Meeting of the Academic Senate Executive Committee
Tuesday, September 15, 2020
3:10 to 5:00pm
https://calpoly.zoom.us/j/97470534278

I. Minutes: None

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. Business Item(s):
A. Resolution on Temporarily Suspending Virtual Learning Review: Thomas Gutierrez (pp. 2-3)
B. Resolution on Faculty Choice of Virtual Modality: Thomas Gutierrez (p. 4)
C. Approval of 2020-2021 Committee Charges: (pp. 5-6)
D. Contested Appointments to Academic Senate Committees for the 2020-2022 term: (pp. 7-10)
E. Contested Appointments to University Committees for the 2020-2022 academic year: (p. 11-14)
F. [TIME CERTAIN 4:45] Support for Consultative Process to Develop Emergency Policies and Procedures for Faculty Evaluation in AY 2020-21: Ken Brown, Faculty Affairs Committee Chair

V. Discussion Item(s):
A. Credit/No Credit Discussion: Thomas Gutierrez

VI. Adjournment:
RESOLUTION ON TEMPORARILY SUSPENDING VIRTUAL LEARNING REVIEW

Impact on Existing Policy: This resolution supersedes AS-895-20 and temporarily supersedes AS-896-20.¹

WHEREAS, AS-895-20 suspended the requirement for an eLearning addendum for faculty who wished to teach courses virtually in Academic Year of 2020-2021; and

WHEREAS, AS-895-20 further resolved that “Any course offered virtually from Spring 2020 through Spring 2021 would need to be approved through the regular curricular review process before being offered again virtually after the Spring 2021 term unless [AS-895-20] is extended by the Academic Senate,” and

WHEREAS, AS-896-20, which replaced the eLearning addendum with an updated online learning review process developed by the Academic Senate Task Force on Online Teaching & Learning, is ready to deploy for Fall of 2020; and

WHEREAS, Because of ongoing uncertainties of the status of COVID-19 and its impact on virtual instruction for the Summer of 2021 and beyond; and

WHEREAS, Faculty, particularly those in high-risk groups, may wish to continue to teach virtually as long as they feel there is a threat of being exposed to the virus; therefore be it

RESOLVED: That the Academic Senate extend the terms of AS-895-20 in the context of AS-896-20 and suspend the requirement for curricular review of online courses for faculty who wish to teach them virtually because of COVID-19 in Academic Year of 2021-2022; and

RESOLVED: That any course offered virtually from Spring 2020 through Spring 2022 would need to be approved through the regular curricular review process before being offered again virtually after the Spring 2022 term unless this resolution is extended by the Academic Senate
Proposed by: Academic Senate Executive Committee
Date: September 7, 2020

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(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
Adopted:

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

AS-__-20

RESOLUTION ON FACULTY CHOICE OF VIRTUAL MODALITY

Impact on Existing Policy: 1

WHEREAS, AS-895-20 suspended the requirement for an eLearning addendum for faculty who wished to teach courses virtually in Academic Year of 2020-2021; and

WHEREAS, Because of ongoing uncertainties in the status of COVID-19 and its impact on virtual instruction; and

WHEREAS, Faculty require flexibility in choosing their virtual modalities during this pandemic; therefore be it

RESOLVED: Instructional faculty who are teaching virtually may choose, during the period that online course review is suspended due to COVID-19, to teach their courses in either a synchronous, asynchronous, or hybrid (combination of synchronous and asynchronous) modality.

Proposed by: Academic Senate Executive Committee
Date: September 3, 2020

1 (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
Charges for Fall 2020
Academic Senate Committees

Budget and Long-Range Planning Committee
- Continue to work with Administration and Finance to improve narratives and transparency in University Budget Book. **AY 2020-2021**

Curriculum Committee
- Review of curriculum proposals. **Ongoing**
- Discuss clarify impact of double counting on minors and majors. **AY 2020-2021**

Distinguished Scholarship Awards Committee
- Evaluate candidates and recommend recipients for the Distinguished Scholarship Award. **Ongoing**

Distinguished Teaching Awards Committee
- Complete AY19-20 evaluations in Fall 2020 due to COVID delays, **Fall 2020**
- Evaluate candidates and recommend recipients for the Distinguished Teaching Award. **Ongoing**

Diversity Committee
- Discussion and Possible Resolution on DEI PLOs. **AY 2020-2021**
- Oversee the annual collation, presentation, and sharing of data on the state of diversity at Cal Poly. **Ongoing**
- Review proposals for the faculty Exceptional Service to Students (ESS) program. **Ongoing**

Faculty Affairs Committee
- Update sabbatical and leave policies for UFPP. **Ongoing**
- Update assigned time for exceptional service to students for UFPP. **AY 2020-21**
- Discuss revising requirement that student evaluations include qualitative comments (in collaboration with Instruction Committee). **AY2020-21**
- Update policies on evaluation of instruction to include online instruction. **AY 2020-21**
- Update personnel policies to include Diversity, Equity and Inclusivity initiatives. **AY 2020-21**
- Update UFPP as necessary. **Ongoing**
- Discuss policies on emergency appointments of MPP administrators. **Fall 2020**

Fairness Board
- Address academically related, grading, matters for students and instructors. **As needed**
- Discuss revision of procedures regarding committee member refusal. **AY 2020-2021**
- Review bylaws to consider issues such as grievances after graduation and 60-day grade change requirement and who, other than the students, is entitled to be involved or informed with regards to a case. **AY 2020-2021**
- Review bylaws and procedures to determine appropriateness of addressing OSRR plagiarism and cheating issues. **AY 2020-2021**

GE Governance Board
- Review of curriculum proposals: catalog cycle proposals and continuous course review proposal. **Ongoing**
- Explore “course renewal” cycle (in tandem with ASCC). **Ongoing**
- Submit revised GE PLO’s. **AY 2020-2021**
- Continuation of GE recertification process. **AY2020-2021**

Grants Review Committee
- Review of RSCA Grants. **Ongoing**
- Review and selection of student delegates for the CSU Student Research Competition, **Ongoing**
Instruction Committee
- Discuss revising requirement that student evaluations include qualitative comments (in collaboration with Faculty Affairs). **AY 2020-21**
- Discuss best practices in online proctoring and options for proctoring software packages. **AY 2020-21**
- Work with the senate consultative ethics group on a resolution addressing the bookstore’s Immediate Access opt out process. **AY 2020-21**
- Resolution on timely adoption of course materials. **AY 2020-21**
- Work with Registrar’s office to come up with an asynchronous final exam schedule policy. **AY 2020-21**

Research, Scholarship, and Creative Activities Committee
- Work with campus stakeholders to determine a breakdown of how indirect costs (IDC) from external grants are being used. **AY 2020-2021**
- Explore how IDC can be used to help equitably support the teacher scholar model. **AY 2020-2021**
- Discuss and explore the impact of COVID, work-at-home, and virtualization on scholarship and work-life balance. **AY 2020-2021**
- Identify college level support opportunities for RSCA. **AY 2020-2021**

Sustainability Committee
- Develop and pilot more SLOs assessments.
- Respond to AS-787-14
  1. Review new courses in the 2019-2020, 2020-2021 catalogs for SUSCAT. **AY 2020-2021**
  2. Encourage faculty to teach sustainability in new and existing courses. **AY 2020-2021**
  3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. **Ongoing**
- Develop procedure to identify sustainability courses in the catalog and Schedule Builder. **Ongoing**
  - Use AASHE/STARS sustainability focused and sustainability related lists.
- Respond to 2014 CSU Sustainability Policy directives. **Ongoing**
  1. “The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
  2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development.”
- Support campus efforts to improve Cal Poly’s AASHE STARS certification credits. **Ongoing**
- Develop guidelines to incorporate sustainability into Faculty RPT processes. **AY 2020-2021**
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum. **Ongoing**
- Work with students and dining services to source food from campus and local sources. **AY 2020-2021**
- Work with students, WOW, and AFD to improve recycling/composting/zero waste WOW training. **AY 2020-2021**
- Resolution on Second Nature Climate Commitment Target Date. **AY 2020-2021**
- Identify sustainability courses. **Summer, Fall 2020**

USCP Review Committee
- Work with ASCC and GEGB to design and implement a plan for curricular review of all existing courses with USCP designation. **Ongoing**
Statements of Interest Received for
2020-2022 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Architecture and Environmental Design**
- Distinguished Teaching Awards Committee (2020-2022)
- Faculty Affairs Committee (2019-2021)
- GE Governance Board (2020-2023)
- Grants Review Committee (2019-2021)
- Instruction Committee (2019-2021)
- Research, Scholarship, and Creative Activities Committee (2020-2022)
- Sustainability Committee (2019-2021)

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

**College of Engineering**
- Diversity Committee (2020-2022)

  **Tali Freed, Industrial & Manufacturing Engineering (19 years at Cal Poly) Tenured**
  I would like to help make a difference at Cal Poly and the national academic world with the status of women.

  **Jean Lee, Materials Engineering (6 years at Cal Poly) Tenured**
  As shapers of the future and hubs of ideas and knowledge, it is critical that universities foster diversity and inclusivity. A great idea can come from anyone, and environments that embrace diversity of thought and perspective accelerate the generation, nurturing, and realization of ideas that make a difference in people’s lives. As someone who is energized by great, creative, and impactful ideas and talent that can make a positive change in people’s lives, I am excited by the prospect of helping to cultivate and champion a diverse and inclusive environment at Cal Poly that helps brilliant thinkers and doers emerge, and that helps them succeed. Everyone wins when an excellent idea and outstanding talent – no matter who it comes from – is developed and realized.

  My long-standing interest and involvement in activities that promote diversity and inclusiveness that range back to at least my high school years, when I was a teaching assistant for New York City Board of Education summer math and science classes for promising minority students. I have continued my involvement in teaching and mentoring experience in programs designed to encourage students from underrepresented groups to pursue careers in science and engineering by serving as a teaching assistant in the Massachusetts Pre-Engineering Program (MassPEP) when I was an undergraduate, and participating as a faculty member in programs such as the Minority Introduction to Engineering (MITE) program at Purdue University, the Women in Engineering program at Purdue, and the Believe, Educate and Empower, Advocate, Collaborate, Nurture (BEACoN) network at Cal Poly. At Cal Poly I have also served on the University Inclusive Excellence Council, and I am grateful to have been nominated for the Most Supportive Professor award from the Society of Women Engineers (SWE) and to have won a travel grant to participate in SWE’s ALWE (Academic Leadership for Women in Engineering) program in 2018. I am proud that nearly half of the students who have worked in my research program are from underrepresented groups in engineering or is a first-generation college student. I am also honored to have received the trust of undocumented students at Cal Poly, and to help them in their journey to success.

  Prior to joining Cal Poly, I worked in the industry and government sectors. During my employment in those sectors, my involvement with diversity activities included being a member of the Sandia National Laboratories California Division Diversity Council and being the co-leader of the Diversity Action Council at Seagate Technology. In the latter position, I received formal diversity training and learned about rationales for supporting diversity that go beyond altruism. Studies have shown that companies having greater diversity tend to perform better, and that employers who have a reputation for embracing diversity typically have an easier time attracting outstanding employee candidates from underrepresented groups and accessing a wider variety of markets. Translating this notion from the business world to academia, I look forward to helping Cal Poly become a leader among universities that foster diversity so that Cal Poly is able to easily attract and retain the best students, faculty, and staff.
Recognizing that there are many facets of diversity and inclusiveness, I continue to engage in learning opportunities to increase my understanding and to expand my capacity in supporting diversity and inclusiveness. At Cal Poly, I have completed Undocumented Students Ally Training, and have taken CTLT (Center for Teaching, Learning and Technology) workshops in topics such as Inclusive Office Hours, Affordable Learning Solutions, Transparent Teaching for Equity and Inclusion, and Accessible Canvas.

As a non-white woman who was a first-generation college student, I am able to contribute a variety of perspectives to the Academic Senate Diversity Committee in identifying strategies for advancing diversity, equity, and inclusivity at Cal Poly; in evaluating university policies and procedures relating to diversity and inclusiveness; and in collaborating with stakeholders across campus. Through the Diversity Committee, I hope to continue to promote an atmosphere of inclusiveness that is mitigated only by an imperative of excellence that beckons and motivates the best to stay, creating an environment that is an upward spiral of productivity, innovation, and inspiration. It is an environment that I want to be a part of and that I want to champion.

**College of Liberal Arts**

**Distinguished Scholarship Awards Committee (2020-2022)**

**Eleanor Helms, Philosophy (9 years at Cal Poly) Tenured**

I feel strongly that research is an essential part of academic life. It brought most of us to the profession and keeps us vibrant as thinkers. For my own part, I regularly publish articles and chapters in my area (philosophy). Since 2017, I’ve published two peer-reviewed (blind-reviewed) articles with one more forthcoming (2020), as well as two chapters in anthologies and one more forthcoming (2021). I also co-edited a collection of 40 chapters in the Routledge Philosophical Minds series (2019). With the exception of a recent sabbatical, I’ve never received a course reduction for research. Like many scholars, I also regularly apply for external grants. Most recently I received a small American Council of Learned Societies grant ($5000) and American-Scandinavian Foundation grant ($5000), both of which supported a research stay in Copenhagen during my sabbatical (2018-19). These experiences have given a broader understanding of the many stages of successful scholarship and the difficulties we all face at a teaching-centered institution. I’ve had an opportunity to recognize and further scholarship within the CLA while serving on the CLA Leaves committee (2019-21). Reviewing sabbatical applications has expanded my understanding of research projects in different disciplines across the college. In serving on the Distinguished Scholarship Awards Committee, I hope to be able to contribute to celebrating scholarship in the wider university as well. I would aim to draw attention particularly to faculty who are able to successfully complete larger projects, such as books, long-term research projects, or performances that require planning and preparation. With our standard teaching loads, this work has often meant piecing together more manageable amounts of work over time and an astonishing amount of persistence (more than would be needed at an institution with a lighter teaching load). In my experience, Cal Poly faculty do this kind of long-term planning continuously and creatively, managing to make interesting discoveries and sustain concentrated work over time while also teaching and serving on a variety of committees. I would consider it a privilege to help recognize a few of the many impressive scholars at Cal Poly.

**Diversity Committee (2020-2021)**

**Sara Frantz, Art & Design (6 years at Cal Poly) – Tenured**

As a newly tenured faculty member, I would like to become more involved in college and university level committees/service. I am a founding member of the Art & Design Department’s Diversity Committee, and if appointed to the Academic Senate’s Diversity Committee, I would bring several years of experience of working with a small committee to develop plans, make recommendations, and enact change regarding diversity and inclusion issues. An example of the work completed while serving on the committee is a review and rewrite of the department learning objectives to better reflect the importance of diversity and inclusivity. I am happy to report that the DLO’s were approved by the CLA and are now prominently displayed on the website. The committee has more plans to better reflect the evolving needs of our students, staff and faculty and to recruit and support underrepresented and BIPOC communities.

**Amber Williams, Psychology and Child Development (3 years at Cal Poly) - Tenure Track**

As a tenure-track Assistant Professor, my work at Cal Poly has focused on diversity, equity, and justice. In terms of service, I am a member of the CLA diversity committee, have co-led book circles on issues of teaching inclusively, and am on the advisory council for OUDI. In terms of teaching, I teach courses on culture and psychology, including Multicultural Psychology and Child Development in Diverse Cultures. In terms of research, I study how children develop ideas about race and racial groups. A recent co-authored paper focused on anti-racist actions both within academia and in the broader U.S. society. Therefore, I feel capable of contributing to this committee and would be happy to do so.
Mathew Mewes, Physics (6 years at Cal Poly) Tenured

I'm an active researcher working in theoretical physics. I have been a teacher-scholar for 16 years at three different institutions, in addition to Cal Poly. Some of my previous departments are nationally known for integrating research with undergraduate education. I am particularly interested in improving the resources provided in support research and scholarship.

Eric Sapper, Chemistry and Biochemistry (4 years at Cal Poly) Tenure Track

As I enter my fifth year on the faculty at Cal Poly, I feel compelled to expand my service to the university community by joining the Academic Senate. I have had a modest but broad set of research experiences while at Cal Poly, including being awarded and completing two RSCA grants, a Baker-Koob Endowment, and four industry-sponsored research projects, working with the largest paints and coatings companies in the world. As such, I am familiar with internal and external RFP and GDO processes. As a Cal Poly alum, I have first-hand experience as a student embarking on a fledgling research career through both an undergraduate senior project and a master’s thesis. As a proud member of the Kenneth N. Edwards Western Coatings Technology Center here at Cal Poly, I have extensive experience with research center operations, including fee-for-service arrangements and coordination with external entities and societies through our industrial advisory council. Prior to joining the faculty at Cal Poly, I lead multiple proposal development teams at a large aerospace firm, resulting in many high-budget wins for the organization funded through various DoD agencies. As a member of the RSCA Committee in the Academic Senate, I would strive to optimize our internal RFP processes so they are as frictionless as possible for all stakeholders across campus. I would also seek new and engaging ways to communicate internal and external funding opportunities to our campus research community, so no opportunity for student research slips through the cracks. I look forward to serving Cal Poly and growing as a contributing member of our wonderful research community.

Ajay Kathuria, Industrial Technology and Packaging (6 years at Cal Poly) Tenured

Hello my name is Ajay Kathuria and I am tenured (starting Fall 2020) Associate professor. I am interested to participate in sustainability committee due to my deep rooted interest and strong academic background. I believe I can strongly contribute to this committee as I have been involved in this areas for awhile. Please let me try to elaborate why I think so.

For last decade and a half, I have been involved with development of new bio-derived, bio-based materials, green chemistry, green plastics, environmental footprints, global warming. The development of new materials in my lab also involves technologies which can reduce food waste, extend shelf life and reduce environmental footprints.

I teach sustainability and sustainability related aspects in the undergraduate and graduate classes. Master students work with me on thesis project related to green chemistry. I also recently applied for a federal grant (DOE) on bio-derived material to enhance their composability and degradation which is a big stumbling block for large scale commercial application of bio-derived compostable materials.

Please feel free to reach out to me if you have any questions. Thanks for the opportunity and your consideration!

Joongmin Shin, Industrial Technology and Packaging (4 years at Cal Poly) Tenure Track – Incumbent

As a incumbent member and instructor of packaging sustainability course, I would like to contribute to improve sustainability of our university (Cal Poly).

Professional Consultative Services

Budget and Long-range Planning Committee (2019-2021)
Distinguished Scholarship Awards Committee (2019-2021)
Distinguished Teaching Awards Committee (2019-2021)
Fairness Board (2020-2022)
Statements of Interest Received for 2020-2022 University Committee Vacancies
(All appointments are for 1-year unless noted below)


CAED (2019-2022)
Rodrigo Manjarin, Animal Science (5 years at Cal Poly) Tenure Track
Since I joined Cal Poly in 2015, my teaching efforts have been aimed at improving student learning in all my classes by implementing new teaching formats, such as the development of a studio in ASCI229 ([https://content-calpoly-edu.s3.amazonaws.com/animalscience/1/images/Stock%20Report%20Summer%202017.pdf](https://content-calpoly-edu.s3.amazonaws.com/animalscience/1/images/Stock%20Report%20Summer%202017.pdf) page 7-8)), a flipped classroom format for seniors taking ASCI420 and ASCI479, and an enterprise in transnational biomedical research in ASCI477 ([https://cafes.calpoly.edu/cultivate-2017/q](https://cafes.calpoly.edu/cultivate-2017/q)). For this reason, I believe the next step for me as part of my professional development is to form part of a academic committee focused on improving student learning, and therefore I would like to submit my application to become a member of the Academic Assessment Council

CENG (2020-2023)
OCOB (2020-2023)
PCS (2020-2023)

Athletics Advisory Board: One vacancy: (2020-2023)

Brian Greenwood, Experience Industry Management (14 years at Cal Poly) Tenured
Over my 14 years at Cal Poly I have been able to make a name for myself primarily through dedicated service to the university – whether through leading the Center for Teaching, Learning, and Technology, spearheading the More than a Motto Learn by Doing project, or stepping up when needed to chair the Academic Senate’s Teaching and Learning Task Force. However, most of my service to the university has not been related to my primary area of teaching/research interest in sport management. My discipline-specific research centers on sports-based youth development, and I teach the sport management courses in our Sport and Recreation Management concentration. Each of these three courses incorporate modules that include intercollegiate athletics. In addition, I am currently engaged in a research project with fellow faculty, staff, and students on career identity and transition for Cal Poly student-athletes.

Given the particularly difficult time period that lies ahead in navigating the current circumstances and potentially negative long-term impacts on the intercollegiate athletics model precipitated by the global pandemic as well as the Name, Image, Likeness legislation, I believe my knowledge and expertise will serve the university and this committee well. If selected, I would relish the opportunity to serve on the Athletics Advisory Board.

Cory Greever, Kinesiology and Public Health (4 years at Cal Poly) Tenure Track
I am writing to express my interest in filling the vacancy on the Athletics Advisory Board for the 2020-2023 academic years. My motivation for applying is rooted in a desire to grow and extend my service to the university level. At this point in my career, I am fortunate to have served on multiple committees at the department level as an Assistant Professor in Kinesiology and
Public Health. Most notably, I am the chair of our Equipment and Facilities Committee, which governs policies regarding the usage of our physical space and equipment in building 43A. As chair of this committee, I have also overseen our College Based Fee proposal in each of my first three years as a faculty member. This role has taught me a great deal about budgeting. Particularly, I have been charged with weighing the interests and needs of multiple students and faculty members in the context of an ever-expanding curriculum. I have been humbled by the trust my fellow faculty members have shown by allowing me to chair such an important department committee and participate in these decisions so early in my career. Given that the responsibilities of the Athletics Advisory Board include making decisions about our intercollegiate athletics program’s budget, I believe these experiences would translate well into this position.

In my time at Cal Poly, I have also served as the Kinesiology representative on our department's Assessment Committee and as a member of the Kinesiology degree program's Curriculum Committee. Through these roles, I have been given the opportunity to assist in shaping the scope and sequence of our program with a major focus on student success. While many other qualified applicants may have similar service experiences, I believe my background is uniquely suited to making decisions that impact student-athletes. Within the broad field of Kinesiology, my expertise lies in the area of Exercise Physiology. I teach courses such as KINE 303: Physiology of Exercise and KINE 451: Nutrition for Fitness and Sport, which are often taught through the lens of athlete health and performance. Given the content area, our department houses many student athletes who are Kinesiology majors, most of whom take my courses and/or have me as their academic advisor. I have also had the opportunity to work with multiple NCAA and club level student-athletes on research. For example, Jessica Rasmussen, a former Cal Poly Track and Field athlete, conducted her senior project under my supervision during my first year as a faculty member. At the club level, I have worked closely with the Cal Poly Surfing team on two research projects aimed at improving the safety and performance of competitive surfers. The first project was published in the International Journal of Exercise Science with two of the team’s athletes as co-authors. I believe that my background and experiences mentoring student athletes speaks directly to the board’s responsibilities to ensure academic integrity, champion student-athlete success, assess the academic condition of the athletics program, and report on the academic services provided by the athletics department.

A primary responsibility of this board is the pursuit of equitable opportunity for women and men in personnel matters and in Title IX compliance. Given that my degrees are in Kinesiology, I have taken multiple courses where gender equity and Title IX have been central concepts embedded in the course content. Through these experiences, I have been able to engage in critical thought and discussions regarding Title IX and the role of gender in sport. In my time at Cal Poly, I have also served on two search committees tasked with hiring faculty members with expertise in these areas. Participating on these committees allowed me to view and assess high-quality teaching demonstrations that often centered on these issues. While I am not an expert in this specific area of the field, my educational and professional background has kept equity in sport in the forefront of my mind. If appointed, I will relish the opportunity to advocate for all of our student-athletes and athletics personnel in an equitable fashion. As a white male, I recognize my implicit privilege and seek to better understand the injustice that others often face in the worlds of academics and athletics. I hope that by acting with love, empathy, and respect, I can be a voice for change in our ongoing fight for equity and inclusion.

As tenure-track faculty, we are often taught that teaching and scholarship should be prioritized over service early in our careers. However, I have found my service opportunities at the department level to be some of the most rewarding experiences in my time at Cal Poly. I hope that my professional and academic experiences have prepared me to serve as a member of the Athletics Advisory Board. I believe this role is the perfect opportunity for me to extend my service to the university level. If given this opportunity, I would carry out the duties of the position with the utmost respect, diligence, and integrity. I appreciate your consideration and look forward to your decision.
Amanda Lathrop, Food Science Nutrition (10 years at Cal Poly) Tenured
I am interested in serving on the Athletics Advisory Board as I have always admired how student-athletes manage the expectations of their sport and academics. During my time at Cal Poly, I have had students who were part of the wrestling, swimming, and cross-country teams and would like to better understand how to support these students from an academic perspective. I noticed one of the responsibilities of the Board is to report on the academic condition of the athletics program and having done this for students in the BS in Food Science program I feel my skills could be of benefit to the Board. Additionally, I noticed that female faculty representation on the Board has been lacking for a few years and given the committee’s charge on gender equity my perspective would provide diversity in this area.

Matthew Mewes, Physics (6 years at Cal Poly) Tenured
Having taught for sixteen years at four different institutions, I've had the pleasure of working with hundreds of student athletes.

Campus Parking & Transportation Advisory Committee: One vacancy (2020-2022)

Disability Access and Inclusion Committee: Two vacancies DACC (2020-2022) AND ARB (2020-2022)


CAED (2020-2022)
Doug Jackson, Architecture (12 years at Cal Poly) Tenured
I have served on the GWR Advisory Board since March 2018, and am very interested in continuing to serve on the board.

In addition to my prior experience serving on the board, I have other relevant teaching experience related to student writing, as well as experience as both an author and editor.

During my 11 years at Cal Poly I have consistently taught in the 5th year of the Architecture curriculum, which is focused on the development of a written and design thesis. I have also served as the Area Coordinator for this curricular area since 2013. In both my teaching in and coordination of the 5th year thesis I have made efforts to improve student writing, to catalyze the use of writing in the thesis design studio as a tool of design exploration and inquiry, and to raise the level of discourse among the students in our Department. I believe that my expertise in writing and in improving the application of writing within the architecture curriculum, as further described below, will enable me to make a valuable contribution to the GWR Advisory Board.

As part of my teaching in the 5th year architectural thesis curricular area, I teach the Arch 492 Senior Design Thesis seminar class, which is focused on contemporary architectural discourse, and within which students write a compelling and articulate architectural thesis which is grounded in a thorough literature review, and which makes claims that must be defended by written arguments situated within the context of contemporary and historical architectural discourse. In addition, I also teach the Arch 420 Seminar in Architectural History, Theory, and Criticism—which is a class intended not only to introduce students to specific aspects of architectural history and theory, but also to prepare them to apply this theoretical and historical knowledge to the development of convincing rhetorical positions in preparation for their 5th year architectural thesis. One of the primary requirements of this course, therefore, is that the students must write a 3000-word (minimum) polemical essay that argues for new architectural applications of or responses to contemporary social, cultural, or technological phenomena. Since one of the objectives of this class is to prepare students to use writing as a form of persuasive argument, a portion of class time is devoted to working sessions devoted to faculty- and peer-review of their in-progress essays. Finally, I have also incorporated writing into my Arch 481 Senior Architectural Design Project thesis studio as a means of generating design thinking.
As a related matter, in 2013 I developed the 5th Year Architecture Student Committee, which is charged with raising the level of discourse in our Department. I have served as the Faculty Advisor to this committee from 2013 until the present, and during this time I have assisted these students in planning, organizing, and hosting various events, including lectures and exhibitions designed to introduce our students to contemporary ideas as debates important to architecture.

In addition to these efforts to improve writing and discourse within the Architecture department, I also served on the Editorial Board of the *Journal of Architectural Education (JAE)* from 2014 – 2017, and was the Issue Editor for the *JAE* issue “Environments” (October 2017).

I am also the editor and a contributing author to *SOUPERgreen! – Souped-Up Green Architecture* (Actar, 2017), which is a book of architectural design and architectural theory that articulates a critique of the prevailing architectural conception of architectural performance with respect to the environmental crisis.

**CENG (2019-2021)  
CLA (2020-2022)  
Eleanor Helms, Philosophy (9 years at Cal Poly) Tenured**

I strongly believe in the importance of "writing across the curriculum" for college students. I support a GE curriculum that values academic writing within each discipline and throughout a student's time at Cal Poly (rather than isolated classes on "how to write"). Writing as an embedded part of the research and learning process includes the context of communication and memory that makes writing worthwhile. My love of, and experience with, writing through research and publication is always in the context of wanting to gain and communicate knowledge; I hope that students' experiences of writing at Cal Poly will be equally meaningful. This year, I would particularly like to be involved in advising on decisions on upper-division courses seeking GWR designation. In the philosophy department, a majority of our courses are GE (mainly C2 and C4), which means we regularly teach writing to students from a variety of majors. In serving on the GWR advisory board, I would bring a valuable perspective from a key part of the GE curriculum as well as experiencing introducing writing to students unfamiliar with the discipline.

**OCOB (2020-2022)**

**Intellectual Property Review Committee: Two vacancies: CENG (2020-2023), and PCS (2019-2021)**

**CENG (2020-2023)  
PCS (2019-2022)**

**University Union Advisory Board: One vacancy (2020-2021)**