Meeting of the Academic Senate Executive Committee
Tuesday, April 23 2013
01-409, 3:10 to 5:00pm

I. Minutes: Approval of Executive Committee meeting minutes for April 2 2013 (pp. 2-3).

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

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

IV. Business Item(s):
   A. Appointment to the task force to evaluate potential software vendors for online course evaluations (list of names will be distributed at the meeting).
   B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging: Schaffner, chair of the Curriculum Committee (pp. 4-8).
   C. Resolution to Change Administrative Status for Wine and Viticulture Program Cooper, Director for Wine and Viticulture Program (pp. 9-20).
   D. Resolution on Final Examination Overload Conflicts: Stegner, chair of the Instruction Committee (p. 21).
   E. Resolution on Revisions to Fairness Board Description and Procedures: Shapiro, chair of the Fairness Board (pp. 22-29).
   F. Resolution on Name Change for the Management Area of the Orfalea College of Business: Borin, OCOB caucus chair (p. 30).
   G. Resolution on Program and Area Name Change for the Industrial Technology Program and Area of the Orfalea College of Business: Borin, OCOB caucus chair (p. 31).
   H. Appointment of Clare Battista (replacement for Ty Mackey) and David Sikora (replacement for Tad Miller) to the Academic Senate OCOB caucus for spring quarter 2013.
   I. Appointments to Academic Senate college caucus vacancies for 2014-2015: (pp. 32-33). Please bring additional names to meeting).
   J. Appointment of member to the Cal Poly corporation Board of Directors: (p. 34).
   K. Appointment of CAED nominee to Faculty Affairs Committee for spring quarter 2013: (p. 35).
   L. Appointments of nominees to university committees for 2013-2015: (pp. 36-39).
   M. Appointment of nominee to Academic Senate committee for 2013-2015: (pp. 40-49).

V. Discussion Item(s):

VI. Adjournment:
I. Minutes: The minutes of February 19 were approved as presented.

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

III. Reports:
A. Academic Senate Chair: Rein reported that the issue of online courses and how Cal Poly should position itself continues to be a challenge since studies are not conclusive and all seem to have deficiencies. On the Governor’s proposed budget, $10 million has been targeted to developing online-related material for courses that cause bottlenecks. Sacramento would like to increase the efficiency of students transferring from junior college to the CSU and is discussing the idea of common core courses or a common numbering system. The Chair discussed resolutions related to department merger and reorganization that have not been formally approved by the President.

B. President’s Office: Kinsley reported that Chancellor White will visit Cal Poly on May 1 and 2. An open forum will be held on May 2. In addition, three listening sessions with President Armstrong and other key campus leaders have been scheduled for April.

C. Provost: none.

D. Statewide Senate: Foroohar reported that the main issue discussed at Statewide Academic Senate meetings is the online program. The CSU wants to create an online program that is based on quality and student success. In addition, the amendment to academic freedom to the constitution will go to the Board of Trustees in May for a final vote. LoCascio reported that State University Grants (SUGs) were discussed and the process is still not clear except that the CSU does not collect the $630 million that it calls SUGs. The cost of SUGs is spread out over all the campuses.

E. CFA Campus President: Thorncroft reported that CFA is working on the Governor’s budget for the May revise.

F. ASI Representative: none.

IV. Consent Agenda: none.
V. Business Item(s):
A. **Resolution on Proposal for the Establishment of the Cal Poly Cybersecurity Center**
   *(Bik/Larson/Vakalis):* Vakalis presented the resolution, which requests that the Academic Senate endorse the proposal for the establishment of the Cybersecurity Center. M/S/P to agendize the resolution.

B. **Resolution on Conflict of Interest in the Assignment of Course Materials**
   *(Instruction Committee):* Stegner presented the resolution, which requests that the Campus Administrative Policies address the possible conflict of interest in the assignment of self-authored course material and that faculty members do not personally profit from the sale of self-authored course materials to Cal Poly students. M/S/P to agendize the resolution.

C. **Approval of Academic Senate Calendar of Meetings for 2013-2014:** M/S/P to approve the 2013-2014 Academic Senate calendar of meeting as presented.

D. **Appointment to Academic Senate vacancies for 2014-2015:** Due to lack of time this item was not addressed and will return at the next Executive Committee meeting.

E. **Appointment of nominees to Academic Senate committees for 2013-2015:** Due to lack of time this item was not addressed and will return at the next Executive Committee meeting.

F. **Appointment of nominees to university committee for 2013-2015:** Due to lack of time this item was not addressed and will return at the next Executive Committee meeting.

G. **Appointment of Academic Senate Committee Chair to Graduate Programs Subcommittee, spring quarter 2013:** M/S/P to approve Cornelius Nuworsoo as chair of the Graduate Programs Subcommittee for spring quarter 2013.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,

Gladys Gregory
Academic Senate
RESOLUTION ON PROPOSED NEW DEGREE PROGRAM FOR MASTER OF SCIENCE IN PRINTED ELECTRONICS AND FUNCTIONAL IMAGING

WHEREAS, There is an emerging field in functional printing comprising printed electronics, security printing, active packaging, and additive manufacturing, projected to grow substantially in the next several decades; and

WHEREAS, Functional printing uses conventional and emerging printing techniques, many of which are already in place in the Graphic Communication Department, to produce new electronic devices, security features, and functional packaging; and

WHEREAS, The graphic communication industry stands ready to support the Master’s degree program with advanced laboratory technology to further Cal Poly’s Learn by Doing pedagogy; and

WHEREAS, The Graphic Communication Department has taught undergraduate coursework in printing and imaging for more than sixty years and can leverage that expertise in graduate education; and

WHEREAS, Cal Poly’s Graphic Communication Department is considered one of the leading institutions in the country for undergraduate education in graphic communication; and

WHEREAS, The Graphic Communication Department is proposing a Master of Science degree in Printed Electronics and Functional Imaging, comprised of online and face-to-face coursework culminating in scholarly research projects; and

WHEREAS, The College of Liberal Arts Curriculum Committee and the Academic Senate Curriculum Committee have carefully evaluated this proposal and recommend its approval; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the proposal for the Master of Science in Printed Electronics and Functional Imaging and that the proposal be sent to the Chancellor’s Office for final approval.

Proposed by: Academic Senate Curriculum Committee
Date: April 9, 2013
Title of proposed program:
Master of Science in Printed Electronics and Functional Imaging

Reason for proposing the program:
Functional Printing encompasses academic coursework related to several emerging graphic communication applications: Printed Electronics, which Das and Harrop (2011) project to grow from a $2.2 billion industry to a $44.25 billion industry over the next decade; Active and Intelligent Packaging, projected by Research and Markets (2011) to grow to $23 billion per year over the next decade; and Security Printing. The European research institute PIRA predicts the global market for brand protection to reach a value of more than $11.4 billion by 2014 (Mc Loone, 2010). Further, other additive manufacturing areas, including 3D printing, are gaining in popularity.

These fields involve the application of specialty inks to produce functional and optical devices including a number of new high-tech printing applications. Active packaging focuses on printed packaging that improves shelf life or enhances supply-chain tracking. Anti-counterfeiting is critical for brand protection. Using both conductive and insulating inks, printed electronics and functional imaging offer low-cost production of displays, lighting and energy harvesting devices on flexible substrates.

The Master of Science in Printed Electronics and Functional Imaging will prepare graduates for conceptual and practical electronic or functional applications, advanced research, and the development of intellectual property related to the use of printing and coating technologies in these emerging fields. This Master of Science degree integrates well with the undergraduate Graphic Communication degree offered at Cal Poly, which largely focuses on graphic printing and imaging technologies. The Master of Science degree engages students in critical thinking and conducting seminal research using the department’s significant capital assets. The degree will further enhance the department’s relationship with industry, allowing students to engage immediately with leading industry professionals. This program will leverage the strengths of the undergraduate program while developing increased research opportunities in the department.

This degree is offered as a self-support program under CSU Executive Order No. 1047.

Expected student learning outcomes and methods for assessing outcomes:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Analyze the theoretical foundations underpinning conductive materials, optical patterning, basic electronic components and circuits, and material behavior.</td>
<td>Graduate faculty will assess theoretical foundations through projects produced in GrC 530 as well as the literature reviews associated with GrC 596 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Integrate graphic design, functional design, and creative applications into expressive technologies (technologies that enhance human interaction) through compelling products.</td>
<td>Graduate faculty will assess graphic and functional integration through projects produced in GrC 530 and research projects in GrC 596 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Effectively present and defend scholarly research methodologies, findings, and implications in written form.</td>
<td>Graduate faculty will assess writing skills as demonstrated through the students written summative research project paper using custom evaluation rubric.</td>
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<tr>
<td>Evaluate and determine the suitability for printing as a production method for specific functional and novel products.</td>
<td>Graduate faculty will assess evaluation ability for suitability of printing through a summative paper in GrC 530 using custom evaluation rubric.</td>
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<tr>
<td>Develop specifications and tolerances for deposition technologies for various functional products.</td>
<td>Graduate faculty will assess specifications and tolerance development through summative paper in GrC 530 using custom evaluation rubric.</td>
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<tr>
<td>Demonstrate knowledge related to microscale patterning and deposition including accurately measuring patterning and deposition characteristics using a variety of instruments.</td>
<td>Graduate faculty will assess microscale patterning and deposition through practical evaluation in GrC 530 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Analyze multiple equipment technologies against required specifications and tolerances and determine appropriateness or equipment modifications required.</td>
<td>Graduate faculty will assess equipment technology analysis through summative paper in GrC 530 using custom evaluation rubric.</td>
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<tr>
<td>Evaluate fundamental business concepts related to starting and managing an entrepreneurial operation.</td>
<td>Graduate faculty will assess fundamental business concepts via a business plan developed in GrC 520 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Effectively present and defend scholarly research methodologies, findings, and implications orally.</td>
<td>Graduate faculty will assess oral communication of scholarly research during presentation in GrC 596 using custom evaluation rubric.</td>
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### 4. Anticipated student demand:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>at initiation</th>
<th>3 years after initiation</th>
<th>5 years after initiation</th>
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<tbody>
<tr>
<td>Number of Majors</td>
<td>10-15</td>
<td>20-30</td>
<td>30-45</td>
</tr>
<tr>
<td>Number of Graduates (cumulative)</td>
<td>0</td>
<td>20</td>
<td>50</td>
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A comprehensive online survey was conducted by contacting professors from around the world who may have undergraduate students interested in this type of degree program. Additionally, GrC alumni were contacted using a variety of email lists and alumni groups. Here are some key results:

- 375 individuals completed all or most of the survey
- Of those who participated, 275 where current undergraduates and 83 had completed their bachelor's degree.
- 235 survey respondents were likely, very likely, or planning on pursuing a graduate degree in the next five years.
- 167 survey respondents expressed interest in Cal Poly’s proposed graduate program in Printed Electronics and Functional Imaging.
- Of those, 118 individuals provided contact information and requested more information about the proposed degree program.

### 5. If additional resources (faculty student allocations, support staff, facilitates, equipment, etc.) will be required, please identify the resources, indicate the extent of the college’s commitment
to allocate them, and evidence that college decision-making committees were aware of the source of resource support when they endorsed the proposal. If the college expects the University to provide additional resources, please identify the resources and anticipated cost:

On startup, the degree program will use existing Graphic Communication Department laboratories, equipment, and staffing. Existing faculty will teach on an overload basis through Extended Education. As a self-support program, success may afford opportunity to add faculty to the GrC staff in the future. As additional resources become available through strong enrollments, faculty and equipment may be acquired. Additionally, the Graphic Communication Department has a strong record of development by in-kind donations, grant funding, and endowments, which will be used to strengthen the financial undergirding.

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

   At the Printed Electronics USA 2011 conference November 30-December 1 in Santa Clara, CA, seventeen employers were asked the following questions:

   1. Within the next five years, do you expect to hire employees in your company who help you develop, improve, or scale your production system(s)?

   *All survey respondents indicated they will be hiring in the next five years.*

   2. If yes, could you see hiring an individual with a Master’s of Science degree who...
      - Generally understands deposition and patterning systems for printed electronics, smart packaging, and security printing.
      - Can measure, analyze, and optimize key variables in printing technologies
      - Can measure, analyze, and optimize web handling systems
      - Can measure, analyze, and optimize material/ink compositions
      - Can measure, analyze, and optimize morphologies (ink film surfaces)
      - Can measure, analyze, and optimize drying/annealing systems
      - And knows the issues related to scaling reproduction systems for commercial applications?

   *Sixteen of seventeen (94%) indicated they could see hiring an individual with this particular background in the next five years.*

   There were more than 1200 attendees at the Printed Electronics USA 2011, an increase of 250 attendees from the previous year. Cal Poly’s proximity to the Silicon Valley is critical, as many of the companies in this space stem from conventional electronics and are looking for the opportunity to develop new products and improve manufacturing techniques.

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

   Printed Electronics and Functional Imaging is not currently a concentration or specialization.

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

   The program is a natural extension of the Graphic Communication undergraduate degree. However, it has broad appeal to students with complimentary undergraduate degrees as well, including but not limited to: Business, Graphic Design, Physics, Chemistry, Packaging, Electrical Engineering, Materials Engineering, and Mechanical Engineering. This degree will provide a coherent path into a
specialized application area for broader undergraduate degrees. While this degree may not technically qualify as a “broadly based program,” it is designed to touch on various applications of functional printing, including printed electronics, active packaging, security printing, 3D printing, and other functional print manufacturing. These emerging applications have broad interest and will shape society into the future.

9. **Briefly describe how the new program fits with the mission and/or strategic plan for the department, college and/or university:**
   This degree program fits well with the Graphic Communication mission by focusing on research and discovery. The degree program leverages the equipment base along with research interests of faculty to extend the scholarship of the department and further its influence in shaping graphic communication technology. The College of Liberal Arts offers diverse, significant curricula. This program strengthens the college’s unique role in anticipating the future and defining it in light of human experience. With a focus on deployment, this degree addresses the human experience and how laboratory research can be scaled to impact the broader population. This Master’s of Science degree is focused on technology development and deployment in the context of advanced printed materials. It serves to directly meet the STEM objectives of the university as well as the college and department.

10. **Attach a display of curriculum requirements:**
    **COURSEWORK (45 Units)**
    **Core Courses (29 units)**
    - GrC 501 – Survey of Functional Printing .......................................................... 2.0
    - GrC 502 - Orientation to Functional Printing (Prereq or co-req GrC 501) ...................... 2.0
    - GrC 510 – Materials for Functional Printing (Prereq or co-req GrC 501) ..................... 4.0
    - GrC 512 – Printing and Coating Tech (Prereq or co-req GrC 501) .............................. 4.0
    - GrC 514 – Imaging for Electronics & Functional Printing (Prereq or co-req GrC 501) .... 4.0
    - GrC 520 – Functional Printing Product and Business Development (Prereq GrC 512 OR GrC 514) .................. 4.0
    - GrC 530 – Functional Printing Workflows (Prereq GrC 502 AND GrC 512 AND GrC 514) ...... 4.0
    - GrC 560 – Grad Research Methods in Printed Electronics & Functional Imaging (Prereq GrC 530) .. 2.0
    - GrC 596 – Research Project in Printed Electronics and Functional Imaging (Prereq GrC 560) .......... 3.0
    **Subtotal (core).......................................................... 29.0**

    **Approved Electives (16 units)**
    Select 16 units from the following:
    - GrC 500 – Special Problems in GrC (Prereq Graduate standing and consent of instructor) ........ 2.0
    - GrC 551 – Current Trends in Printed Electronics (May be repeated for up to 12 units, Prereq GrC 502) 4.0
    - GrC 552 – Current Trends in Active Packaging (May be repeated for up to 12 units, Prereq GrC 502) .... 4.0
    - GrC 553 – Current Trends in Security & Anti-counterfeiting (May be repeated for up to 12 units, Prereq GrC 502) .......... 4.0
    - GrC 595 – Cooperative Experience Education (Prereq Graduate standing and consent of instructor) . 12.0
    Other courses as approved by academic advisor .............................................................. 8.0
    **Subtotal (electives - select 16 units).......................................................... 16.0**

    **TOTAL.......................................................... 45.0**
RESOLUTION TO CHANGE ADMINISTRATIVE STATUS FOR WINE AND VITICULTURE PROGRAM

WHEREAS, The Wine and Viticulture is currently an interdepartmental major within the College of Agriculture, Food and Environmental Sciences, and

WHEREAS, The mission, curricula, goals, and strategic vision for wine and viticulture are distinct from those of the Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science Departments, and

WHEREAS, The program is operating autonomously from the Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science Departments, and

WHEREAS, A change in status and name from Wine and Viticulture program to "Wine and Viticulture Department" is being proposed, and

WHEREAS, The functional modifications in changing to department status are provided in the attachment to this resolution, and

WHEREAS, Said change in status and name has been approved by the College of Agriculture, Food and Environmental Sciences department heads, the CAFES Dean, and the Academic Deans Council, therefore be it

RESOLVED: That the Academic Senate of Cal Poly endorse the change in status and name from Wine and Viticulture program to Wine and Viticulture Department.
Overview
The Cal Poly Wine and Viticulture Program is an integrative three-pronged program aimed at educating future leaders of the global grape and wine industry. The Program arose from a collaboration among three departments in CAFES: Agribusiness, Food Science and Nutrition, and Horticulture and Crop Science. It currently offers an interdisciplinary major in Wine and Viticulture designed to prepare students for successful careers in the complex 21st century global wine business environment. Program curriculum emphasizes the inherent connectivity between wine grape growing in the vineyard, wine making in the winery, and wine selling in the marketplaces, uniquely integrating these three fundamental components of the modern wine industry. The Wine and Viticulture faculty believe that an understanding of all three aspects is critical in the unique legal and regulatory environment in which the wine industry operates.

Compared to other academic wine programs around the country, an emphasis on all three aspects of the wine industry provides a unique advantage that distinguishes the Cal Poly program. All Wine and Viticulture majors learn the foundations of viticulture through lectures and labs that use the campus 15-acre Trestle Vineyard. Students learn winemaking through lecture and lab courses using the campus pilot winery and teaching labs in FSN and Biology. Students also learn some essentials of marketing and sales, with the potential to develop and manage the Cal Poly Wine brand. The Program incorporates Learn by Doing throughout its curriculum. All students are required to complete (at least) one internship in the grape and/or wine industry and a senior “capstone” project, and are encouraged to participate in undergraduate research. The Vines to Wines student club provides networking opportunities with industry professionals through volunteering for many local wine industry events.
BACKGROUND

History of Wine and Viticulture at Cal Poly

Courses in viticulture, sensory analysis, and wine business have been offered at Cal Poly since the 1980’s through the Agribusiness, Food Science and Nutrition, and Crop Science Departments, and through Extended Education. A wine certificate program was developed through Extended Education in the 1990’s, and continues today. (Until recently, this wine certificate program has had minimal coordination with the Wine and Viticulture Program in CAFES, though great potential exists for a more formal and extensive collaboration with Extended Education). Also during the 1990’s, Fruit Science viticulture courses, Food Science courses in sensory evaluation and fermentation, and Agribusiness courses in wine business were all heavily enrolled. Experiences in wine and viticulture through these individual courses generated a high level of student passion for wine and the wine industry, and led to the foundation of a student club, Vines to Wines, in 1996. Over the years, the V2W club has attracted scores of students to its biweekly club meetings, providing student networking opportunities with industry professionals, and student volunteers to staff many local wine events. of the Agribusiness Department, provided research supporting the establishment of a distinctive Wine and Viticulture Minor at Cal Poly. In 1999, a Wine and Viticulture minor commenced with a curriculum based on a 1988 senior project by Johnine Przybyla Talley, with Professor Phil Doub. The minor included courses from Food Science and Nutrition (taught by Montecalvo, Noyes, and Lecturers), Horticulture and Crop Science (taught by Fountain, Patterson, Costello, and Lecturers), and Agribusiness (taught by Doub, Amspacher, Wolf, and others). Enrollment in the minor grew rapidly and graduates with the minor found ample employment opportunities in the industry. Many of these Cal Poly graduates have moving rapidly into leadership positions throughout the California wine industry. In 2004 an academic major in Wine and Viticulture was approved and the Wine and Viticulture Program, headed by a Program Director, was formally founded. In 2007, Professor Ritchie was hired into the Food Science department to develop the enology and winemaking curriculum. Doub, Fountain, Montecalvo, Noyes, and Patterson all retired.

Wine and Viticulture Student and Industry Demand

When the Wine and Viticulture Major was initiated in 2004, the Minor had 222 enrolled students (Figure 1). The major rapidly grew to a high of 280 in 2008, including students with double majors from other departments in the College of Agriculture, Food and Environmental Sciences. In 2007 the Wine and Viticulture Program was serving 417 majors and minors (Figure 2). Due in part to the retirement of several key faculty members, most of the required courses became heavily impacted. To effectively serve the majors, the Program
stopped accepting applications for the minor in 2011 and stabilized the number of majors to about 250. In 2012 166 students applied to become Wine and Viticulture majors as freshman, and 84 were accepted with 53 enrolled. In 2012, 67 transfer students applied to Wine and Viticulture, 31 were accepted and 21 enrolled. Of these 74 new majors, 50% are women and 16% are under-represented minorities. In addition there is a consistent demand to enter the Wine and Viticulture major by change of major. Working with our staff advisor (Rachel Johnson), and the faculty recently articulated clear academic expectations for the ICMA process. In addition, the WVIT faculty hope to reopen the Minor after the WVIT Department is formed and additional resources become available.

For a variety of reasons, the 4-year completion rates for WVIT majors is less than optimal. The Program encourages all majors to complete their required internship during the winegrape harvest season in Fall quarter, thus a norm for completion of the B.S. degree is 4 years plus one quarter. Second, many required WVIT courses are heavily impacted. The “hands-on” teaching capacity of the Program faculty in the pilot winery and the vineyard have limited enrollment in essential senior level viticulture and enology courses. Third, the WVIT curriculum relies heavily on specific courses, taught by other departments that are also impacted. Finally, graduation is often delayed because many students choose to work during multiple winegrape harvest seasons.

Figure 1. Enrollments in WVIT Minor and Major since 2004

Figure 2: Total numbers of WVIT Majors and Minors
Wine and Viticulture Teaching and Curriculum
All students enrolled in the WVIT major learn the foundations of viticulture, winemaking and
wine business through completion of a set of core courses (Appendix I). In addition, each
student chooses to focus on one of the three fundamental areas by choosing a concentration,
and completing an additional 55 units of upper division specialization courses. Course
requirements for Wine and Viticulture majors have evolved significantly over the past eight
years, as new courses tailored to the major have been developed and approved.
Consequently, the curriculum in each new two-year catalog cycle has been significantly
different, though the rapid changes in course requirements are stabilizing.

Initially, the wine business concentration had the highest proportion of graduates, in part
because many early majors were originally Wine and Viticulture Minors from the
Agribusiness Department. A full-time tenure-track faculty member in the Food Science
Department (Ritchie) joined the program in 2007 to further develop and teach enology and
sensory courses. Since that time, the proportion of students in the enology concentration has
steadily increased, and this concentration now includes 45% of the majors (Figure 3). This
shift heavily impacted the enology courses, and in 2011 “double concentrations” were
eliminated to the disappointment of many new majors. Such significant shifts in student
interest will likely exert a major impact on the needs for teaching resources within a WVIT
Department. We hope that development of a dedicated WVIT Department faculty, with
strong representation in all three sub-disciplines, will lead long-term stability with roughly
equal numbers of students in each concentration.

Figure 3: Proportion of Graduates by Concentration by Year

Currently, there is no generally accepted terminal degree in wine education. The unique Cal
Poly undergraduate program provides a tremendous opportunity to develop a new terminal
Master of Science degree in Wine and Viticulture. As with the undergraduate major, three
concentrations are envisioned that would leverage a number of extant campus strengths.
Enology, for example, might include courses from Biology, Chemistry and Biochemistry, and Statistics, while viticulture could include additional courses in Botany, PPSC, and Business/Management. The wine business emphasis might include additional courses from AGB, RPTA, and the Orfalea College of Business. A longer-term goal is to develop the equivalent of a “wine MBA” that might take the form of an MBA with wine business emphasis. Ample opportunities also exist for a Wine and Viticulture department to collaborate with Extended Education to develop a more formal program of short courses, on-line courses, Certificate programs, “extended field trips” both domestic and international, and international programs. Goals of the new Department include the establishment of a 1-year Professional Masters program catered to industry needs.

RATIONALE FOR A NEW DEPARTMENT

The collaboration among faculty in three cognate departments (Food Science and Nutrition, Horticulture and Crop Science, Agribusiness) was instrumental in the development of the Minor and the Major, and WVIT Program has operated as a collaborative venture among these three departments since its inception. Over the past decade, the wine industry in California and the US has grown rapidly, and enrollment in the WVIT Program has paralleled this rapid growth. Between 2006 and 2011 the dollar value of US wine sales grew by 16.1% to $34.3 billion (Euromonitor 2012), and a report by Stonebridge Research Group in 2012 indicates Napa Valley wine represents 17% of the volume and 31% of the value of wine sold in the US (Stonebridge 2012). The report estimates that the wine produced from Napa County alone has an economic impact of $13.3 billion for Napa County, $25.9 billion for California and $50.3 billion for the US economy. The Stonebridge Research Group further estimates that the Napa Appellation alone generates 46,000 full time equivalent jobs in Napa County, 102,000 in California and 303,000 in the Total US. Extrapolating from the Napa forecast generates an estimate of approximately 977,000 US jobs generated by the wine industry. Therefore, the wine industry has been a growth industry in the US, even during the significant national economic downturn, and needs well-educated and trained graduates from programs such as Cal Poly’s Wine and Viticulture Program.

The Program’s faculty members have reached a level of international prominence with presentations at leading national and international symposia and conferences, publications in peer-review journals, citations, service on editorial boards, and service on key industry boards. WVIT faculty members have received prestigious awards including two Sunkist College of Agriculture Faculty Awards, two Western Agricultural Services Outstanding Agribusiness Faculty Member Awards, and CAFES Outstanding Lecturer Award.

Obtaining departmental status is crucial for the future of Wine and Viticulture at Cal Poly. Currently, the Program Director lacks control over allocation of faculty teaching among the three wine sub-disciplines. Temporary part-time lecturers teaching many required courses in the Wine and Viticulture curriculum cannot be hired directly by the Program, but instead must be hired by each of the cognate departments adding an administrative burden on the cognate departments. Likewise, requisite performance evaluations for lecturers are conducted.
independently by each cognate department, adding further to the administrative burden of each department and limiting the input from the WVIT faculty as a whole. Similarly, the RPT process for each tenure-track faculty member is run through each home department, limiting the wine expertise involved in faculty review, and limiting the ability of colleagues in the same program to support each other in the RPT process. Since each WVIT faculty member is also a member of a different department, we all maintain a split dedication to wine and viticulture. Finally, with the exception of the vineyard and pilot winery, the Program has control over no classroom, teaching lab, or research lab space.

A new academic Department will enhance the visibility and independence of Wine and Viticulture at Cal Poly, allowing the department head and faculty to better manage resources and to better serve our students, alumni, and the wine industry. Wine industry leaders have actively supported the WVIT Program both by serving on the Advisory Council, and by donating equipment, wine, grapes and dollars needed for an effective learn by doing wine education. The current Program structure puzzles many members of the Advisory Council. Industry supporters have witnessed the inefficiencies of the administrative and management side of such the current arrangement, and the deleterious impacts this has had on student learning. The Program’s Advisory Council and other Cal Poly supporters in the wine industry, students, and faculty all agree that it is in the best interest of efficient resource allocation and compliance with regulations to create a new department with a budget and staff managed by a department head.

Department status is critical for the program to:
- Gain professional credibility within the California wine industry
- Demonstrate campus commitment to Wine and Viticulture at Cal Poly
- Better advocate for faculty resources to serve and support its students
- Effectively recruit outstanding new faculty dedicated to wine and viticulture
- Position itself for obtaining extramural support to serve and support its faculty
- Efficiently manage the campus vineyards
- Efficiently manage the pilot winery and development of a new winery
- Effectively conduct advancement efforts for the Cal Poly Winery and endowed chairs
- Conduct scholarly research in wine and viticulture
- Develop international programs that take advantage of the seasonal harvest/crush (northern hemisphere Summer, Fall; and southern hemisphere Winter, Spring)
- Serve on college and university committees and represent the needs of the department
- Better collaborate with other university wine and viticulture programs (e.g., UC Davis, CSU Fresno)
- Develop a visiting scholar program and a series of regional wine industry gatherings

**Resource Implications of a new Wine and Viticulture Department in CAFES**

The Program aspires to construct a privately funded campus wine innovation center that would include modest teaching, research, and office space. A campaign to raise ~$8.9M for
design and construction of a new winery building to house the proposed new department is underway, with ~$2.7M raised to date.

Additional resources necessary to convert the current program into a new department should be minimal. The Program currently has a small state budget that funds one full-time academic coordinator, and a working budget from College-Base-Fees based on student enrollment. Faculty resources and space provided by each of the cognate departments to teach the Wine and Viticulture curriculum over the past several years will need to transfer into the new WVIT department. Enology courses have involved one tenure-track faculty member and part-time support from several lecturers in the Food Science and Nutrition Department. The Program Director’s position is also housed in the FSN Department. Teaching space for enology includes the Pilot Winery and a classroom in the Crops Unit, and teaching laboratories in the Food Science and Biology Departments. A modest research room was also allocated to Enology in Building 11. Teaching of viticulture-related courses has recently involved ~1.3 tenure-track faculty positions together with ~0.8 temporary lecturer position devoted to viticulture lecture, lab and field courses taught in the Horticulture and Crop Science Department. In addition to the campus Trestle vineyard, viticulture courses have used classroom and laboratory space in the HCS Department. Wine business courses have been taught by many AGB faculty over the years. Two current AGB faculty members have taught WVIT-related AGB courses, almost exclusively in recent years, one of whom will still be assigned to teach the 4-unit AGB 405 course for two quarters each year. Computer lab classrooms needed for the wine business classes have been provided by the AGB Department. Finally, a full-time temporary lecturer manages the internship program, and teaches a wine sales class with funding through the Horticulture and Crop Science Department.

We propose that each of the faculty members that have been teaching required courses in the WVIT curriculum be transferred into the new Department. Following these transfers, the new WVIT Department will include ~5.3 ladder-rank faculty positions, and ~2.5 temporary lecturers. Proposed teaching assignments for the WVIT courses are listed in Appendix II. The overall impact of these transfers on teaching in the former home departments will be minimal. Transfer of Ritchie, Cooper, and Brain will have no impact on teaching in the FSN Department, and transfer of the Patterson position will have no impact on teaching in the HCS Department. Wolf will continue to teach 2 AGB courses, and Costello will continue to teach his normal complement of PPSC courses (PPSC 110, 311, 421, and 431).

Most of the WVIT lecture courses will continue to be taught in general assignment classrooms throughout campus. Specialized Wine and Viticulture courses, however, are being taught in space controlled by AGB, FSN and HCS. Until construction of a new campus winery building is complete, all of this teaching space needs to be made available to the new Department. Viticulture courses have been taught in the teaching classrooms and a dedicated Viticulture “lab” housed in the Crops Unit (Building 17). Responsibility for the 15-acre Trestle Vineyard (13 acres planted) used for viticulture classes was transferred to the Program last summer, though responsibility for the smaller variety block vineyard was retained by
Specialized enology courses are currently taught in Building 24 (sensory analysis, wine analysis and amelioration), and in the campus Pilot Winery (in the Crops Unit). Computer classrooms used to teach the wine business classes are housed in Building 10. Space for a Department office should become available following the movement of the Natural Resource Management and Environmental Sciences Department into the new Science Building this spring/summer. The new Department will also need office space to assign to the many Lecturers who are hired to teach required courses.

**Timing of Department Formation**
For a variety of reasons, the WVIT Program is at a critical juncture in its evolution. The program faculty is hopeful that a new Wine and Viticulture Department can be formed before the start of the Fall 2013 academic quarter.

**Future Growth of Wine and Viticulture**
Growth of the California wine industry continues to be impressive, and both student demand for wine and viticulture courses, and wine industry demand for hiring Cal Poly graduates remain very strong. Since the Wine and Viticulture academic programs began in the late 1990s, the number of faculty involved in the Program has declined significantly. As a consequence of limited teaching resources, enrollment in the academic minor was stopped in 2011. Dual-concentration for WVIT majors, seen by both students and industry employers as excellent value-added to the WVIT degree, was stopped in 2012. Enrollment in the major, and in many required courses, remains restricted. Required viticulture courses are offered only one quarter per year, leading to large upper division enrollments and slowing student graduation rates. Several of the required enology courses are offered only one or two quarters per year, also leading to large enrollments and slowing student graduation rates. Reopening the minor, expanding the major and allowing dual-concentrations, and developing stronger industry relationships are all vital for the long-term success of Wine and Viticulture at Cal Poly. Achieving success will depend upon new campus resources, specifically new faculty positions and teaching/research space.

**References**


**APPENDIX I. WVIT Major requirements**

**Core Courses (required by all three concentrations)**
- AGB 214 Financial Accounting
- AGB 401 Managing Cultural Diversity in Agricultural Labor Relations (USCP
- BRAE 340 Irrigation Water Management
CHEM 111 Survey of Chemistry
MATH 118 Pre-Calculus Algebra
  or MATH 161 Calculus for Life Sciences I (B1)
  or MATH 221 Calculus for Business and Economics
SS 121 Introductory Soil Science
STAT 218 Applied Stats for the Life Sciences (B1)
  or STAT 217 Introduction to Statistical Investigations (B1)
WVIT 101 Orientation to Wine and Viticulture
WVIT 102 Global Wine and Viticulture
WVIT 202 Fundamentals of Enology
WVIT 210 Viticultural Practices
WVIT/FRSC 231 Viticulture 1
WVIT/FRSC 331 Viticulture 2
WVIT 339 Internship in Wine and Viticulture
WVIT 343 Branded Wine Marketing
WVIT 423 Wine Law and Compliance
WVIT 442 Sensory Evaluation of Wine
WVIT 463 Issues, Trends and Careers in the Wine Industry

**Wine Business Concentration**

AGB 212 Agricultural Economics
AGB 310 Agribusiness Credit and Finance
AGB 323 Agribusiness Managerial Accounting
AGB 422 Logistics and Global Agribusiness
BIO 111 General Biology
ECON 222 Macroeconomics
WVIT 302 Wine Fermentation Laboratory
WVIT 433 Wine sales and e-commerce
WVIT 444 Wine Market Analysis
WVIT 450 Wine Business Plan
WVIT 460 Senior Project - Wine Business
Advisor Approved Electives

**Viticulture Concentration**

BOT 121 General Botany
BOT 323 Plant Pathology
CHEM 312 Survey of Organic Chemistry
ECON 201 Survey of Economics
PPSC 311 Agricultural Entomology
PPSC 321 Weed Biology and Management
SS 221 Fertilizers and Plant Nutrition
WVIT 302 Wine Fermentation Laboratory
WVIT 414 Grape Pest Management
WVIT 415 Grapevine Physiology
WVIT 424-427 Winegrape Growing and Vineyard Management I,II,III,IV
WVIT 461-462 Senior Project I, II - Enology and Viticulture
Advisor Approved Electives

**Enology Concentration**
CHEM 312 Survey of Organic Chemistry
CHEM 313 Survey of Biochemistry and Biotechnology
ECON 201 Survey of Economics
MCRO 221 Microbiology
WVIT 203 Anatomy of a Wine
WVIT 301 Wine Microbiology
WVIT 365 Wine Analysis and Amelioration
WVIT 404-406 Winemaking I,II,III
WVIT 461-462 Senior Project I, II - Enology and Viticulture
Advisor Approved Electives
## APPENDIX II. Wine and Viticulture courses and teaching assignments

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
<th>F</th>
<th>W</th>
<th>S</th>
<th>Su</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>WVIT 101 Orientation to Wine and Viticulture</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>Cooper</td>
</tr>
<tr>
<td>WVIT 102 Global Wine and Viticulture</td>
<td>4</td>
<td>X</td>
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<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 202 Fundamentals of Enology</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>Brain</td>
</tr>
<tr>
<td>WVIT 203 The Anatomy of a Wine</td>
<td>2</td>
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<td></td>
<td></td>
<td>X</td>
<td>Ritchie</td>
</tr>
<tr>
<td>WVIT 210 Viticultural Practices</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>Costello, Staff</td>
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<tr>
<td>WVIT 231 Viticulture</td>
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<td>WVIT 301 Wine Microbiology</td>
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<td></td>
<td></td>
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<tr>
<td>WVIT 302 Wine Fermentation Laboratory</td>
<td>2</td>
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<td></td>
<td></td>
<td>X</td>
<td>Cooper</td>
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<tr>
<td>WVIT 311 Survey of Viticulture</td>
<td>4</td>
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<td></td>
<td></td>
<td>Staff</td>
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<tr>
<td>WVIT 331 Advanced Viticulture</td>
<td>4</td>
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<td></td>
<td></td>
<td>X</td>
<td>Staff (Costello)</td>
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<tr>
<td>WVIT 339 Internship in Wine and Viticulture</td>
<td>4-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Ferrara, Cooper</td>
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<tr>
<td>WVIT 343 Branded Wine Marketing</td>
<td>4</td>
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<td></td>
<td>X</td>
<td>Wolf, Amspacher</td>
</tr>
<tr>
<td>WVIT 365 Wine Analysis and Amelioration</td>
<td>4</td>
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<td></td>
<td>X</td>
<td>Staff, (lab-FSN)</td>
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<tr>
<td>WVIT 400 Special Topics</td>
<td>2-6</td>
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<td>WVIT 404 Winemaking I</td>
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<td>Ritchie, Brain</td>
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<tr>
<td>WVIT 405 Winemaking II</td>
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<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
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<tr>
<td>WVIT 406 Winemaking III</td>
<td>4</td>
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<td></td>
<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 414 Grape Pest Management</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Costello</td>
</tr>
<tr>
<td>WVIT 415 Grapevine Physiology</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 423 Wine Law and Compliance</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Amspacher</td>
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<tr>
<td>WVIT 424 Winegrape Growing and Vineyard Management I</td>
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<td>WVIT 425 Winegrape Growing and Vineyard Management II</td>
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<td>WVIT 426 Winegrape Growing and Vineyard Management III</td>
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<td>WVIT 427 Winegrape Growing and Vineyard Management IV</td>
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<tr>
<td>WVIT 433 Wine Sales and E-Commerce</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Ferrara</td>
</tr>
<tr>
<td>WVIT 442 Sensory Evaluation of Wine</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 444 Wine Market Analysis</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 450 Wine Business Plan</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 460 Senior Project-Wine Business</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Amspacher, Wolf</td>
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<tr>
<td>WVIT 461 Senior Project I Enology &amp; Vit</td>
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<td>WVIT 462 Senior Project II Enology &amp; Vit</td>
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<tr>
<td>WVIT 463 Issues, Trends and Careers in the Wine Industry</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Cooper</td>
</tr>
</tbody>
</table>
WHEREAS, There are no university policies governing the maximum number of finals a student can be required to sit in one day; and

WHEREAS, The final examination schedule is available to students before Plan a Student Schedule (PASS) opens for registration in order to inform students of potential overload conflicts (registrar.calpoly.edu/content/Calendars_Deadlines/index); and

WHEREAS, Final examinations are required, except in specific circumstances (see CAM 484.4), to be administered during finals week (CAM 484.1 and 484.2); therefore be it

RESOLVED: That faculty should make a reasonable effort to offer an alternative final examination time to students with more than two final examinations on the same day; and be it further

RESOLVED: That faculty schedule the alternative final examination time during finals week (except in the circumstances defined in CAM 484.4); and be it further

RESOLVED: That faculty include the date and time of the final examination on the course syllabus, if the course uses an in-class examination as its final assessment, and, whenever applicable, provide students with advance notice if the final examination date and/or has been rescheduled with the written approval of the appropriate Dean; and be it further

RESOLVED: That a student should notify an instructor of the final examination overload conflict and request to reschedule the final examination by the end of the sixth week of instruction or, if the examination has been rescheduled by the instructor, within one week of receiving notification of the change.
I. **Minutes:** Approval of Executive Committee meeting minutes for April 2 2013 (pp. 2-3).

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

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

IV. **Business Item(s):**
A. Appointment to the task force to evaluate potential software vendors for online course evaluations (list of names will be distributed at the meeting).
B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging: Schaffner, chair of the Curriculum Committee (pp. 4-8).
C. Resolution to Change Administrative Status for Wine and Viticulture Program Cooper, Director for Wine and Viticulture Program (pp. 9-20).
D. Resolution on Final Examination Overload Conflicts: Stegner, chair of the Instruction Committee (p. 21).
E. Resolution on Revisions to *Fairness Board Description and Procedures:* Shapiro, chair of the Fairness Board (pp. 22-29).
F. Resolution on Name Change for the Management Area of the Orfalea College of Business: Borin, OCOB caucus chair (p. 30).
G. Resolution on Program and Area Name Change for the Industrial Technology Program and Area of the Orfalea College of Business: Borin, OCOB caucus chair (p. 31).
H. Appointment of Clare Battista (replacement for Ty Mackey) and David Sikora (replacement for Tad Miller) to the Academic Senate OCOB caucus for spring quarter 2013.
I. Appointments to Academic Senate college caucus vacancies for 2014-2015: (pp. 32-33). Please bring additional names to meeting).
J. Appointment of member to the Cal Poly corporation Board of Directors: (p. 34).
K. Appointment of CAED nominee to Faculty Affairs Committee for spring quarter 2013: (p. 35).
L. Appointment of nominees to university committees for 2013-2015: (pp. 36-39).
M. Appointment of nominee to Academic Senate committee for 2013-2015: (pp. 40-49).

V. **Discussion Item(s):**

VI. **Adjournment:**
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-13
RESOLUTION ON REVISIONS TO
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

WHEREAS, The Fairness Board provides a formal means for students to seek resolution to a
grade dispute; and

WHEREAS, Through the establishment of Student Ombuds Services, students now have an
alternative resource for seeking resolution through informal means; and

WHEREAS, Students should be made aware of this option prior to submitting a request to the
Fairness Board; and

WHEREAS, Current Fairness Board Description and Procedures do not clarify whether
students can appeal the outcome of the Fairness Board process; and

WHEREAS, Language should be added to explain that the Provost will render a final decision
regarding cases brought before the Fairness Board, and this decision cannot be
appealed; therefore be it

RESOLVED: That the Academic Senate approve the attached revisions to the Fairness Board
Description and Procedures.

Proposed by: Academic Senate Fairness Board
Date: April 3 2013
Resolution on Revisions to
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

(Procedural revisions to the FAIRNESS BOARD DESCRIPTION AND PROCEDURES
are crossed out or underlined):

PROCEDURES

A. The first and most often successful opportunity for resolving a grade dispute occurs at the department level. Before initiating a grievance with the Board, the student should first make an informal request for redress to the course instructor. If a resolution cannot be reached, such request can then be made to the instructor’s department chair/head. If resolution cannot be made at these levels, then later involvement by the Dean of Students may be helpful.

Another resource available to students is the Student Ombuds Services. Their office offers safe, confidential assistance in resolving university related issues, concerns, conflicts, or complaints. Student Ombuds Services may be able to assist the student in achieving a resolution through an informal process at any stage of the issue. The Student Ombuds Service is entirely voluntary and confidential. Because the Student Ombuds Services are confidential, no information will be shared with the Fairness Board. The Student Ombuds Services personnel cannot serve as a witness in the Fairness Board process. Student Ombuds Services generally would be used by the student prior to seeking redress from the Fairness Board, though it also may be used at any other time as well.

Any student who still feels aggrieved after requesting relief from both the instructor and instructor’s department chair/head may initiate an appeal for redress by writing to the chair of the Board. The Board chair may counsel a student as to the relative merit of the case but must accept all written complaints which are ultimately submitted. The written request shall be in letter form. A copy of the Fairness Board Description and Procedures can be obtained from the Academic Senate website at http://academicsenate.calpoly.edu or the student may request a copy from the Board chair.

A.10 Within two weeks after receiving the Board’s recommendation, the Provost will inform the Board and each principal party what action, if any, has been taken. The Provost shall have final authority regarding any change of grade with the provision, however, that no grade change will be made unless it is recommended by the Board. If the recommendation of the Board is not accepted, the Provost shall indicate the reason(s) why in writing to the Board. Once the Provost has rendered a decision, the process is considered complete and the outcome cannot be appealed.
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

ACADEMIC SENATE FAIRNESS BOARD PROCESS

Unresolved problem exists between student and University

↓

Student makes informal request for redress of problem with instructor of record; if unresolved:

↓

Student makes informal request for redress of problem with instructor's department chair/head and possible involvement of Dean of Students; if unresolved:

↓

Optional: student may consult with the Student Ombuds Services to seek a resolution. This may occur at any time in the process; if unresolved:

↓

Student may consult with chair of the Fairness Board on relative merit of case; if unresolved:

↓

Student initiates appeal for redress by submission of written letter to Board chair. The letter should:

(a) Identify the course name, section, term, and instructor
(b) State complaint and redress sought
(c) Indicate witnesses that may be called
(d) Summarize the efforts to resolve the problem with instructor and department
(e) Include copies of relevant documents such as course grade determination handout, exams, papers, statements of support made by others, etc.

↓

Within two weeks of receiving student's letter, the Board chair schedules meeting of Fairness Board at earliest feasible date. Board reviews complaint and declares that case:

<table>
<thead>
<tr>
<th>MAY HAVE MERIT</th>
<th>LACKS MERIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board requests written response from instructor (within a week) and schedules a hearing for the earliest feasible date (within two weeks). If a resolution to the problem presents itself, the hearing may be terminated. If no resolution seems satisfactory to the Board and the principal parties, the hearing leads to the Board making a recommendation to the Provost (within two weeks).</td>
<td>Within two working days of determination, Board chair notifies student no further action will be taken unless: Student rebuts with new evidence</td>
</tr>
</tbody>
</table>

MERIT NO MERIT
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

Description

The Fairness Board (hereafter called the “Board”) is one of the primary campus groups concerned with providing “due process” of academically related matters for students and instructors at California Polytechnic State University, San Luis Obispo, particularly in terms of student/faculty grading relationships. The Board hears grade appeals based on the grievant’s belief that the instructor has made a mistake, shown bad faith or incompetence, or been unfair. Issues of cheating, dishonesty, and plagiarism are addressed by the Office of Student Rights and Responsibilities (OSRR). Grades received due to cheating, dishonesty, and/or plagiarism cannot be appealed to the Board.

In grade appeals, the Board operates under the presumption that the grade assigned was correct. The grievant must prove otherwise by a preponderance of the evidence; in other words, the grievant must show that her/his version of the events is more likely than not (equal to or greater than 51 percent probability) to have occurred. Should the Board’s members find in favor of the grievant, the chair will recommend to the Provost that the grade be changed. In all cases, the Board’s authority is limited to actions consistent with campus and system policy.

A student who submits a grievance cannot receive a grade lower than the one originally assigned.

In addition to grade grievances, the Board may hear grievances that do not involve grade appeals and are not covered by existing policies administered by other University offices.

Procedures

A. The first and most often successful opportunity for resolving a grade dispute occurs at the department level. Before initiating a grievance with the Board, the student should first make an informal request for redress to the course instructor. If a resolution cannot be reached, such request can then be made to the instructor’s department chair/head. If resolution cannot be made at these levels, then later involvement by the Dean of Students may occur.

Any student who still feels aggrieved after requesting relief from both the instructor and instructor’s department chair/head may initiate an appeal for redress by writing to the chair of the Board. The Board chair may counsel a student as to the relative merit of the case but must accept all written complaints which are ultimately submitted. The written request shall be in letter form. A copy of Fairness Board Description and Procedures can be obtained from the Board website at
The student's letter should contain all pertinent details of the situation, including the name of the course, section, instructor, term in question, any witnesses to be called, and the redress sought. All relevant documents should be included as attachments, including items such as a course grade determination handout, exams, papers, letters of support, etc. The student has the responsibility of identifying evidence to overcome the Board's presumption that the instructor's action was correct. As a resource, the Board may request any pertinent documentation (historic or current) from the OSRR. It is noted that decisions of the OSRR are informational and nonbinding.

Within two weeks of receiving a written request, the Board chair will schedule a meeting of the Board on the earliest feasible date to determine if the case may have merit. If the Board decides that the case lacks merit, then the Board chair will forward to the student, within two working days, notice that no further action will be taken unless the student rebuts with new evidence. If the Board decides that the case may have merit, then the following actions will take place:

1. Within two working days, the Board chair will forward a copy of the student grievance letter to the challenged party and request her/his written reply to the Board chair within one week. The Board chair will share a copy of any reply with the student grievant. The Board chair will also send a copy of *Fairness Board Description and Procedures* to the challenged party.
2. The Board chair will coordinate with the Academic Senate office to make scheduling arrangements for the hearing which will take place within two weeks of the Board's deciding that the case may have merit, and will be conducted informally. At least six Board members must be present before a hearing may begin, and the same six members must be present for the full hearing.
3. When a hearing is scheduled, the Board chair will immediately notify (through the Academic Senate office) the Board members and the two principal parties.
4. Board members will recuse themselves from participation in any case if they are a principal party in the grievance or if they feel they cannot be impartial.
5. The Board will allow each principal party to be accompanied to the hearing by a supportive advocate (a supportive advocate is not to be an attorney or legal advisor, per Academic Senate resolution AS-655-07), call and question witnesses, and present exhibits. The Board may ask for copies of any material it believes relevant to the hearing. The student grievant will usually appear first. Each Board member may ask questions of either party or any witness. The
Board itself may call or recall witnesses. The Board will handle all proceedings without undue delay, will keep a summary file of each case, and will record the hearing. The Board will close the hearing when satisfied that both sides have been fully heard.

6. In the event the student fails to appear at the scheduled hearing, the Board may dismiss the case.

7. Within two weeks after the hearing has been closed, the Board will deliberate in private and will make a written summarization of the facts of the case and of the Board’s reasoning in its recommendation to the Provost and the Chair of the Academic Senate.

8. The Board chair will send a copy of its recommendation to each principal party, to the instructor’s department, and to each Board member.

9. Should any Board member(s) desire to file a minority recommendation, it will be attached to the Board’s majority recommendation.

10. Within two weeks after receiving the Board’s recommendation, the Provost will inform the Board and each principal party what action, if any, has been taken. The Provost shall have final authority regarding any change of grade with the provision, however, that no grade change will be made unless it is recommended by the Board. If the recommendation of the Board is not accepted, the Provost shall indicate the reason(s) why in writing to the Board.

B. The hearings are closed to all persons except the Board and the two principal parties and advisors. Witnesses, if any, shall be present only when testifying. No testimony shall be taken outside the hearing room, but written statements from persons unable to attend are admissible.

C. Students should ideally initiate any grade complaint within one quarter as instructors are obligated to retain evaluation instruments (other than those for which there was an announced opportunity for students to retrieve) for only one quarter (Academic Senate resolution AS-247-87). However, the Board will accept grievances for two quarters after an evaluation. If special circumstances exist, such as when an instructor is on leave and not available to the student, the Board may choose to entertain grievances involving grades issued more than two quarters earlier.

D. In the event a situation arises wherein the Board unanimously deems the above rules inappropriate, the Board will modify its procedures to ensure that fairness prevails. Furthermore, exceptions to these rules are possible if the Board and both principal parties have no objections.

E. In accordance with Executive Order 1037, at the end of every academic year, the Board chair shall report, in writing, to the Academic Senate Chair and the President the number of cases heard during that academic year.
and the disposition of each such case. A copy of this report shall also be filed annually with the University Registrar so that it is available for review during the student records and registration audit.

Membership
One tenured or probationary faculty member from each college and Professional Consultative Services (PCS) shall be appointed to the Board by the Academic Senate Chair for two-year terms. Ex officio members are the Vice President for Student Affairs or designee, and two student members selected by ASI, with no less than junior standing and three consecutive quarters of attendance at Cal Poly preceding appointment. The Board chair shall be a member of the General Faculty and shall be appointed in accordance with Article VIII.C of the Bylaws of the Academic Senate.
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

ACADEMIC SENATE FAIRNESS BOARD PROCESS

Unresolved problem exists between student and University

↓

Student makes informal request for redress of problem with instructor of record; if unresolved:

↓

Student makes informal request for redress of problem with instructor's department chair/head and possible involvement of Dean of Students; if unresolved:

↓

Student may consult with chair of the Fairness Board on relative merit of case; if unresolved:

↓

Student initiates appeal for redress by submission of written letter to Board chair. The letter should:

(a) Identify the course name, section, term, and instructor
(b) State complaint and redress sought
(c) Indicate witnesses that may be called
(d) Summarize the efforts to resolve the problem with instructor and department
(e) Include copies of relevant documents such as course grade determination handout, exams, papers, statements of support made by others, etc.

Within two weeks of receiving student's letter, the Board chair schedules meeting of Fairness Board at earliest feasible date. Board reviews complaint and declares that case:

<table>
<thead>
<tr>
<th>MAY HAVE MERIT</th>
<th>LACKS MERIT</th>
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<tbody>
<tr>
<td>Board requests written response from instructor (within a week) and schedules a hearing for the earliest feasible date (within two weeks). If a resolution to the problem presents itself, the hearing may be terminated. If no resolution seems satisfactory to the Board and the principal parties, the hearing leads to the Board making a recommendation to the Provost (within two weeks).</td>
<td>Within two working days of determination, Board chair notifies student no further action will be taken unless: Student rebuts with new evidence</td>
</tr>
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MERIT NO MERIT
RESOLUTION ON NAME CHANGE FOR THE
MANAGEMENT AREA OF THE ORFALEA COLLEGE OF BUSINESS

WHEREAS, The Management Area of the Orfalea College of Business has requested the name of its area be changed to the MANAGEMENT, HR, AND INFORMATION SYSTEMS AREA to better reflect the academic programs the area is currently offering; and

WHEREAS, The proposed change has no impact on the area’s curriculum or course offerings; and

WHEREAS, The request for this name change has been approved by the area faculty, the Dean of the Orfalea College of Business, the college’s Undergraduate Program Committee, and the college’s Academic Senate Caucus; therefore be it

RESOLVED: That the name of the Management Area of the Orfalea College of Business be changed to the MANAGEMENT, HR, AND INFORMATION SYSTEMS AREA.

Proposed by: The Management Area of the Orfalea College of Business
Date: April 5 2013
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-13

RESOLUTION ON
PROGRAM AND AREA NAME CHANGE FOR THE INDUSTRIAL
TECHNOLOGY PROGRAM AND AREA OF THE COLLEGE OF BUSINESS

1 WHEREAS, The Industrial Technology area of the Orfalea College of Business has requested the name
2 of its undergraduate degree program and area to be changed to INDUSTRIAL &
3 PACKAGING TECHNOLOGY to better reflect the program the area is currently offering; and
4
5 WHEREAS, The request for this name change has been approved by the Orfalea College of Business
6 Undergraduate Program Committee, the Orfalea College of Business Academic Senate
7 Caucus, and the Dean for the Orfalea College of Business; therefore, be it
8
9 RESOLVED: That the name of the Orfalea College of Business Industrial Technology program and area
10 be changed to INDUSTRIAL & PACKAGING TECHNOLOGY.

Proposed by: The Industrial Technology Area of the
Orfalea College of Business
Date: April 5 2013
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California  

ACADEMIC SENATE SENATORS  
2013-2014  

NAMES HIGHLIGHTED IN YELLOW  
NEED EXECUTIVE COMMITTEE APPROVAL  
(by college/area)

### COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5 representatives)

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### COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES (6 representatives)

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### COLLEGE OF BUSINESS (5 representatives)

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### COLLEGE OF ENGINEERING (7 representatives)

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### COLLEGE OF LIBERAL ARTS (9 representatives)

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### COLLEGE OF SCIENCE AND MATHEMATICS (8 representatives)

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### PROFESSIONAL CONSULTATIVE SERVICES (5 representatives)

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### EX OFFICIO MEMBERS (nonvoting members except part-time employees rep, past Senate Chair, and statewide senators)

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Nominations Received for
CAL POLY CORPORATION BOARD OF DIRECTORS
(one vacancy)

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

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

C. Statement indicating why membership on the Board is of interest.
I have striven to learn as much about how Cal Poly works so that I can be a better contributing member of the Cal Poly Community. I have a strong belief that engagement at all levels of the university results in a better performing and more impactful institution – especially on the educational side. My service on committees and in the areas of teaching (see above) has taught me quite a bit. My time on the Campus Dining Committee started to give me additional insight into how Cal Poly Corporation works and I am eager to learn more and help wherever I can. I think that with my CCOP experience, I can bring some insights into the position as a member of the CPC board and I can hit the ground running. The fact that I am stepping down from the chairmanship of the Sustainability Committee should free time for me to throw myself into this position should the Academic Senate choose me for the spot.

Cyrus Ramezani, Finance Area
A. Statement indicating consistent history of active involvement with an interest in University affairs.
I have been a faculty at Cal Poly since Fall of 1999 and have served on many OCOB and University committees since my arrival. These include ad-hoc and appointed committees, Senate committees, and recruitment committees, including for executive positions at the Cal Poly Corporation.

B. Statement of demonstrated ability to work productively as a member of a governing body.
I have served on numerous university committees, most recently on the Quarter-Semester Task Force and the recruitment committee for the Director of Cal Poly International Center. I have served on several other Senate Committees as well. References are available if necessary.

C. Statement indicating why membership on the Board is of interest.
Over the past 5 years I have taught the Student Managed Portfolio Project at the Orfalea College of Business. Under my direction, the students in the class manage over $500,000 of Cal Poly Corporation endowment funds. As part of this effort, we present an annual report to the CPC Board of Directors or the CPC Investment Advisory Board. Because of these ongoing interactions, I have become aware of the important work the CPC performs and hence my desire to serve on the Board. I believe the members of the Board can attest to my ability to contribute in a positive and commendable fashion.
Nominations for Spring Quarter 2013 Academic Senate Vacancies

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

**College of Architecture and Environmental Design**
Budget and Long Range Planning Committee
Faculty Affairs Committee

Jill Nelson, Architectural Engineering (4.5 years at Cal Poly) Tenure track
I wish to be considered to serve on the Faculty Affairs Committee. It is my understanding that the FAC is the advisory body for the Academic Senate on faculty policy and its administration and procedures. As stated on the Cal Poly website, [http://academicsenate.calpoly.edu/content/acad_sen_comm/faculty_affairs](http://academicsenate.calpoly.edu/content/acad_sen_comm/faculty_affairs) “The scope of faculty procedures and policies coming within its purview includes standards and criteria concerning appointment, promotion, tenure, academic freedom, leaves of absence, retention, professional relations and ethics, research, grievance, layoff procedures and lecturers' rights and responsibilities.”

Although I am only in my fifth year at Cal Poly, teaching is a second career for me. I bring to the committee experience in the private sector which will likely enhance its effectiveness. While in the private sector I started as an employee and thru the years transitioned to part ownerships in successful firms creating a wealth of applicable knowledge.

In my five years at Cal Poly I have come to understand and respect the differences between academia and the private sector. I realize that I have a lot to learn but I also know that I have a lot to offer.

I respectfully request appointment to the Faculty Affairs Committee.

Grants Review Committee
Research & Professional Development Committee

**Orfalea College of Business**
Faculty Affairs Committee
Instruction Committee

**College of Engineering**
Distinguished Teaching Award Committee
Instruction Committee

**Professional Consultative Services**
GE Governance Board
Instruction Committee

Nominations for Spring Quarter 2013 University Committee Vacancies

Cal Poly Housing Corporation Board – 1 representative, 1 vacancy
Institutional Animal Care and Use Committee (IACUC) – 1 representative, 1 vacancy
Intellectual Property Review Committee – 1 vacancy from CAED
University Union Advisory Board – 1 representative, 1 vacancy
Nominations Received for 2013-2014 University Committees

Committees highlighted in blue have more than one nominee

(504/ADA) ACCOMMODATION REVIEW BOARD – 2 representatives, 1 vacancy
Xi Wu, Mechanical Engineering (7.5 years at Cal Poly) Tenured, Incumbent
I am interested in the University Committee: Accommodation Review Board. The reasons are the following: (1) I have handled with many DRC students in the past seven years. Some of them shared their experience with me about the unfair treatment. I understand their predicament and believe I will make fair judgment when reviewing complaints about the issues of discrimination due to disabilities. (2) As an associate professor, I need to do more services. This is certainly a good time for me to get involved. Since I had served in Faculty Affair Committee of the University for several years, I know how the university committee works. Most important, I want to try my best to help assist DRC students in the pursuit of their academic goals. I want to help develop responsive environment for all academically qualified students where they may work to reach their maximum potential academically.

ASI BOARD OF DIRECTORS – 1 representative, 1 vacancy
James LoCascio, Mechanical Engineering (32 years at Cal Poly) Tenured, Incumbent
I would like very much to continue my service as the Academic Senate Representative to the ASI Board of Directors. It is my goal to continue the ASI to participate in California State Student Association, CSSA. Ultimately, I want to encourage ASI to nominate a student to be the Student Trustee. This is highest office that can be held by a student in the CSU. My position as a member of the Academic Senate of the California State University, ASCSU, will enhance the chances of success for Cal Poly. I also serve on the Fiscal & Government Affairs Committee and as such I hope to involve the ASI more with our local state officials. The students are the best ambassadors between Cal Poly and our legislators.

ATHLETICS GOVERNING BOARD – 3 representatives, 1 vacancy
Camille O’Bryant, Kinesiology (13 years at Cal Poly) Tenured, Incumbent
I am interested in serving on the Athletics Governing (Advisory) Board for multiple professional, intellectual and personal reasons. I put “advisory” into parentheses because one of the first tasks I helped the governing board accomplish during my first term was to change the name of the committee from "Athletics Governing Board" to "Athletics Advisory Board". This name change was a very important accomplishment because the board does not "govern" intercollegiate athletics. We also updated the information about terms of service to allow for a more streamlined and efficient rotation of student representatives on the board. I believe we voted on the amended guidelines and name during spring quarter 2011.

From a professional viewpoint; I spent quite a few years coaching in NCAA Division III and Division I programs and have a very comprehensive understanding of the complex relationship between the academic and athletic goals for students, staff, faculty and administrators at an institution like Cal Poly. My professional background in coaching is partially what led me to pursue by doctoral degree in the study of sport in American society. As a student - athlete and coach, I was always very aware of the variety of ways that intercollegiate athletics can enhance the quality of a student's educational experiences AND very aware of many of the obstacles and challenges that student - athletes face when trying to balance their passion for success in academics with their passion for success in athletics.

My teaching and professional development activities have enabled me to keep up-to-date with the policies and programs that NCAA member institutions must implement and follow (e.g. Academic Progress Reports, Compliance with Title IX and other civil rights legislation). I am currently serving on the board of directors for the scholarly study of sport and am on the editorial board for the Journal of Intercollegiate Sport. These experiences help me maintain currency in my knowledge of the types of issues, expectations, objectives and goals that the director of athletics and his colleagues would bring to the Athletics Governing (Advisory) Board.

Finally, I have a personal commitment to do what I can to ensure that intercollegiate athletics continues to help student-athletes get the best Cal Poly education possible. Our student-athletes are ambassadors for this great institution. It is very important that faculty members have the opportunity to hear about the students' accomplishments both "on and off" the field.
BRAND GOVERNANCE COMMITTEE – 1 representative, 1 vacancy

CAL POLY HOUSING CORPORATION BOARD – 1 representative, 1 vacancy

CAL POLY PLAN STEERING COMMITTEE – 2 representatives, 2 vacancies
Samuel Frame, Statistics (7 years at Cal Poly) Tenure track, Incumbent
I have served on the Cal Poly Plan Steering Committee for the last two years. Additionally, I also serve on the Student Success Fee Allocation Advisory Committee, the University Budget Planning Committee, and the Academic Senate Budget and Long-Range Planning Committee.

CAMPUS DINING ADVISORY COMMITTEE – 1 representative, 1 vacancy
Neal MacDougall, Agribusiness (15 years at Cal Poly) Tenured, Incumbent
I have served on this committee for the past three years and have enjoyed providing input from the faculty side to Campus Dining.

CAMPUS FEE ADVISORY COMMITTEE – 1 representative, 1 vacancy
Bevery Bass, Landscape Architecture (5 years at Cal Poly) Tenure track
As a member of the Landscape Architecture Profession, campus planning is one of the core competencies that we, as what is essentially a land planning profession, carry with us as a basic skill. I am a registered landscape architect in California and have an expertise in planning at neighborhood and city scales. My main interest in landscape architecture and planning is in the realm of sustainable development, which is a perspective that I would bring to this committee, if accepted. I feel that as a primary goal of the university, this would be a valuable addition to the committee. My work experience in the field, prior to joining Cal Poly, includes coordinating with city, county and state agencies, as well as quasi-governmental agencies and development of design guidelines in addition to land planning and design functions.

Anurag Pande, Civil and Environmental Engineering (4 years at Cal Poly) Tenure track, Incumbent
I am currently serving on the committee. As I indicated last time planning in one of my areas of research interest as a transportation engineering faculty and I would like to make a contribution to the University through my expertise in the area (especially transportation related issues).

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE – 2 representatives, 1 vacancy

HEALTH SERVICES OVERSIGHT COMMITTEE – 1 representative (who also serves on Student Health Advisory Committee), 1 vacancy
James LoCascio, Mechanical Engineering (32 years at Cal Poly) Tenured, Incumbent
I am a member of the state wide Student Health Advisory Committee and it makes sense to also serve on our local committee. In addition, I am one of three Mechanical Engineering Faculty who advise AP students in our department. My experience is that students who find themselves in academic trouble also suffer from depression. I can give my input to this committee and they can offer me advice on how to best serve these students.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – 1 representative, 1 vacancy

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 7 representatives, vacancies for CAED, CLA, CSM
Lonny Simonian, Construction Management, CAED (10 years at Cal Poly) Tenured
I am interested in being the CAED representative on the Intellectual Property Review Committee. I am a tenured Associate Professor in the CAED Construction Management department. My academic accomplishments include:
- Instructed 12 different courses within CM
- Principal or corresponding author of over two dozen peer-reviewed publications
- Principal or co-investigator on 11 different grants. Granting agencies have included the NSF, DOE, California Senate Office of Research, Fire Protection Research Foundation (foundation for the National Fire Protection Association), and ELECTRI International (foundation for the National Electrical Contractors Association)

I am very interested in further assisting with the review and monitoring of University activities related to intellectual property. I hope that my accomplishments and interest in grant-related research will assist with
administration of this policy, review of proposed changes to the policy, and discussion as to the future development of the policy.

I am also interested in contributing to the review process for the allocation of the University's proceeds from intellectual property and review of invention disclosures to evaluate the University's contribution to the development of intellectual properties.

Anthony Mendes, Mathematics, CSM (8 years at Cal Poly) Tenured, Incumbent
I am interested in voicing the viewpoints of a scientist/mathematician on intellectual property issues. Having only joined the committee in Winter quarter of 2013, I have not yet been able to represent my college on this committee and I am still looking forward to do so.

INTERNATIONAL EDUCATION AND PROGRAMS (IEP) COUNCIL – 1 representative, 1 vacancy
Kevin Fagan, Modern Languages and Literatures (12 years at Cal Poly) Tenured, Incumbent
I wish to continue to serve on this Committee to offer my experience and expertise in the area of second language learning and study abroad programs, in order to promote Cal Poly's Diversity Learning Objectives.

I have directed Cal Poly Study Abroad Programs in Chile, Mexico, and Spain during six summers. I have participated as faculty in Cal Poly's summer program in Peru. I created a new student exchange program in Chile. I have advised both incoming and outgoing students on academic and off-campus international issues.

I have taught all levels of Spanish language for twelve years on campus, as well as elementary Italian the last six years. I have graduate studies in applied linguistics and teach introductory and advanced linguistics in Spanish courses.

In the IEP CSU, I have participated in on-campus interviews for participating students since I came to Cal Poly. I also completed an on-site report on CSU students studying in Santiago, Chile. Last year and in 2011 I have been selected as finalist for the CSU Resident Director position in Italy.

In the MLL Dept., I have been Major and Spanish Minor advisor, dealing with students who study outside the CSU and Cal Poly systems. I have been member of Search Committees for language faculty and department chair. I am Chair of the Curriculum Committee, with oversight over language/culture courses on and off campus.

In my personal life, I have learnt, with different degrees of fluency, Gaelic, French, Latin, Greek, Spanish, and Italian, besides residing for years in Ireland, Spain, Italy, Mexico, Chile, and Texas.

At Cal Poly, I have been Academic Senator for the College of Liberal Arts during 2008-10.

I consider world language learning, study abroad experience and international students on-campus as essential to the University's achievement of its Diversity Learning Objective.

Gary Hughes, Statistics (4+ years at Cal Poly) Tenure track
I participated in an education abroad program as an undergraduate at Northwestern University, sailing aboard the Mexican tall ship Buque Escuela Cuauhtemoc during a summer term. The experience is among the best memories I have of my college years, or any years. I would appreciate serving in a role that assists and encourages students to become involved with education abroad programs. I am proficient in Brazilian Portuguese and Spanish (my wife is Brazilian), and I travel abroad frequently for business and pleasure. I would be excited to assist foreign students studying at Cal Poly as well as Cal Poly students who want to study abroad. Thank you for considering my interest in joining the International Education and Programs Council.

Xiaoying Rong, Graphic Communication (7 years at Cal Poly) Tenured
I served on IEP Council for two terms in the past. The experience of working with students and faculty who are interested in broadening Cal Poly's presents globally was very pleasant. I was proud to be part of the council and serve the university. I have worked as mentor for international visitors and worked with students for studying aboard. I would like to keep serving on the council and do my part of the contribution.
STUDENT HEALTH ADVISORY COMMITTEE – 1 representative, 1 vacancy
James LoCascio, Mechanical Engineering (32 years at Cal Poly) Tenured, Incumbent
I am a member of the state wide Student Health Advisory Committee and it makes sense to also serve on our local committee. In addition, I am one of three Mechanical Engineering Faculty who advise AP students in our department. My experience is that students who find themselves in academic trouble also suffer from depression. I can give my input to this committee and they can offer me advice on how to best serve these students.

SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE – 1 representative, 1 vacancy
Ron Den Otter, Political Science (8 years at Cal Poly) Tenured
I am interested in serving on this committee because I think that the use of alcohol and recreational drugs can be a serious problem for college students and I would like to be involved in educating them about the dangers of using them and how to get help when use turns into abuse and negatively affects that student's life. Also, on a more personal note, my father is an alcoholic. As such, I have observed the effects of the abuse of alcohol.

UNIVERSITY UNION ADVISORY BOARD – 1 representative, 1 vacancy
Nominations Received for 2013-2015 Academic Senate Committees

Committees highlighted in blue have more than one nominee

College of Agriculture, Food and Environmental Sciences
BUDGET AND LONG RANGE PLANNING COMMITTEE
Sean Hurley, Agribusiness (10 years at Cal Poly) Tenured, Incumbent *
I would like to offer my talents and experiences for another two years to the Budget and Long Range Planning Committee (BLRPC) as a representative for the College of Agriculture, Food and Environmental Sciences (CAFES). In my last ten years at Cal Poly, I have had many roles, including being a member of this committee, that make me an excellent individual to sit on the BLRPC committee.

My current position at the University is Associate Professor in Agribusiness. As a faculty member, I have developed a course on strategic management and have taught management principles, which include budgeting and planning. I have formal training in the area of Economics. Hence, I have an academic knowledge-base in budgeting, planning, and resource allocation.

Since starting at Cal Poly, I have been the Chair of the Instructional Advisory Committee on Computing and have recently been named the Information Security Officer for our College. In terms of how computing is done on this campus, you will find very few instructional faculty that understand it as well as I do. Since ITS and computing are an integral part of this University and its budget, my knowledge in the area of campus computing should be valuable to the committee. One of my goals for the next two years is to provide leadership to the BLRPC by being its Chair.

One of the roles I hold at the University is computer support supervisor for my College. In this role, I have been required to do budgeting and long range planning which shape how the computing resources are currently being handled, as well as, how these resources will be utilized in the future. I believe this experience is evidence that I have some experience with how budgeting is done. One of my motivations for sitting on this committee is to better understand the planning and budgeting process of the University so I can lead that knowledge to better serve my College.

In the recent past, I have been very involved with our WASC accreditation. I have participated as a committee member on the Our Polytechnic Identity workgroup. This committee work morphed into the WASC-Senate committee on strategic planning. On this committee, I have assisted in developing a resolution related to the Cal Poly Strategic plan. I believe this opportunity has given me a strong understanding of the University's current strategic plan. Another of my motivations for seeking membership to this committee is to further the strategic planning work that I have been a part of for the last few years.

In a time when budgets are still tight and planning is extremely important to the future of Cal Poly, I believe my experience and knowledge will be very useful to the BLRPC.

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE
Bill Hendricks, RPTA (18 years at Cal Poly) Tenured, Incumbent
As a 2012 recipient of the Distinguished Scholarship Award I would like to serve Cal Poly as a representative of CAFES to promote and evaluate future recipients of the award. I understand the commitment relative to meetings, procedures and the selection process. I will be able to offer a diverse perspective as a social scientist who has carried out a research program during my entire tenure at Cal Poly. I look forward to serving Cal Poly in this capacity.

FACULTY AFFAIRS COMMITTEE

GRADUATE PROGRAMS SUBCOMMITTEE
Ann De Lay, AgEd&Comm (5 years at Cal Poly) Tenure track
I am currently serving on the College's Graduate and Research Committee. I believe having a sense of the college's concerns, direction, and needs would serve as a solid foundation for this university-level committee. I am particularly interested in the gap that exists between available resources and graduate student needs. It would be an honor to participate in finding solutions to bridge this gap.

GRANTS REVIEW COMMITTEE 2013-2014
Ben Swan, AgEd&Comm (3 years at Cal Poly) Tenure track
As an untenured faculty member seeking grants and greatly aware that this is a necessity throughout my career moving forward, I am very interested in being part of this committee. I currently have a $500,000 grant submitted to a private foundation for review but have not heard of its progress.

*Willing to chair
INSTRUCTION COMMITTEE 2013-2014

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE
Rafael Jimenez-Flores, Dairy Science (18 years at Cal Poly) Tenured, Incumbent
I am very interested in continue to work on the Teacher Scholar Model for the faculty in Cal Poly. In the past we have an active role on defining the concept for the Provost and President. We continue to work on better defining this model for Cal Poly and we need to work on finding ways to generate resources so faculty can successfully pursue fulfilling careers as scholars in Cal Poly.

SUSTAINABILITY COMMITTEE
Neal MacDougall, Agribusiness (15 years at Cal Poly) Tenured, Incumbent
I have been on the committee for a number of years and have served as chair for the past three. I have worked hard to improve the communication and coordination between the committee and the executive committee. If release time is made available to the chair I am interested in continuing as chair. If there is no release time, I am ready to step back into being a regular committee member and having someone else on the committee act as chair.

College of Architecture and Environmental Design

BUDGET AND LONG RANGE PLANNING COMMITTEE 2013-2014
Cesar Torres-Bustamante, Landscape Architecture (4 years at Cal Poly) Tenure track
I would like to be part of the Budget and Long Range Planning Committee as I am interested in participating and contributing to the development of plans and actions that help sustain and grow the University. After being in Cal Poly for 4 years I feel I am familiar with the University and the challenges that it faces in the current economic situation, and I would like to assist in long term planning. Additionally, my professional interest in 'visualizing data' may be beneficial to the way the institution's information is made publicly available.

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE
Don Kuhn-Choi, Architecture (11 years at Cal Poly) Tenured, Incumbent
In its discussions of nominees for the Distinguished Scholarship Award, this committee often examines the changing roles of scholarship at Cal Poly. As a representative of the CAED, whose faculty often engage in creative activities such as architectural design, I am committed to helping develop concepts of scholarly activity that are broad enough to cover the range of research and creative activity that actually exists at Cal Poly. I hope to help the committee revise the DSA guidelines, which have not been significantly revised since the inception of the award.

FACULTY AFFAIRS COMMITTEE
Jill Nelson, Architectural Engineering (4.5 years at Cal Poly) Tenure track, incumbent
I wish to be considered to serve on the Faculty Affairs Committee. It is my understanding that the FAC is the advisory body for the Academic Senate on faculty policy and its administration and procedures. As stated on the Cal Poly website, (http://academicsenate.calpoly.edu/content/acad_sen_comm/faculty_affairs) "The scope of faculty procedures and policies coming within its purview includes standards and criteria concerning appointment, promotion, tenure, academic freedom, leaves of absence, retention, professional relations and ethics, research, grievance, layoff procedures and lecturers' rights and responsibilities."

Although I am only in my fifth year at Cal Poly, teaching is a second career for me. I bring to the committee experience in the private sector which will likely enhance its effectiveness. While in the private sector I started as an employee and thru the years transitioned to part ownerships in successful firms creating a wealth of applicable knowledge.

In my five years at Cal Poly I have come to understand and respect the differences between academia and the private sector. I realize that I have a lot to learn but I also know that I have a lot to offer.

GRANTS REVIEW COMMITTEE

INSTRUCTION COMMITTEE
Thomas Korman, Construction Management (8 years at Cal Poly) Tenured
My interest in serving on the Instruction Committee stems from recently serving on the Curriculum Committee for the Construction Management Department. My experience in industry and academia has led me to the conclusion that the most important aspect of an education is providing students with a solid framework to be able to analyze and solve problems. As I gain more experience myself as a faculty member, I have become more interested in increasing the quality of my teaching in the most efficient delivery method possible. In recent years, I have sought to establish a network with other faculty who share the same interest. As the academic landscape changes with new technology, I am interested in embracing delivery methods which enable faculty and students to work together. I also have realized that

*Willing to chair
teaching styles may also need to adjust, which include our methods for assessing student learning.

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

Karen Lange, Architecture (24 years at Cal Poly) Tenured, Incumbent
As a current member of the Instruction Committee for the past half-year, I would like to continue on this committee to see through fruition some of the resolutions we have authored. Should you need more information about me please see my previous application to this committee.

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE 2013-2014
Thomas Korman, Construction Management (8 years at Cal Poly) Tenured
My interest in serving on the Research and Professional Development Committee stems from my desire to participate in the continuing discussion and development of the Teacher-Scholar Model as it applies to faculty at Cal Poly. I have always felt that it was important as a faculty member to participate in professional development activities that included both traditional research and active involvement with industry-related professional societies. The involvement in both types of activities allows faculty on a campus like Cal Poly to remain current in their field so that they may be able to prepare students to be the next generation of professional leaders in the field.

My experience in industry and academia has led me to the conclusion that the most important aspect of an education is providing students with a solid framework so that they are able to analyze and solve problems. Therefore, I approach research and teaching with two distinct goals in mind: first, to provide fundamental intellectual skills for a student to build upon, and second, to provide a roadmap for their lifelong learning. As an engineer teaching in the CAED, I have made a conscious effort to integrate my research interest and teaching responsibilities, which extend across college boundaries. I am currently serving as the Primary Investigator on a grant funded by the U.S. Department of Homeland Security and have recently completed work on the following sponsored projects: “Investigating economic and environmental impact of biomass conversion plants”, “Best practices for photovoltaic installations”, and “Electrical vehicle charging safety standards.”

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

Clare Olsen, Architecture (1.5 years at Cal Poly) Tenure track
As a new faculty member at Cal Poly, I am very interested in learning more about the University and the Teacher-Scholar model. I previously taught at Syracuse University, which is an R1 institution, and I’ve been pursuing my research in the same way here as I did at SU. As a junior faculty member, I am very interested in supporting faculty scholarship goals and I hope to become an active member of the committee to develop guidelines on these important and pressing issues.

SUSTAINABILITY COMMITTEE
Adrienne Greve, City & Regional Planning (7 years at Cal Poly) Tenured
Both my research and teaching focus on sustainability. I teach in the Sustainable Environments minor, as well as lead many of the courses on environmental planning in the CRP department. My research is on planning responses to climate change, which a large component of sustainable principles.

College of Engineering
BUDGET AND LONG RANGE PLANNING COMMITTEE
William Ahlgren, Electrical Engineering (14 years at Cal Poly) Tenured

I am interested in the strategy for public higher education in California, especially how to fund it; and how the Master Plan for Higher Education first implemented in 1960 needs revision in view of lessons learned over the past 50+ years. I am interested in planning on multi-decade time scales. I am interested in using this Academic Senate Committee as a platform for launching a seminar that will draw upon the expertise of Cal Poly and perhaps other CSU and UC faculty members to address the complex issues facing public higher education in California.

*Willing to chair
CURRICULUM COMMITTEE

Brian Self, Mechanical Engineering (6 years at Cal Poly) Tenured, Incumbent
I have served on the committee for two years and enjoy the chance to see what other colleges are doing with their curricula. I would like to see the process get more streamlined, and hope to help course proposers create strong course learning objectives. This will encourage professors to think more deeply about their course content, and will also help with WASC and ABET accreditation. There could also be substantial challenges with the 180-unit count and with a potential switch to semesters.

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

Saeed Niku, Mechanical Engineering (30 years at Cal Poly) Tenured, Incumbent
I have served on this committee for a few years and have found it to be very inspiring and the discussions are very relevant to our job. I would enjoy serving again.

DISTINGUISHED TEACHING AWARD COMMITTEE 2013-2014

FAIRNESS BOARD

Bryan Mealy, Electrical Engineering (10 years at Cal Poly) Tenured, Incumbent *
Fairness has always been a top concern for me. While the issue of fairness is important for all organizations, it is particularly important for academic settings where instructors and administrators serve as role models for students. Large organizations, such as Cal Poly, can often inadvertently treat students in ways that do not reflect the overall mission of Cal Poly. Having an organization such as the fairness board helps ensure the success of Cal Poly's mission and helps ensures students and faculty form and retain a positive image of Cal Poly.

As a current member of the Fairness Board, I have never missed a meeting that involved hearing a case. Moreover, I active in questioning both sides in the effort to define the overall situation in the cases brought to the fairness board. My activities included writing two minority reports for the cases heard by the fairness board during the 2011-2012 academic year. I would like to continue this involvement by serving another two-year term as a member of the fairness board.

GRANTS REVIEW COMMITTEE

Tina Smilkstein, Electrical Engineering (3+ years at Cal Poly) Tenure track
I would like to contribute to the university more than I have so far (in my short time at Cal Poly) and think this would be an educational and interesting charge. I was very impressed with the CSU research competition and would like very much to, someday, to be a part of that. My selfish reasons are that I think this position would make me a better grant writer and researcher. My altruistic reasons are that I want to help people write better grants, contribute to the reputation of Cal Poly and expand and support research efforts here.

Xi Wu, Mechanical Engineering (7.5 years at Cal Poly) Tenured, Incumbent
I am interested in GRANTS REVIEW COMMITTEE of College of Engineering again for the coming two years. The reasons are the following: (1). First of all, I have been in this committee for two years, I love to review proposals and give useful feedback to the authors. (2). I wrote several proposals and two of them got funded in the past seven years. I participated in several workshops about how to write excellent NSF proposals and how to review proposals. As a reviewer for 5 international journals, I have accumulated rich experience in reviewing papers, which will definitely help me do good job in reviewing grant proposals in Cal Poly. I believe I am capable to make wise decisions when evaluating requests for State Faculty Support Grants, special leaves for research, and creative activities. (3). As an associate professor in college of engineering, I want to do more services and pursue playing an important role in this committee in the future.

INSTRUCTION COMMITTEE 2013-2014

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

Xiaomin Jin, Electrical Engineering (8.5 years at Cal Poly) Tenured
I am very passion on doing research at Cal Poly with students and have very good record on doing it in the past. Up to now I have about 25 journal papers and 44 conference paper, in which 13 journal papers and 35 conference papers were written in the past 8 years in Cal Poly. I am also PI on a NSF grant in the past three years and worked on other projects with students in the past. My undergraduate student won the 1st place of the 22nd CSU research competition in 2008 for undergraduate level in engineering and my graduate student won the 1st place of the 24th CSU research competition in 2011 for graduate level in engineering. Now I want to promote research and profession development in the university level and contribute to our university.

*Willing to chair
Ronald Den Otter, Political Science (8 years at Cal Poly) Tenured - not a recipient

I have always cared a great deal about teaching and when I was a teaching assistant at UCLA, I won a campus-wide teaching excellence award. At Cal Poly, each quarter, I have had either the highest or second-highest teaching evaluation scores in my department. Over the past two years, my scores have never been under 3.8. As such, I feel that I have the qualifications to serve on this committee and I am eager to do so.

Benjamin Funston-Timms, Social Sciences (8 years at Cal Poly) Tenure track - not a recipient

I've been promoted early to Associate and am up for Tenure this year. My student evaluations average 3.7 over the past 8 years (2 as Lecturer) and I participate in CLT seminars (WINGED, eLearning) which has improved my pedagogical techniques. I am a dedicated educator, and received awards for my teaching in Graduate School at Indiana University.

Shelley Hurt, Political Science (4 years at Cal Poly) Tenure track - not a recipient

I wish to continue serving Cal Poly students by helping ensure that they are treated fairly in their classes.

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Shelley Hurt, Political Science (4 years at Cal Poly) Tenure track - not a recipient

I write to apply to the Distinguished Teaching Awards Committee in recognition of the tremendo u s va lue placed on teaching throughout the Cal Poly campus. I'm particularly interested in serving on this university committee because I recognize the wide variety of teaching styles employed by faculty. For instance, seminar courses are very different from lecture courses or from lab courses. In addition, Cal Poly has been experimenting with hybrid courses and is now moving toward online courses. I'm interested in representing the diverse pedagogy found throughout the campus community. I also hope to serve on this committee to recognize both the Teacher-Scholar Model as well as the teaching-as-mentoring activities that supplement classroom activities. For instance, I have taken graduate students in the Master's of Public Policy program to regional conferences to present their research and I am advising a student who was just selected for the CSU Research Competition. In addition, I respect and appreciate the small seminar classes at Cal Poly, which I frequently teach, but I also teach a large lecture class in the Business Silo once a year where upwards of 215 students enroll. I hope that this variety of teaching and advising experience will help me serve as a valuable member of this important committee so that I can participate in acknowledging my colleagues' dedication to their profession.

I wish to continue serving Cal Poly students by helping ensure that they are treated fairly in their classes.

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I wish to continue serving Cal Poly students by helping ensure that they are treated fairly in their classes.
Shelley Hurt, Political Science (4 years at Cal Poly) Tenure track *

Please accept this application for a position on the Grants Review Committee. I submit my application with enthusiasm for participating in this committee's important and varied campus work. I'm keenly interested in serving on this committee because of my commitment to the Teacher-Scholar Model and my experience with applying for a State Faculty Support Grant, two National Science Foundation grants, an International Studies Association Venture Capital Grant, and others. I would like to contribute to the success of the Cal Poly faculty in securing internal and external funding for their numerous research projects with graduate and undergraduate students. I recognize the incredible value placed on providing and receiving grants for professional development and for a vibrant intellectual campus. I also recognize the importance of these activities while the CSU and Cal Poly remain challenged by fiscal difficulties. I am also applying to the Grants Review Committee after enjoying the recent success of one of my excellent Political Science students who was chosen as the sole representative of the College of Liberal Arts in the Cal Poly selection of 10 students for the CSU Research Competition. In participating in this exciting opportunity for the first time, I delighted in learning about undergraduate and graduate research across campus. I also respected the tremendous effort and dedication of the Grants Review Committee in evaluating the written and oral application materials from such a wide variety of students. I look forward to attending the CSU Research Competition at Cal Poly Pomona in May. I hope and expect that this experience, along with my grant writing experience, will enable me to serve as a valuable member of the Grants Review Committee.

Dawn Neill, Social Sciences (5 years at Cal Poly) Tenure track, Incumbent *

I seek to continue serving on the Grants Review Committee (GRC). I have served on the committee for three years. My experience with grant proposal and student project review is extensive. Over the last five years, I have reviewed approximately 60 grant proposals for the National Science Foundation (NSF), and I currently serve as a Panel review member for NSF-Cultural Anthropology. I have broad experience evaluating the intellectual merit, feasibility, and impact of proposed research. In terms of student research, I have extensive experience working with students in the area of student research and in evaluating student research. Each year I oversee 10-15 students in developing and executing senior project research. I have also mentored six students in their development of individual research projects that have garnered grant funding and culminated in their engagement in field-based research. I have graduate training in both Social and Biological Sciences and bring that knowledge to evaluating Cal Poly Student Research.

Howard Vogl, Graphic Communication (2 years at Cal Poly) Tenure track

My objective is to be a contributing member to a team that looks to secure both external and State funding for Cal Poly. During my two years at Cal Poly I have worked on projects that were funded by both Ricoh Corporation and the EFI Company. In addition, I have had the opportunity to work with Professor Malcolm Keil from the Graphic Communication Department on a new Graduate Program in Printed Electronics and Functional Imaging. Currently, I am leading a student project for Adobe Systems testing the limits of the PDF/VT file format. My hope is to bring grants to Cal Poly for use in research that involves both students and faculty.

Pat Fidopiastis, Biological Sciences (7 years at Cal Poly) Tenured

As I progress towards promotion to full professor I would like to become more involved in higher level committees. This committee interests me because I have served on numerous RPT committees (for tenure track faculty and lecturers) and have experienced the good and the bad of that process. Sometimes the bad that I have witnessed is the result of unclear and non-transparent criteria used to assess faculty for promotion and tenure (in at least one case resulting in a formal grievance). Thus, I am very interested in improving the RPT process. With my EEF training at Poly and service on an Institutional Review Board at my previous institution, I have developed an interest in the fair treatment of candidates for jobs, as well as research ethics and concern for the proper treatment of test subjects. Through my service on the BIO DEPT ad hoc assessment committee, I developed an interest in building an infrastructure for electronic assessment of student learning (i.e. e-portfolios), which would dovetail with the implementation of electronic course evaluations. Many of the interests I've described seem to fit well with the mission of the Faculty Affairs Committee so I feel I would be a good fit.

Lana Grishchenko, Math (11 years at Cal Poly) Lecturer *

I would like to serve on the Faculty Affairs Committee because of my education and work experience. During my 11-year career at Cal Poly, I have completed a Ph.D. in math education with emphases on teaching and learning and MA in educational leadership and administration. On one hand, as a faculty member, I understand concerns of our faculty and lecturers about their rights and responsibilities in terms

*Willing to chair
of appointment, promotion, and tenure as well as academic freedom and research. On the other hand, I am an advocate for core standards and clear criteria in any promotion or retention procedures. Therefore, I would be a good candidate to serve on the advisory body of the Academic Senate on faculty policy and its administrative procedures.

Ulric Lund, Statistics (12 years at Cal Poly) Tenured, Incumbent
I am happy to continue serving on the Faculty Affairs Committee for another term. However, if there are other faculty from my college that are eager to participate on this committee, please grant them the opportunity instead.

FAIRNESS BOARD
Jonathan Shapiro, Math (15 years at Cal Poly) Tenured, Incumbent *
I have been on the Fairness Board for several years. I am the chair of the board this year. I will see to it that student grievances are handled promptly and fairly.

GE GOVERNANCE BOARD
Emily Fogle, Chem&BioChem (6 years at Cal Poly) Tenure track
I am interested in serving on the GE governance board because I value general education as a critical part of the curriculum. I believe the goal of general education is to produce informed citizens that should be able to take new information outside of their area of expertise and examine it critically, find and evaluate additional information and make informed decisions. I would like to contribute to a general education program at Cal Poly that prepares students in this way. Because of Cal Poly's polytechnic identity, I believe the importance of general education is sometimes overlooked by students and faculty alike and would like to work to correct this. It is also important to me that I see a real, concrete connection to students and student success in the committee work that I do and I can see that with this position. Finally, I have taught Chem 127 labs (GE B3&4) in the past and plan to continue teach these types of courses. I think my experience, particularly with a B4 course, could be useful to the committee.

GRADUATE PROGRAMS SUBCOMMITEE
Caixing Gu, Math (16 years at Cal Poly) Tenured, Incumbent
I am on the department graduate committee and am interested in curriculum development, in particular, graduate study curriculum issues.

INSTRUCTION COMMITTEE
Peggy Rice, Chemistry & BioChem (16 years at Cal Poly) Tenured, Incumbent
I am already serving on the instructional committee, and am therefore "up to speed" on several of the continuing issues, such as the field trip policy and mandatory instructor evaluations. I also think that I am a good representative for the College of Science and Math because I interact regularly with the Biological Sciences (I teach several cross-listed courses) and I understand the academic issues associated with lab-based courses.

Orfalea College of Business
CURRICULUM COMMITTEE 2013-2014

DISTINGUISHED TEACHING AWARD COMMITTEE
Lee Burgunder, Accounting & Law (29 years at Cal Poly) Tenured, Incumbent
I was awarded the Distinguished Teaching Award in 1995 and have served on the committee several times thereafter. I am currently a member of the DTA committee, filling out Mike Geringer's term while he has been on leave.

FACULTY AFFAIRS COMMITTEE 2013-2014

FAIRNESS BOARD
Jean-Francois Coget, Management (7 years at Cal Poly) Tenured, Incumbent
I have been serving on the board for 2 years and have enjoyed serving the Cal Poly community, in particular the students and instructors involved in grade disputes, with an eye to preserving fairness.

GRANTS REVIEW COMMITTEE

INSTRUCTION COMMITTEE 2013-2014

RESEARCH AND PROFESSIONAL DEVELOPMENT COMMITTEE

*Willing to chair
CURRICULUM COMMITTEE

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE

Brett Bodamer, Library (4 years at Cal Poly) Tenure track, Incumbent *
I would like to continue as Chair of the Distinguished Scholarship Awards Committee in the upcoming year. It is a form of service that I find interesting and rewarding, and I feel I have acquitted myself well in the current and previous term as Chair. Although the committee was not able to shish criteria changes through the Senate last year, under my leadership we did submit new procedures. This year we are hoping to augment the visibility of the Award and Cal Poly scholarship by recording the Awardees' colloquium, to make available as either a podcast (or if audio & video) on the Cal Poly YouTube station. The committee is also considering the idea of lobbying the Provost and the Senate (moving through the proper parliamentary channels) to have the number of awards increased from two to three. The abundance of really well qualified nominees the last two years has brought the committee to wonder if might be more equitable to honor more of Cal Poly's faculty with an additional award.

DISTINGUISHED TEACHING AWARD COMMITTEE

Peter Runge, Library (2 years at Cal Poly) Tenure track, Incumbent *
As the Head of Special Collections and Archives at the Kennedy Library, it is my responsibility to build primary source research collections that reflect and support the polytechnic curriculum of the university. Understanding the breadth of teaching approaches on campus will help inform our collection development activities in the department, which in turn will support the teaching of our faculty and the research and scholarship of our students. My motivation for serving on this committee is, therefore, two-fold: first and foremost is to be exposed to the breadth exceptional pedagogy on campus; and secondly, to learn how Special Collections and University Archives can possibly develop their collections to more effectively support the curricular needs of Cal Poly faculty and students.

Knowing how the Library can continue to connect with and support the teaching and scholarship at Cal Poly is critical to remaining a relevant and vital resource for the campus.

Planning Committee.

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More broadly, it is my responsibility to connect and partner with faculty and students across the campus in order to raise awareness of not only Special Collections and University Archives' holdings and the resources but those of the Kennedy Library. Having a better understanding of the teaching methods and approaches on campus provides me with an invaluable look at the intellectual activity that is percolating on campus.

As a library faculty member, I believe it is important to include a member of the Kennedy Library on this committee. The Library is one of the most valuable assets and resources of any university campus. Knowing how the Library can continue to connect with and support the teaching and scholarship at Cal Poly is critical to remaining a relevant and vital resource for the campus.

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My understanding of the mission and purpose of the Distinguished Teaching Award is to acknowledge innovative, inclusive, and exciting pedagogical methods exercised on campus. As an incumbent on the Distinguished Teaching Committee, I have found the experience to be important and valuable. As the individual colleges begin to define discipline specific teacher-scholar models, the work of this committee becomes increasingly important, as a means of identifying and recognizing examples of excellent teaching at Cal Poly. One of Cal Poly's defining characteristics is the quality of education and dedication of its faculty to bring current research and scholarship to its students. Over the past two years, I have had the opportunity to witness some of the most inspiring examples of "learn-by-doing," both in the classroom and in the field. Although this committee requires a significant time commitment during the winter and spring quarters, I appreciate and value the opportunity to observe the innovative and passionate teaching that's being conducted on campus. Through my work on this committee, I feel more connected to the faculty and students.

Last year, I developed a template to assist in objectively observing the faculty, based on the award criteria. The template was valuable as a means of organizing my thoughts and observations, as well as being impartial and consistent. This past year, I shared my template with the committee and the current chair suggested that everyone consider use it. Although a small contribution, I hope that it helps the efficacy of the committee's work. Should I have the honor of serving on this committee for another term, I would very much like to contribute at a committed level and would welcome the opportunity to serve as chair.

*Willing to chair
Willing to chair

INSTRUCTION COMMITTEE

Jeanine Scaramozzino, Library (6 years at Cal Poly) Tenure track, Incumbent *

As incumbent, I understand the time commitment and requirements for the Academic Senate Grants Review Committee. I have personal experience in writing and receiving grants for my research and am confident that I will continue to help accomplish the goals of the Grants Review Committee, including the evaluation of the Student Research Competition applications. As a librarian, data curation researcher, current history graduate student, and former biologist I bring a very different perspective to the evaluation table. I am confident in my understanding of the grant process from the perspective of an applicant, a reviewer, and resource for grant writers. I believe that I will be able to contribute to the committee while better understanding the monies being requested on campus, the faculty research that is being funded, student research, and using that knowledge to help support the campus community with necessary library resources.

SUSTAINABILITY COMMITTEE

Peter Runge, (Incumbent on DTA committee)

As the Head of Special Collections and Archives at the Kennedy Library, it is my responsibility to build primary source research collections that reflect and support the polytechnic curriculum of the university. One of Special Collection’s collecting strengths is the environmental history of the region. Environmental history is closely tied to and documents sustainability efforts around region. Having said that, the University Archives is our largest collection and it documents the history, development, and growth of the institution and campus. One area that is documented only secondarily is sustainability activities and efforts on campus. Serving on this committee would provide me an opportunity to contribute to the committee’s efforts of raising awareness of environmental issues and practices on campus, but also with an opportunity to help document these activities and issues on campus.

My understanding of the committee’s charge is to be engaged with sustainable practices on campus and making recommendation to the Academic Senate and University Administration. The specific responsibilities and priorities for the committee range from developing programmatic recommendations that enhance the sustainable efforts on campus to identifying courses with sustainable aspects. I am

*Willing to chair
particularly intrigued by the students' participation in this committee and would be very interested in identifying how the committee could collaborate and partner with students to raise awareness of sustainability practices and efforts on campus.

Should I be selected to serve on this committee, I would like to like to work on developing sustainable policies and practices that reduce the campus's ecological footprint; help the university become climate neutral in its impact on the environment; and develop assessment mechanisms that will allow Cal Poly to measure its improvement in this area.

**Jesse Vestermark, Library (3 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 varied range 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 worked hard to educate myself and participate in the committee's initiatives to promote the sustainability learning objectives and the proposed sustainability requirement as well as to engage with related issues that are brought to the committee for discussion. While I have encountered sporadic conflicts between my schedule and meeting times so far this year, I had perfect attendance to meetings for the 2011-2012 school year. In Winter/Spring of 2012, I contributed to the committee's charge by analyzing and assessing the potential for all CAED GE courses to integrate sustainability components to meet the objectives for fulfilling the proposed sustainability requirement. As the committee evolves, I would like to continue to contribute to this unique and important campus initiative to make Cal Poly a leader in sustainability education.

**CURRICULUM APPEALS COMMITTEE** (three vacancies – the bold information is the stated criteria for this committee)

**Bruno Giberti, Architecture (19 years at Cal Poly) Tenured**

I am a long-time member of the Academic Senate as well as a past Senate Chair and Chair of the Senate Research Committee. I also have extensive experience with curriculum policies and procedures at the department level and in GE, where I was a long-time member of the A/C Committee and am a current member of the GE Governance Board. I am going off the senate at the end of this year and would like to provide service in an area where my experience will be of value. I am also the kind of member, i.e. a past senate chair, that was imagined when the Curriculum Appeals Committee was established.

**Dave Hannings, Horticulture & Crop Science (39 years at Cal Poly) PERF, Incumbent**

I am presently doing this.

I qualify for this appointment as I was Senate Chair for 2 terms, vice chair for 2 or 3 terms, and chair of the AS Curriculum Committee for 8 years, or more, I cannot remember.

It is interesting, and I think that I can survive it at least one more year!

**Doug Keesey, English (25 years at Cal Poly) Tenured, Incumbent**

I would be happy to continue serving on this committee.

I have served as GE Director (for 8 years) and Chair of the Senate Curriculum Committee (for 5 years). In addition, I have served on department, college, and Senate curriculum committees, and I've been a department chair. I've also served on GE committees (area and governance), and I've been an academic senator. If I were to continue, my input on the Appeals Committee would be informed by this wide range of experience. I would also work hard to keep an open mind, to hear both sides of an issue, and to take the time to really understand it. In thinking through issues, I would try to keep the best educational interests of the students as foremost in my mind.

**Jim Mueller, Math (33 years at Cal Poly) FERP, Incumbent**

I have been involved in curriculum related issues for the past 30 years.

I served as the chair of my departmental curriculum committee for over twenty years, and spent an equal amount of time as my department's representative on the college curriculum committee. I also served for many years (at least three or four curriculum cycles) at the CSM representative to the University Curriculum Committee. In addition, I was on the committee that created GE 2001, and served as a member of the GE governing board and as the chair of the Area B/F GE subcommittee for about a decade.

I believe that my background qualifies me to serve on the Curriculum Appeals Committee.

*Willing to chair*