more fully described below in this policy.

If the Center/Institute lacks a Director at the time of scheduled periodic review, the Vice President for Research and Economic Development shall identify an appropriate substitute to perform the necessary tasks.

4. Composition of Review Team

The Review Team for the Self Study Report shall consist of:

- (A) One director from another Cal Poly Center or Institute;
- (B) One faculty member from Cal Poly (not affiliated with the Center or Institute undergoing periodic review);
- (C) One external reviewer (not affiliated with the Center or Institute undergoing periodic review) with expertise in the field associated with the Center or Institute; and

It is the duty of the Director of the Center or Institute to identify potential Review Team members, as well as consult with and obtain approval of the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review (or the Vice President of Research and Economic Development if the Center or Institute is not affiliated with an Academic College) on the composition of the Review Team. Following such consultation and approval, the Review Team shall be appointed. Review Team members are tasked with reviewing and commenting upon the Self Study Report, and conducting a visit to the facilities of the Center or Institute.

5. Contents of Self Study Report for Centers/Institutes

The Self Study Report shall be structured to address the activities of the Center or Institute from a perspective of both quantitative and qualitative contributions to the campus. For example, the number of students and faculty participating in a particular event, or the number of peer reviewed journal articles which contain research related to center/institute activities, can be measured as quantitative output. Research and experiential activities that link to any University Learning Objectives, Sustainability Learning Objectives, Diversity Learning Objectives, and/or program based learning objectives may serve as forms of qualitative support.

The Self Study Report shall address each of the following items:

- (A) Executive Summary.
- (B) Situational Analysis on outcomes related to the activities of the Center/Institute:
 - (1) Statement of Center/Institute Mission and description of how activities have aligned with that mission, including any suggested revisions to the mission.
 - (2) Overview of how Center/Institute has supported College/University goals, in accordance with organizational documents for Center/Institute.
 - (3) Detailed information regarding academic outcomes related to Center/Institute activities, including references to support of any Academic Program learning goals/learning objectives, as well as University Learning Objectives, Sustainability Learning Objectives, and Diversity Learning Objectives. To the extent the Center/Institute collaborates with academic units on collecting assessment data, provide the data and an analysis of the data.
 - (4) Detailed information regarding teaching, research, and service associated with the Center/Institute, including grants, seminars, competitions, training sessions, community events, and other activities, along with details of faculty/student/industry/community participation and attendance.
- (C) Intellectual Contributions.
 - Detailed list of intellectual output resulting from Center/Institute activities. Include faculty and student research, faculty/student peer reviewed journal publications, theses,

conference presentations, and other intellectual contributions directly related to Center/Institute activities.

(D) Financial and Resource Condition.

Financial disclosure shall provide for transparency on the financial status and source/use of funds. Describe the financial and resource situation for the Center/Institute, including projected sustainability of Center/Institute activities and sources of funding.

(E) Accomplishment of Corrective Actions and Achievement of Aspirational Goals Identified in Prior Periodic Review.

Discuss and describe improvements and aspirational goals which were identified in the prior program review and how those improvements/aspirational goals were achieved. If certain goals were not achieved, discuss and describe why, including a corrective action plan (if applicable).

(F) Aspirational Goals.

Describe the aspirational goals of the Center/Institute for the upcoming seven year time period, including details of how these goals will benefit stakeholders and how fiscal and other resources will be obtained to support these goals.

(G) Safety and Ethical Conduct of Research.

Discuss and describe the methodology, training, and protocols implemented to assure safety of persons, protection of property, and ethical conduct of research associated with activities of the Center/Institute.

An appendix containing copies of supporting documentation may provide beneficial artifacts and evidence to support the analysis contained within the Self Study Report.

6. Timing of Periodic Review

The Vice President of Research and Economic Development shall post a periodic review schedule which complies with the Chancellor's Office policy. The Self Study Report and periodic review shall address the time period from the previous scheduled periodic review up to and including the most recent completed academic year, but need not include the current academic year during which the Self Study Report and periodic review is prepared and due.

The deadlines are as follows (references are to dates within the academic year in which the periodic review is scheduled to occur):

(A) Director identifies potential Review Team members and obtains approval for composition of Review Team - October 1;

(B) Review Team members are formally appointed - October 15;

(C) Director submits completed Self Study Report to Review Team members - February 1;

(D) Review Team members transmit request (if any) for clarification on contents of Self Study Report to Director - March 1;

(E) Director submits clarification to Review Team - March 21;

(F) Review Team submits final written comments on Self Study Report to Director - April 15;

(G) Director submits Self Study Report, clarifications, Review Team comments, and any rebuttal to Review Team comments to the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review - May 1.

(H) Following review of the materials in Section 6(G), the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review and the Vice President for Research and Economic Development shall consult and provide copies of these materials and any comments to the Provost and Executive Vice President for Academic Affairs.

Copies of the documents described in Section 6(C) through 6(G) shall be simultaneously transmitted to the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review and the Vice President for Research and Economic Development.

In the event of exigent circumstances which merit an extension, the Vice President for Research and Economic Development may grant an appropriate extension.

7. Action Items

Based upon the information from the periodic review, the Provost and Executive Vice President for Academic Affairs, the Dean of the Academic College affiliated with the Center or Institute, and/or the Vice President for Research and Economic Development may request clarifications and/or a corrective action plan from the Director of the Center or Institute. The Director shall address such items in a timely manner. The periodic review documents shall be stored by the Office of the Vice President for Research and Economic Development.

Adopted:

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

AS-__-15

**RESOLUTION ON REVISING THE CRITERIA FOR THE DISTINGUISHED SCHOLARSHIP
AWARDS**

Background: In 2003, the Academic Senate passed AS-602-03/RP&D, Resolution on Establishing a Faculty Award to Recognize Distinguished Research, Creative Activity, and Professional Development at Cal Poly. The Award was administered by the Academic Senate Research and Professional Development Committee. In 2005, the Academic Senate passed AS-638-05, renaming the Award as the Distinguished Scholarship Award and renaming the committee the Distinguished Scholarship Awards Committee. Committee membership parameters currently adhere to revisions found in AS-671-08, Resolution on Changes to the Bylaws of the Academic Senate.

- | | | |
|----|----------|---|
| 1 | WHEREAS, | Cal Poly is an institution known for its high quality of undergraduate |
| 2 | | education, and |
| 3 | | |
| 4 | WHEREAS, | The Academic Senate defines scholarship in broad terms as the scholarships |
| 5 | | of discovery, application, integration and teaching/learning (AS-725-11); |
| 6 | | and |
| 7 | | |
| 8 | WHEREAS, | The Academic Senate of Cal Poly has established a "Distinguished Research, |
| 9 | | Creative Activity and Professional Development Award" (AS-602-03/RP&D); |
| 10 | | and |
| 11 | | |
| 12 | WHEREAS, | The Academic Senate resolved to establish a "Distinguished Research, |
| 13 | | Creative Activity and Professional Development Awards Committee" to |
| 14 | | conduct the selection process and determine on an ongoing basis the |
| 15 | | policies and criteria to be used for selecting recipients of the award; and |
| 16 | | |
| 17 | WHEREAS, | The Academic Senate resolved to rename the "Distinguished Research, |
| 18 | | Creative Activity and Professional Development Award" the "The |
| 19 | | Distinguished Scholarship Award" (AS-638-05); and |
| 20 | | |
| 21 | WHEREAS, | The criteria for the Award have not been revised since the award's original |
| 22 | | incarnation as the "Distinguished Research, Creative Activity and |
| 23 | | Professional Development Award;" and |
| 24 | WHEREAS, | The Award is designed to honor work of faculty conducted primarily at Cal |
| 25 | | Poly and celebrate both exemplary specific accomplishments and |
| 26 | | outstanding bodies of achievement; and |
| 27 | | |
| 28 | WHEREAS, | The aforementioned "General Guidelines" and "Selection Criteria" of the |
| 29 | | document will benefit from revision in light of AS-725-11, and can be more |

30 succinctly stated in a streamlined revision titled "Award Description and
31 Criteria"; therefore, be it
32
33 RESOLVED: That the "General Guidelines" and "Selection Criteria" document appended
34 to AS-602-03/RP&D be revised in light of AS-725-11 with other updates in
35 the form of the attached streamlined document titled "Award Description
36 and Criteria"

Proposed by: Distinguished Scholarship Awards
Committee
Date: April 28, 2015

Distinguished Scholarship Awards Committee

Revised award description and criteria

Approved by the Academic Senate on June 2, 2015

Award Description:

The Academic Senate Distinguished Scholarship Awards Committee invites nominations for the Distinguished Scholarship Award. Each year, three awards are presented, each accompanied by a cash prize of \$2,000.

These awards recognize achievement in scholarship and creative activity across the entire range of disciplines represented at Cal Poly. They honor work conducted primarily at Cal Poly and celebrate both exemplary specific accomplishments and outstanding bodies of achievement.

Faculty, students, staff, and alumni may submit nominations. Faculty members may nominate themselves. All nominations must be submitted using the online nomination form.

Eligibility:

All nominees must be current members of the Cal Poly faculty (i.e. members of collective bargaining unit 3) and must be active at Cal Poly for at least one quarter during the academic year in which they are nominated (for example, faculty who are on leave for an entire academic year will not be eligible for that year). Faculty members at all ranks are eligible as long as they have completed at least three years of full-time service or its equivalent at Cal Poly.

Selection Criteria:

Because this award is intended to recognize the full range of scholarship and creative activity possible at Cal Poly, the criteria listed below are necessarily incomplete. Moreover, it is expected that the work of any given nominee will meet some, but not necessarily all, of these criteria.

1. Quality of the creative or scholarly work as evidenced by any of the following:

- Extensive peer recognition of the work as substantial, seminal, and scholarly
- Contributions to improvements in the human condition and quality of life
- Use of the ideas, techniques, and creative work by industry, practitioners, and others

2. Importance of the scholarly work to students as evidenced by any of the following:

- Influence of the nominee's scholarly and creative work on student learning
- Effectiveness in furthering scholarship and creative activity among students
- Quality and significance of related senior projects, theses, and other student work
- Influence of the work on curriculum improvement and enhanced student learning experiences

3. Importance of the scholarly work to Cal Poly as evidenced by any of the following:

- Enhancement of the reputation of Cal Poly or its academic units

- Significance of grants and contracts received
- Mentoring and facilitating the professional development of other faculty and staff
- Recognition from industry, professional and academic organizations, and other institutions

Distinguished Scholarship Awards Committee:

The Distinguished Scholarship Awards Committee includes at least one voting General Faculty from each College and from Professional Consultative Services. General Faculty representatives should include former recipients of the Distinguished Scholarship Award. *Ex officio* members consist of a representative appointed by the Provost from the Office of Research and two ASI representatives – one undergraduate and one graduate student. The *ex officio* members are voting members, as per VIII.B. of the Bylaws of the Academic Senate.

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
AS-__-15

RESOLUTION ON CAL POLY FIELD TRIP POLICY

1 WHEREAS, CSU Executive Order 1064 sets the minimum requirements for internships and
2 requires each CSU campus to develop an appropriate field trip policy; therefore be it
3

4 RESOLVED, That the Academic Senate approve the attached Internship Policy; and be it further
5

6 RESOLVED, That the Academic Senate Executive Committee charge the Instruction Committee
7 to collaborate with University Risk Management and any other appropriate groups to
8 develop university-wide forms for the colleges to adopt for internships; and be it
9 further
10

11 RESOLVED, That the Academic Senate charge the Instruction Committee to review this policy
12 and its implementation within one year; and be it further
13

14 RESOLVED, That the requirements of the Internship Policy and all appropriate forms be available
15 on one website hosted by Academic Programs and Planning.

Proposed by: Academic Senate Instruction Committee
Date: April 29, 2015

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD

CHANNEL ISLANDS

CHICO

DOMINGUEZ HILLS

EAST BAY

FRESNO

FULLERTON

HUMBOLDT

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

September 9, 2011

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor



SUBJECT: Student Internships—Executive Order No. 1064

Attached is a copy of Executive Order No. 1064, which establishes guidelines for campus internship policy and procedures.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please contact the Office of International Programs at (562) 951-4790.

CBR/bjc

Attachment

c: Executive Staff, Office of the Chancellor

Executive Order 1064

**THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4790**

Executive Order: 1064
Effective Date: September 9, 2011
Supersedes: No Prior Executive Order
Title: Student Internships

This executive order is issued pursuant to the Standing Orders of the Board of Trustees, Section II (a) and (c). The California State University recognizes the beneficial educational purpose of student internships, as well as the need to maximize the educational experience while mitigating the risks to participants and minimizing the university's liability exposure.

I. Purpose

This executive order establishes guidelines for campus student internship policy and procedures and delegates responsibility for implementation to the campus president.

II. Delegation of Authority

The president is delegated the responsibility for the development, implementation and maintenance of the campus student internship policy, and to ensure there is a means for future review of the policy that is updated and communicated to faculty and staff at appropriate intervals.

III. Terms and Definitions

An internship formally integrates the student's academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a service learning¹, business, non-profit, or government setting. For the purpose of this executive order "internship" does not include teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy.

An internship site is the organization at which the internship takes place.

¹ See "Managing Risk in Service Learning" http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml for additional guidance.

IV. Campus Student Internship Policy

Each campus is required to develop, implement, maintain and publish a student internship policy governing internships where the university makes the placement. Electronic copies of internship-related documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.

General internship policy shall, at a minimum, includes the following:

A. Internship Planning

- Individual to be responsible for oversight of the policy;
- Academic policies for establishing an internship;
- Awarding of academic credit;
- Accommodation plan for students with special needs;
- Emergency response plan;
- Student compensation, if applicable; and
- Minimum requirements for agreements between the internship site and university.

B. Placement Assessment

Prior to placing students, an assessment of the appropriateness of the internship site as a placement for CSU students shall be conducted. A written assessment summary of the internship site shall be completed and retained by the responsible campus office and be available for review. That summary shall respond, at minimum, to the following considerations:

- The potential for the internship site to provide an educationally appropriate experience;
- Identification of the potential risks of the internship site;
- Identification of an appropriate individual from the host organization to supervise the student at the internship site;
- Evaluation of the educational environment;
- Evaluation of the potential for student academic experience and its relationship to the student's academic study;
- Selection criteria and basic skills required of the student; and
- Agreement of internship site to meet campus expectations, including a signed placement agreement between the internship site and the CSU that addresses both the internship site's and the campus's role in the internship, as well as the student's responsibilities.

C. Internship Site Visits

Campus policy shall include criteria for when to conduct a site visit. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials or direct contact with the site.

D. Placement and Orientation

Before the student begins the internship, the following steps shall be completed:

- Student orientation that includes conduct expectations, health and safety instructions, and emergency contacts;
- Student emergency contact form to be completed. If the internship placement is not required as part of the student's academic program, the student must complete the liability waiver form (see Executive Order 1051); and
- Learning agreement form signed by the student, internship site supervisor and university representative. The form addresses the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).

Documentation of the above items shall be retained by the campus supervising office or a designated campus office.

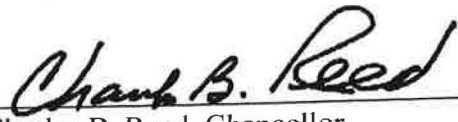
E. Annual Review

Campus policy shall include a plan for annual review of the internships, both for educational purposes and for safety to the students. This review should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.

V. Document Retention

The campus is expected to retain documents related to each internship consistent with systemwide and campus document retention guidelines. See Executive Order 1031.

It is recommended that the instructional agenda, name and contact information for the internship site, student information, and executed liability waiver be retained together after the conclusion of the semester/quarter during which the internship took place. Electronic copies of the documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.



Charles B. Reed, Chancellor

Date: September 9, 2011

California Polytechnic State University, San Luis Obispo
Internship Policy

In response to California State University Executive Order 1064 (effective August 23, 2011) Cal Poly will follow the following policy on internships. As part of Cal Poly's "learn by doing" philosophy, internships are a significant part of students' learning experience.

1. Definition of an Internship
An internship formally integrates the student's academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a service learning, business, non-profit, or government setting. An internship site is the organization at which the internship takes place.
2. Scope of this Policy
This policy does not apply to teacher preparation placements or clinical placements, such as counseling, physical therapy, or occupational therapy. This policy does not apply to educationally related experiences that do not receive academic credit, such as summer employment related to a student's academic program.
3. Responsibilities of the Department
 - a. Establish academic policies for establishing an internship.
 - b. Establish criteria for awarding academic credit.
 - c. Establish policies for student compensation, if applicable.
 - d. Ensure that students sign Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims form.
 - e. Complete a written summary of the internship site, retain the summary, and make the summary available for review. The summary shall consider the following:
 - i. Evaluation of the potential for the internship site to provide an educationally appropriate experience and environment.
 - ii. Visitation of the internship site that identifies risks and potential physical hazards. This site visit may be bypassed if the department can demonstrate and document sufficient knowledge of the internship site or if the internship site poses no increased chance of risk, such as an professional or governmental office or computer laboratory. Previous site assessment needs to be evaluated as appropriate.
 - iii. Identification of an appropriate individual from the host organization to supervise the student at an internship site.
 - iv. Selection criteria and basic skills required of the student.
 - v. Signed agreement of internship site to meet campus expectations, including internship site's and campus's role in the internship, student responsibilities, non-discrimination practices, anti-harassment policies, and accommodation of special needs.

- f. Provide a plan to accommodate any students with special needs. For assistance, contact the Disability Resource Center (<http://drc.calpoly.edu>).
 - g. Institute a procedure for orienting students before beginning an internship, which shall include the following:
 - i. A student orientation that includes conduct expectations, health and safety instructions, and emergency contacts;
 - ii. Student emergency contact form to be completed (cite). If the internship placement is not required as part of the student's academic program, the student must complete the liability waiver form (see Executive Order 1051);
 - iii. Learning agreement form signed by the student, internship site supervisor and university representative. The form addresses the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).
 - h. Retain above documents (3d-f and 3g.ii-iii) related to each internship for three years and in a manner consistent with university and system guidelines (see Executive Order 1031). Electronic copies are permissible.
 - i. Forward electronic copies of the above policies and documents (3a-c and e) related to each internship consistent with university and system guidelines to Academic Programs for future assessment.
4. Responsibilities of the College
- a. Designate internship coordinator responsible for implementation, compliance, and reporting of this policy.
 - b. Evaluate risk using the written summary of the internship site.
 - c. Ensure departmental compliance with this internship policy.
5. Responsibilities of Academic Programs
- a. Administer regular reviews to monitor and document compliance with this internship policy; update requirements as necessary at regular intervals;
 - b. Make available online this campus-wide internship policy.
 - c. Retain above documents (3a-c and e) related to each internship for three years and in a manner consistent with university and system guidelines (see Executive Order 1031).
 - d. Make available appropriately redacted internship data available for faculty and administrative assessment.

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