Meeting of the Academic Senate Executive Committee
Tuesday, May 7 2013
01-409, 3:10 to 5:00pm

I. Minutes:
Approval of Executive Committee meeting minutes for April 23 2013 (pp. 2-3).

II. Communication(s) and Announcement(s):
ASI Resolution #13-04: ASI Board of Director's Support of Student Collaboration: (pp. 4-5).

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

IV. Business Item(s):
A. Resolution on Proposal for the Establishment of the Cal Poly Expressive Technology Studios Center: Epperson/Gillette/Haungs, representatives for the resolution, first reading (pp. 6-19).
B. Resolution on Proposed Name Change: "Academic Senate Committee on Research, Scholarship and Creative Activities (RSCA): Kurfess, Research and Professional Development Committee, first reading (pp. 20-21).
C. Resolution on Field Trip Policy: Stegner, chair of Instruction Committee, first reading (pp. 22-25).
D. Resolution on the Honors Program: Greenwald, et al.,representatives, first reading (pp. 26-38).
E. Appointment of college caucus chairs for 2013-14: (pp. 39-40).
F. Appointment of nominees to university committees for 2013-2015: (pp. 41-44).
G. Appointment of nominee to Academic Senate committee for 2013-2015: (pp. 45-55).
H. Selection of Academic Senate committee chairs: (p. 56).
I. Approval of assigned time for Academic Senate officers and committee chairs: (p. 57).

V. Discussion Item(s):

VI. Adjournment:
I. Minutes: The minutes of April 2, 2013 were approved as presented.

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

III. Reports:
   A. Academic Senate Chair: Rein announced that President Armstrong has requested that the Senate provide legislative action to create a more flexible GE pattern to realize a savings of at least four (4) units. The Academic Senate GE Governance Board will work on this request and submit a preliminary report by the end of Spring Quarter 2013. The full Senate will consider the recommendations in Fall Quarter 2013.

   B. President’s Office: none.

   B. Provost: Enz Finken reported that the honors program will be dissolved but students currently enrolled in the program will be allowed to complete the program. This decision comes after many conversations with faculty, students, and members of the honors program in addition to the review of a report submitted by the Honors Program Task Force last year.

   C. Statewide Senate: LoCascio reported that lobbying continues in Sacramento against SB 520.

   D. CFA Campus President: none.

   F. ASI Representative: none.

IV. Consent Agenda: none.

V. Business Item(s):
   A. Appointment to the task force to evaluate potential software vendors for online course evaluations: The following were approved:
      College of Agriculture, Food and Environmental Sciences: Doris Derelian, FSN
      College of Architecture and Environmental Design: Carmen Trudell, Architecture
      College of Business: Eric Olsen, Industrial Technology
      College of Engineering: Eric Mehiel, Aerospace Engineering

   B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging (Curriculum Committee): Schaffner presented the resolution, which requests the Academic Senate approval of the proposed Master of Science in Printed Electronics and Functional Imaging. M/S/P to agendize the resolution.

   C. Resolution to Change Administrative Status for Wine and Viticulture Program (Cooper, Director for Wine and Viticulture Program): Cooper presented the resolution, which requests the change from Wine and Viticulture Program to Wine and Viticulture Department. M/S/P to agendize the resolution.
D. Resolution on Final Examination Overload Conflict (Instruction Committee): Stegner presented the resolution, which asks faculty to make a reasonable effort to offer an alternative final examination time to students with more than two finals examinations on the same day. M/S/P to agendize the resolution.

E. Resolution on Revisions to Fairness Board Description and Procedures (Fairness Board): Shapiro presented the resolution, which requests the approval of the revised Fairness Board Description and Procedures to clarify the appeal options. M/S/P to agendize the resolution.

F. Resolution on Name Change for the Management Area of the Orfalea College of Business (Management Area of the Orfalea College of Business): Borin presented the resolution, which requests the approval of the name change to Management, HR, and Information Systems Area. M/S/P to agendize the resolution.

G. Resolution on Program and Area Name Change for the Industrial Technology Program and Area of the Orfalea College of Business (Industrial Technology Area of the Orfalea College of Business): Due to lack of time, this was not discussed.

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: M/S/P to approve Clare Battista and David Sikora for spring quarter 2013.

I. Appointments to Academic Senate college caucus vacancies for 2014-2015: The following appointments were approved:
   - College of Architecture and Environmental Design: Chris Clark, City & Regional Planning Department and Jeff Ponitz, Architecture Department.
   - College of Agriculture, Food and Environmental Sciences: Chris Dicus, NRM&ES Department.
   - College of Engineering: John Ridgely, Mechanical Engineering Department and Tina Smilkstein, Electrical Engineering Department.
   - College of Liberal Arts: India D’Avignon, Music Department, Ben Timms, Social Sciences Department, and Catherine Waitinas, English Department.

J. Appointment of member to the Cal Poly Corporation Board of Directors: M/S/P to approve Neal MacDougall.

K. Appointment of CAED nominee to Faculty Affairs Committee for spring quarter 2013: M/S/P to approve Jill Nelson to the Faculty Affairs Committee.

L. Appointment of nominees to university committees for 2013-2015: Due to lack of time, no appointments were made.

M. Appointment of nominees to Academic Senate Committee for 2013-2015: Due to lack of time, no appointments were made.

VI. Discussion Item(s): none.

VII. Adjournment: 5:04 pm

Submitted by,

[Signature]
Gladys Gregory
Academic Senate
ASU Board of Director's Support of Student Collaboration

WHEREAS: Associated Students, Inc. (ASI) Board of Directors is the official voice of Cal Poly students, and

WHEREAS: Learn-by-Doing is an essential component of the Cal Poly curriculum that allows students to gain professional and practical experience, and

WHEREAS: The College of Architecture and Environmental Design offers architecture, city and regional planning, landscape architecture, architectural engineering, and construction management in one college, and

WHEREAS: Students in this college gain valuable skills in collaborating with students and professionals specializing in each major component of a design process, and

WHEREAS: Omar Faroque, a faculty member and licensed architect and landscape architect, assisted his Landscape Architecture studio in the Centennial Park design process, and

WHEREAS: This process included all major stakeholders, consisting of students, faculty, and staff, in order to produce plans that satisfied all users and clients, and

WHEREAS: The University of California Santa Barbara’s Campus Planning Committee asked Faroque’s Landscape Architecture studios to design a plaza on their campus, and

WHEREAS: ASI has also incorporated student and professional collaboration into its own major projects, including the Cal Poly Recreation Center and the University Union Plaza, which involved students in the consultation, financial, design generation, architecture design review, and construction review processes, and

WHEREAS: Student insight is best incorporated when students are involved in the discussions and decisions related to campus planning, and

WHEREAS: Administration, faculty, staff, and students all acknowledge the importance of student involvement when planning for the future of the campus and have adopted resolutions that support shared governance (ASI Resolution #11-04, Academic Senate Resolution #748-12), and

WHEREAS: Shared governance distinguishes Cal Poly among other universities to industry and potential employers, and

WHEREAS: In the spirit of shared governance, many committees already have students that give input about design choices and long range planning options.

THEREFORE BE IT RESOLVED: The ASI Board of Directors supports student designs in collaboration with Universitywide and Academic Senate committees by restructuring membership to include student government representatives interested in design, finance, and land use regarding campus planning, and
When student government representatives are selected for Universitywide and Academic Senate committees, expertise in design, finance, and land use regarding campus planning should be a factor in committee service, and

If Student Government representatives are placed on committees and do not have expertise on the topic, input from constituents in respective College Club Councils with expertise would be helpful in order to inform them on how to best represent the student body, and

The ASI Board of Directors recommends informed student involvement in the following committees that currently employ shared governance and focus on design, finance, and land use: Accommodation Review Board (504/ADA), Budget and Long Range Planning Committee, Cal Poly Plan Steering Committee, Campus Planning Committee, Disability Access and Compliance Committee, Landscape Advisory Committee, Sustainability Advisory Committee, and

This resolution will be sent to President Armstrong, Academic Senate Executive Committee, Academic Senate, and future ASI Presidents.

CERTIFIED as the true and correct copy, in witness thereof, I have set my hand and Seal of the San Luis Obispo Cal Poly Associated Students, Inc. this 18th day of April, 2013.

Signed:
ASI Chair of the Board

Signed:
ASI President

Authored by:
Rachel Kramer, ASI Board of Directors-College of Architecture and Environmental Design
Derek Majewski, ASI Board of Directors-College of Science and Mathematics
RESOLUTION ON PROPOSAL FOR THE ESTABLISHMENT OF THE CAL POLY EXPRESSIVE TECHNOLOGY STUDIOS CENTER

RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal for the establishment of the Expressive Technology Studios Center.

Proposed by: Douglas Epperson, Ph.d., CLA Dean; David Gillette, Ph.D., English and LAES; Michael Haungs, Ph.D., Computer Science Department

Date: April 24, 2013
Proposal to Establish an Expressive Technology Studios Center
California Polytechnic State University

Submitted by: Douglas Epperson, Ph.D., David Gillette, Ph.D., & Michael Haungs, Ph.D.

April 16, 2013
Mission & Funding

The Expressive Technology Studios Center at California Polytechnic State University (Cal Poly) will provide a forum for faculty, students, and multi-media industry to research and develop new forms of human expression and story telling through the use of advanced technologies. All of the Center's activities will exemplify Cal Poly's Learn by Doing philosophy and will embody the highest principles of academic freedom. The Center will be self-supporting.

The Center will accomplish this mission by:

(1) Engaging faculty in teaching, research, and publication in the areas of technology, expression, and effective communication;
(2) Engaging students in studying and applying skills associated with technology, expression, and effective communication; and
(3) Engaging and developing relationships with members of industry involved in expressive technologies.

Rationale for the Center

For two years, the Expressive Technology Studios (ET Studios) group has served as an informal grassroots collection of faculty, students, and industry partners collaborating on a series of interdisciplinary, cross-media projects that have resulted in important learning experiences for Cal Poly students. ET Studios has garnered financial support from donors (approximately $100,000), fostered industry partnerships, and created a diverse range of opportunities for faculty collaboration. These past achievements, combined with its current set of projects, strongly indicate that ET Studios is ready to move from its initial position as an unofficial grassroots organization toward becoming a prominent center at Cal Poly. The institutional infrastructural support the center model provides ensures that ET Studios will continue to meet the growing interests and needs of faculty, students, and industry partners. It will allow center participants to complete even more innovative projects that demonstrate new ways technology can enhance and transform artistic expression.

Background

ET Studios is presently supporting teaching, research, publication, and experiential learning through studio experiences that engage faculty, students, and members of industry in leading expressive technologies.

In the last two years, working in conjunction with industry experts from all over California, ET Studios has pulled together faculty and students from architecture, engineering, and nearly every area of the arts to explore how advanced technology
can enhance, modify, and create fresh modes of artistic expression and interaction. Ideally, ET Studios, as the Expressive Technology Studios Center, will grow to support faculty and student participants from every college at Cal Poly.

ET Studios offers Learn by Doing experiences for faculty, students, and industry partners. It supports project-based learning that is inherently interdisciplinary and prepares students to contribute, technically and intellectually, to the film and television industries, both of which are among the biggest in California. ET Studios employs the entire campus for projects, making highly efficient use of existing resources through faculty and program sharing, technology recycling, and collaborative project implementation. By working from a shared understanding of the instructive power behind effective storytelling and compelling narrative design, ET Studios projects enlist faculty, students, and staff from across campus into a cohesive, creative studio environment. ET Studios also reaches into the broader Central Coast community, especially when working on interactive environmental design projects.

Fundraising Track Record & Use of Donations

Faculty members involved in ET Studios have raised approximately $100,000 in donations over two years for projects on which students and faculty have collaborated. Using these donations, ET Studios has supported faculty and student-driven projects by:

- Purchasing and managing a shared repository of advanced media equipment that has been used on multiple projects, then used for additional projects directed by ET Studios faculty.
- Organizing and paying for onsite production visits.
- Hosting training and development workshops.
- Hosting local film festivals and related campus visits from top national and international film and media technologists.

Projects: Categories

The projects of ET Studios tend to fall into three related categories:

1. Interactive Entertainment.
3. Community Development Through Creative Expression & Technology.

1. Interactive Entertainment

Interactive entertainment involves the development of software and the creation of services that allow users to direct their entertainment experience.
Examples of interactive entertainment experiences include:

- Using and expanding on the tracking abilities in mobile devices to create location-aware experiences and computer games, or building augmented reality environments.
- Exploring ways of using technology to convert passive, traditional media, such as television broadcast or traditional cinema presentation, into more interactive medias for expression.
- Exploring what happens as traditional entertainment media shift to mobile devices or are distributed through various forms of embedded computing.
- Creating a believable "soundscape" to compliment the landscape or environment of a game.

Computer game design, an interdisciplinary, creative process that combines technical expertise and the creative arts, figures importantly in this category. A well-designed game includes a fully immersive environment and anticipates the multiple ways users will play the game. Consequently, good game design requires extensive understanding of narrative design, rule and game structure, character development, music, visualization, usability, and audience motivation. Recently, well-designed games have emerged not merely as valuable forms of entertainment, but also as tools for education and problem solving (e.g., Foldit: Solve Puzzles for Science, http://fold.it/portal/info/about).

2. Expressive Environment Design & Technology Enhanced Theatre

A. Expressive Environment Design:

Expressive Environment Design includes using technology for storytelling in theme parks. In these parks, every element of the created environment is a vital part of the theme park’s overall narrative design. Expressive Environment Design can also include the temporary re-alignment of a common public space into something new or unusual, such as using projection mapping to animate city buildings at night as part of a public celebration. Also in this category are activities such as creating an electronic soundscape for a public square that combines music and sound effects with motion tracking equipment, allowing visitors to influence the “music-scape” being broadcast into the area.

B. Enhanced Theatre

Enhanced Theatre brings together actors and audience members as they collaboratively use technology and the environment to fashion an individualized, highly interactive theatrical experience.

Examples of traditional enhanced or interactive theatre include “Pyschodrama”
and Augusto Boal’s “Theatre of the Oppressed”. In both of these traditional forms of enhanced theatre, the actors present a dramatic storyline that is informed by the members of the audience. Audience members participate in the creation of the narrative by suggesting paths and different outcomes for the story. Through collaboration with ET Studios, theatre arts students and faculty can better use technology to construct new mechanisms for enhancing the interactive theatre experience.

By using advanced media technology in a theatrical setting, actors on stage can connect and interact with audiences in different locations, or connect theatrical productions in separate locations into one, shared experience. Advanced technology in theatre also allows stories to be told in new venues that are traditionally not thought of as inherently “theatrical” spaces such as public plazas, wooded parks, offices, libraries, train stations, and other gathering places.

3. Community Development Through Creative Expression & Technology

In this category of activities the goal is to provide assistance, tools, and expertise to the broader community in its efforts to better define its sense of place and communicate historical community-based stories through a wide range of expressive technologies. These projects allow students and faculty to work directly with community partners to reveal, refine, and present the hidden stories of the California Central Coast, especially for under-represented communities.

This type of work involves the creation of individualized, guided tours that bring together historical images, recordings, and documents in novel ways and make use of existing mobile technologies such as smartphones or interactive signage. These kinds of technologies and presentation methods are often prohibitively expensive for communities to create and maintain on their own. However, by working in partnership with ET Studios faculty, students, and commercial partners, our local community enjoys opportunities to present its history and its stories to larger audiences.

Projects

The following table presents a selection of some of the primary projects and activities of ET Studios from Winter 2011 to Fall 2012:

<table>
<thead>
<tr>
<th>Interactive Entertainment</th>
<th>Expressive Technology Development Workshop #1, 2011</th>
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<tbody>
<tr>
<td></td>
<td>A four-day-long workshop &amp; collaborative proof-of-concept production on interactive cinema and expressive environmental design with 40 students from architecture, liberal arts, engineering, science and math; the workshop was conducted by three Cal Poly faculty members and two commercial-media advisors from the film industry.</td>
</tr>
<tr>
<td>Event</td>
<td>Description</td>
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<tr>
<td>ABC/Disney Animation Studio Presentation, Site Visit, 2011</td>
<td>Onsite projection mapping demonstration for Disney Imagineering staff and related designers from the Disney Animation studio and ABC television.</td>
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<tr>
<td>&quot;Look the Other Way&quot; Interactive Gaming, Library Archives Show, 2011</td>
<td>Four-week-long interactive themed environment and interactive site-game run at the Kennedy Library as part of a co-hosted library archives show.</td>
</tr>
<tr>
<td>Poly Ghost iPhone App Development, design to demo, 2011</td>
<td>Interactive ghost-hunting, ghost-story-telling app for the Cal Poly campus based on actual Cal Poly history and Cal Poly images archive, created with a design team of 50 arts &amp; technology students (CLA, CENG, CSAM, ARCH), four faculty members, three masters-level computer programming students, and collaboration with Cal Poly Kennedy Library Special Archives staff.</td>
</tr>
<tr>
<td>International Game Jam: Sound Effects &amp; Music Support, 2012 &amp; 2013</td>
<td>Supported and directed the creation of sound effects and music composition &amp; recording for the weekend-long Game Jam event hosted at Cal Poly by the computer science department.</td>
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**Expressive Environment Design & Technology Enhanced Theatre**

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<th>Event</th>
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<tr>
<td>Lumiere Ghosting: Technology Review &amp; Video Documentation, 2011</td>
<td>Gathering six years of project work into a series of video, textual and audio presentations about the Lumiere Ghosting project created by faculty and students in the colleges of Architecture and Liberal Arts.</td>
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<tr>
<td>Pageant of the Masters: Rube Goldberg Device Creation &amp; Video, Laguna Beach, 2012</td>
<td>Creation of a short introductory video used for the opening of the 2012 Summer Pageant of the Masters; the theme was &quot;The Genius&quot; with a focus on technology that was represented by a large-scale Rube Goldberg device created, run and filmed by ET Studios students.</td>
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<tr>
<td>Digital Curriculum Seminar, GRC hosting, 2012</td>
<td>Supported a series of seminars about the expansion of the digital curriculum for the Graphic Communications program.</td>
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<tr>
<td>Expressive Technology Panel Discussion, &quot;The Future of Media,&quot; Print Week, 2012</td>
<td>Hosted an afternoon-long discussion about the future of print, electronic paper, online design, and mobile communications with panel of top experts from the print, film, and mobile media industries.</td>
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<tr>
<td>Expressive Technology Session, Graphic Expo, Chicago, 2012</td>
<td>Supported a discussion focused on the future of expressive technologies in the print industry at the International Graphic Expo in Chicago.</td>
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<tr>
<td>Industrial Light and Magic and iWerks Films presentation, Opening Night for SLO</td>
<td>Working in direct collaboration with the director of the SLO International Film Festival, ET Studios served as a full sponsor and coordinator of the opening day of the festival; ET Studios</td>
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International Film Festival, 2013 | brought to campus many of the top designers and technicians from Industrial Light and Magic, Disney Animation Studios, and a number of other high-end visual effects companies; this event offered over 50 students and faculty a series of workshops, panel discussions, and portfolio review sessions throughout the day, culminating with the opening of the festival in the Sapanos theater with a university and community audience of over 450.

<table>
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<tr>
<th>Community Development Through Creative Expression &amp; Technology</th>
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<tr>
<td><strong>Digital Curriculum Development, GRC &amp; Ricoh, 2011</strong></td>
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<tr>
<td><strong>Warner Brothers Studio Presentation, 2011</strong></td>
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<tr>
<td><strong>Sir Richard Taylor, Weta Workshop, Hosting/Directing Panel Discussion, SLO International Film Festival Host, 2012</strong></td>
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<tr>
<td><strong>ReCollecting #1:</strong> “Love, Labor &amp; Filipinas” first onsite collection of images, sounds, documents, Filipino-American Community, Santa Maria, 2012</td>
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<tr>
<td><strong>ReCollecting #2:</strong> “Love, Labor &amp; Filipinas,” second onsite collection of images, sounds, documents, Filipino-American Community, Santa Maria, 2012</td>
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<tr>
<td><strong>ReCollecting #3:</strong> Onsite collection of images, sounds, documents from Japanese-American Community, Avila Beach Buddhist Center, 2012</td>
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Other Activities & Projects

Other Activities:

• ET Studio faculty members have collaborated in writing grants and judging project competitions between students.
• ET Studio faculty members have collaborated on the development of interdisciplinary curricula.

On-going Projects:

• PolyXpress, Spring 2012 – Present: uses tracking and mixed-media delivery software (iPhone/Android app) that allows users to interact with and learn from their environment as a curated, multimedia story unfolds on their smartphone. Currently developed for the Cal Poly campus environment but in 2013-2014, it will be used for similar purposes with campus locations in Jakarta, Indonesia and Brisbane, Australia.
• Maker Faire, Spring 2013: a community development project involving theatrical and interactive environmental and architectural design. ET Studio is a co-sponsor with the City of San Luis Obispo on the first Maker Faire for the Central Coast.
• Area 55 Project, Spring 2013 – October 2012, Los Osos Middle School: a community development project using STEM education design/development and interactive theatrical design.
• ET Studios workshops: workshops range in topics from theatrical design for public events (Maker Faire workshops) to the basics of chroma key compositing work (green screen video shooting and editing), HD video production, and interactive story design and cross-platform implementation. All workshops are Learn by Doing experiences and are open to students and faculty from all over campus.

Potential Future Activities:

• The creation of an Expressive Technology artist-in-residence program to strengthen further industry and commercial partnerships from across the nation and internationally.
• Hosting an annual conference on campus that brings together expressive technologists from the film, television, gaming, and mobile computing industries to discuss the future of their media (a proposed name for these annual conferences would be the Annual Cal Poly FLEET conferences: Future of Learning, Entertainment and Expressive Technology).
Governance

Overview
The formation of the Expressive Technology Studios Center will involve collaboration and consultation with students, faculty, and industry members. The bylaws will specifically address the appointment procedures and protocol for the Center Director, the industry advisory board, and the overall organizational structure and reporting. Below is a brief overview, which will be elaborated upon in the bylaws.

Expressive Technology Studios Center Director

As the Expressive Technology Studios Center establishes itself for the first number of years, the expectation is that a tenured faculty member with a history of interdisciplinary work, community outreach and commercial partnership coordination will serve as the director.

As the center builds upon its foundation and expands, and the range of ET Studios projects become more complex, international, and more directly connected to extensive commercial partnerships, the expectation is that the center will be well served by eventually bringing in a director from the outside who can work exclusively for ET Studios, fostering even more national and international contacts, more diverse funding sources, and more current industry partnerships.

Director responsibilities include:

- Fundraising: work in concert with advancement to deepen relationships with alumni and industry potential donors, as well as support grant development with faculty members and external organizations.
- Track media-related funding from CSU and other California government initiatives.
- Build and maintain a commercial advisory committee to meet twice a year.
- Maintain contact with industry committee members to help solicit in-kind donations of equipment and/or services (e.g., access to studios, technical training, etc.).
- Oversee Center committees to ensure regular meeting schedules and reporting.
- Provide monthly updates on Center activities to campus stakeholders.
- Engage in community outreach and ongoing connection with SLO government and K-12 system.
- Oversee public relations on campus, locally, and nationally.
- Oversee activities of any Expressive Technology Studios Center staff, as well as student support provided for projects, workshops, and other Center activities.
- Collect assessment data for the Office of Research and Graduate Programs,
who currently have oversight over centers and institutes.

- Function as the central point of contact for the Expressive Technology Studios Center.
- Creating and filing annual reports for the center (activities, budget, and related details).
- Convening annual meetings of the industry advisory board, taking minutes of the meetings, and distributing information to the advisory board members.
- Creating and filing program review reports for the center.
- Assuring compliance with fiscal reporting controls and budgetary conformance.
- Respond to inquiries for information and audit requests.
- Assure continuous improvement and integration with curriculum, including learning objectives for supported programs.

Expressive Technology Studios Project Committee

This committee is comprised of 3-5 faculty members who are directly connected to the core projects under development with ET Studios. The bylaws will address the appointment protocol. This committee elects its chair from within its membership, who then serves a two-year term. Throughout the academic year, the Expressive Technology Studios Project Committee will review progress on projects to date and plan for upcoming work. The committee will also solicit new project ideas from other faculty, from advancement partners, and from other community and professional organizations outside of campus. The committee oversees and approves the allocation of money from the Expressive Technology Studios Development Fund. Eventually, the committee will construct an Expressive Technology Studios grant program to which other Cal Poly faculty and students can apply for Expressive Studios-related support.

Expressive Technology Studio Center Leadership Committee

The Director shall report to the Dean of the College of Liberal Arts (CLA). The CLA Dean shall have fiscal oversight and control responsibility for this center. However, every academic dean or a designee, will be invited to serve on an advisory leadership committee to provide guidance and input on ways to continuously improve the integration of the center with leading technologies and curricular needs. Additionally, the Director invites representation from Cal Poly Advancement, the Office of the Provost, and program directors or department chairs who can represent different ET Studio campus interests. The committee oversees the integration of ET Studios projects with their related academic programs across campus, and helps assist in the development and direction of more interdisciplinary academic programs, projects and initiatives on campus. This committee elects a new chair every year.
Expressive Technology Studios Center Industry Committee

This committee is comprised of key representatives (executives, designers, technologists, division managers) from the industries and professional organizations connected to important expressive technology research, design, and production in California. It builds on the partnerships ET Studios has already established. The purpose of the committee is to provide annual advice to the Expressive Technologies Studio Center about marketplace trends, recommend guest artist/technologists for project involvement and campus residency participation, promote the interests of the Center in the USA and abroad, and to help to solicit new expressive technology projects for Cal Poly and ET Studios. Fundamental to the committee’s activities is forwarding the advancement goals of the Expressive Technology Studios Center.

The process for appointment to this committee will be addressed in the bylaws.

Faculty Involved Thus Far

- Virginia Anderson, Theater and Dance Department
- David Arrivee, Music Department
- Antonio G. Barata, Music Department
- Sky Bergman, Department of Art and Design
- Tim Dugan, Theater and Dance Department
- Rachel Fernflores, Philosophy Department
- Thomas Fowler, Architecture Department
- David Gillette, English Department/LAES
- Brenda Helmbrecht, English Department
- Michael Haungs, Computer Science Department/LAES
- Linda Halisky, English Department (prior Dean, College of Liberal Arts)
- Foad Khosmood, Computer Science Department
- Franz Kurfess, Computer Science Department
- Brian Lawler, Graphic Communications Department
- Jane Lehr, Ethnic Studies Department and Women’s and Gender Studies Department/LAES
- Harvey Levenson, Graphic Communications Department
- Josh Machamer, Theatre and Dance Department
- Kathryn McCormick, Department of Art and Design
- Diana Stanton, Theatre and Dance Department
- Brady Teufel, Journalism Department
- Debra Valencia-Laver, Psychology Department (current Associate Dean, College of Liberal Arts)
- Grace Yeh, Ethnic Studies Department
- Ignatios Vakalis, Computer Science Department
Industry Involved Thus Far

- ABC studios
- Aspect Studios
- Disney Animation Studios
- Disney Imagineering
- DTS
- Housing Authority of San Luis Obispo
- In2:In Thinking Network
- iWerks
- Pageant of the Masters
- Raleigh Studios
- Ricoh
- SLO Future of Work Conferences
- THX
- USL Inc.
- Warner Brothers
- wevideo.com
- Xerox

Industry That Has Expressed Interest

- Apple
- Pixar
- Google
- LucasArts
- Industrial Light and Magic
- Weta Workshop
- EA Games
- Dreamworks
- Pratt & Whitney Rocketdyne, Media Division

Assessment

The overall goal of establishing the Expressive Technology Studios Center committees is to provide a reporting structure and consistent form of assessment, development, and support that will be tied to the mission of the Center. The Expressive Technologies Project Committee will develop clear goals related to the educational aspects of the Center’s mission. The committee will consult with the leadership and industry committees to ensure that assessment of the Center’s activities result from clear processes and goals. The committee will produce a comprehensive assessment report for the Office of Research and Graduate Programs.
and the Office of the Provost in accordance with the schedule for program review applicable to the Center. The Center will undergo regular program review as required by the University and the CSU. The Director will assure that the program review process includes an outcomes and output based evaluation. This will include a report which addresses integration with learning objectives of supported programs, assessment of outcomes related to such programs, and participation results in the form of research and publication results, student, faculty, and industry participation in activities.
RESOLUTION ON PROPOSED NAME CHANGE:
"ACADEMIC SENATE RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES COMMITTEE"

WHEREAS, The existing Academic Senate Research and Professional Development Committee has identified several benefits to changing its name to "Academic Senate Research, Scholarship and Creative Activities Committee" (RSCA); and

WHEREAS, These benefits include consistency with similar terminology within the CSU, in particular the Academic Senate of the California State University; and

WHEREAS, RSCA is consistent with the Teacher-Scholar Model and the guidelines for Retention, Tenure, and Promotion adopted by the University; and

WHEREAS, RSCA encompasses a wider range of activities congruent with the Teacher-Scholar Model, including Boyer's definition of the scholarship of discovery, application, integration, and teaching and learning; and

WHEREAS, The term "professional development" is often used in a more restricted sense, and infers an emphasis on maintaining existing skills; and

WHEREAS, The term "professional development" frequently focuses on the individual faculty member while the term RSCA includes multiple audiences that benefit from such activities (students, colleagues, discipline, communities); and

WHEREAS, The name change also recognizes the University's continued development on the role and value of RSCA; therefore be it

RESOLVED: That the Academic Senate of Cal Poly endorse the name change from Academic Senate Research and Professional Development Committee to "Academic Senate Research, Scholarship and Creative Activities Committee" (RSCA); and be it further

RESOLVED: That the focus of activities and the composition of the committee will not change; and be it further

RESOLVED: That the Bylaws of the Academic Senate be amended to reflect this name change.

Proposed by: Academic Senate Research and Professional Development Committee
Date: April 25 2013
Resources:

- Academic Senate of the California State University (ASCSU) resolution AS-2917-09/FA (Rev): “A Resolution in Support of Reinstating Research, Scholarship, and Creative Activities Awards for 2010-2011”
- Cal Poly Academic Senate resolution AS-725-11: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted March 8, 2011.
- Cal Poly Academic Senate resolution AS-701-10: “Resolution on Faculty Participation in DigitalCommons@CalPoly,” adopted February 9, 2010.
- Cal Poly Academic Senate resolution AS-691-09 Resolution on Research and Professional Development at Cal Poly,” adopted June 2 2009.
- Cal Poly Academic Senate resolution AS-638-05: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted May 31, 2005.
WHEREAS, CSU Executive Order 1062 sets the minimum requirements for field trips and requires each CSU campus to develop an appropriate field trip policy; therefore be it RESOLVED: That the Academic Senate approve the attached Cal Poly Field Trip Policy.
California Polytechnic State University, San Luis Obispo
Field Trip Policy

In response to California State University Executive Order 1062 (effective August 23, 2011) Cal Poly will follow the following policy on field trips. As part of Cal Poly’s “learn by doing” philosophy, field trips are a significant part of students’ learning experience.

1. Definition of a Field Trip
   A field trip is a university course-related, off-campus activity led by a faculty or staff member and designed to serve educational purposes. A field trip would include the gathering of data for research (such as at a geological or archaeological site), museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days.

2. Scope of this Policy
   This policy does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, or service-learning placements, all of which are governed under separate policy.

3. Definition of a Field Trip Leader
   The leader is the class instructor or other university faculty or staff member designated by the instructor who has overall responsibility for the development and implementation of the field trip. Some leadership responsibilities may also be given to chaperones, university faculty or staff members who accompany the students on the field trip. Teaching assistants are not appropriate field trip leaders but may serve as chaperones.

4. Responsibilities of a Field Trip Leader
   a. Ensure that students (if under 18 years of age, their parents/legal guardians) complete and sign the University Release Agreement (available at http://afd.calpoly.edu/cprm/fieldtrips.asp#forms).
   b. Obtain student emergency contact information prior to the field trip.
   c. Prior to the field trip, provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct. See Office of Student Rights & Responsibilities, “Standards for Student Conduct” (http://osrr.calpoly.edu/standardsforconduct/).
   d. Conduct a pre-trip evaluation using the Risk Management Worksheet (available at http://afd.calpoly.edu/cprm/fieldtrips.asp#forms) and submit the worksheet to the department. The visit can be omitted if the field trip leader can demonstrate and document sufficient knowledge of the field trip site. This could be accomplished by reviewing online, examining published materials, or contacting the site to discuss the visit.
e. Provide a plan to accommodate any students with special needs. For assistance, contact the Disability Resource Center (http://drc.calpoly.edu).
f. Provide training for any equipment that may be used.
g. Provide an alternate assignment for students unwilling to accept the risk of participation for “serious and compelling” reasons (for defined reasons, see http://registrar.calpoly.edu/registrar/node/90). Note: In a major where the field trip is a part of the degree requirements, this provision applies to the specific field trip but not the degree requirement. In practice this means that a student may opt out of a field trip to one site, but the student must complete the requirement by participating in another field trip either at another site or time.
i. Comply with the EO 1041 CSU Student Travel Policy (http://www.calstate.edu/eo/EO-1041.html) if applicable.
j. Complete University Field Activities Notification, provide to students on the first day of class, and submit signed forms to the department. If a student refuses to sign the form, print his/her name on the form, indicate in the signature area that he/she received a copy, date the form, and submit it to the department.
k. Take roll at the beginning and end of the field trip; attach the roll sheet to the Travel Request Form 1A at the completion of the trip. Students leaving during the field trip should sign out on the Field Activities Sign Out Release Agreement; attach the agreement to the Travel Request.
l. For extended domestic field trips of two or more days and/or requiring extensive logistics, provide student participation agreement, medical authorization, and written emergency plan as appropriate. For assistance, contact the Cal Poly International Center (http://www.international.calpoly.edu/contact/about.html).
m. For International field trips, provide student participation agreement, medical authorization, and written emergency plan as appropriate and comply with the International Center's International Travel Approval Process (http://www.international.calpoly.edu/travel/index.html).

5. Responsibilities of the Department
a. Provide the registrar with a department list of courses that require or may require field trips.
b. Evaluate risk using the completed Risk Management Worksheet.
c. Ensure instructor compliance with the field trip policy.
d. If not the college responsibility, retain required documents, including the Risk Management Worksheet, for three years after the end of
the academic year in which the field trip takes place. Electronic copies are permissible.

6. Responsibilities of the College
   a. Evaluate risk using the completed Risk Management Worksheet.
   b. Retain completed Student Participation Agreements for three years beyond the year in which the field trip occurs and, if not delegated to the department, retain other required documents for the same period of time. Electronic copies are permissible.
   c. Ensure department compliance with the field trip policy.

7. Responsibilities of the Registrar
   a. Maintain the university list of courses that require or may require field trips.
   b. Publish this information in the catalog and course schedule.

8. Responsibilities of AFD Contracts and Procurement
   a. Maintain up to date information on the risk management website.

9. Responsibilities of Academic Programs
   a. Administer regular reviews to monitor and document compliance with the field trip policy; update requirements as necessary at regular intervals.
Meeting of the Academic Senate Executive Committee  
Tuesday, May 7 2013  
01-409, 3:10 to 5:00pm

I. Minutes:  
Approval of Executive Committee meeting minutes for April 23 2013 (pp. 2-3).

II. Communication(s) and Announcement(s):  
ASI Resolution #13-04: ASI Board of Director's Support of Student Collaboration: (pp. 4-5).

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

IV. Business Item(s):  
A. Resolution on Proposal for the Establishment of the Cal Poly Expressive Technology Studios Center: Epperson/Gillette/Haungs, representatives for the resolution, first reading (pp. 6-19).  
B. Resolution on Proposed Name Change: "Academic Senate Committee on Research, Scholarship and Creative Activities (RSCA): Kurfess, Research and Professional Development Committee, first reading (pp. 20-21).  
C. Resolution on Field Trip Policy: Stegner, chair of Instruction Committee, first reading (pp. 22-25).  
D. Resolution on the Honors Program: Greenwald, et al.,representatives, first reading (pp. 26-38).  
E. Appointment of college caucus chairs for 2013-14: (pp. 39-40).  
F. Appointment of nominees to university committees for 2013-2015: (pp. 41-44).  
G. Appointment of nominee to Academic Senate committee for 2013-2015: (pp. 45-55).  
H. Selection of Academic Senate committee chairs: (p. 56).  
I. Approval of assigned time for Academic Senate officers and committee chairs: (p. 57).

V. Discussion Item(s): 

VI. Adjournment:
ADOPTED:

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

AS-___-13

RESOLUTION ON HONORS PROGRAM

**Background:** On March 31 1995, President Warren Baker approved Academic Senate Resolution AS-434-95, Resolution on a Proposal for a University Honors Program (attached). In receiving the resolution President Baker stated:

I was pleased to receive the Academic Senate’s Resolution on a Proposal for a University Honors Program and will by copy of this memo ask Vice President Koob to oversee its implementation. This new program promises to encourage the enrollment and retention of diverse, highly motivated students. They will find in it an opportunity to explore a variety of modes of learning and to gain an appreciation for the interconnectedness of knowledge in learning contexts crafted carefully to promote creativity and intellectual rigor. As a seedbed for innovation in teaching and learning the program promises to enrich the entire university. I would like to congratulate the faculty for its development. It is yet another example of the faculty’s commitment to our students and to the tradition of quality undergraduate instruction at Cal Poly.

On May 21 2012, the Honors Task Force issued its report (attached). The report included an analysis of the program as well as a number of recommendations.

WHEREAS, The Academic Senate has approved Academic Senate Resolution AS-434-95, Resolution on a Proposal for a University Honors Program; and

WHEREAS, Many of the remarks in President Baker’s response to the resolution remain valid; and

WHEREAS, In Fall 2011, the Academic Senate formed the Honors Task Force comprised of both faculty and students; and

WHEREAS, on May 21 2012, the Honors Task Force issued its report, which included an analysis of the program as well as a number of recommendations; and

WHEREAS, The Academic Senate has not reviewed the Honors Task Force report as of yet; and

WHEREAS, Curricular decisions are the prerogative of the faculty; and
WHEREAS, Students within the Honors Program have formally requested that a final decision regarding the Honors Program not be implemented at this time; therefore be it

RESOLVED: That no decision regarding the termination of the Honors Program be made at this time; and be it further

RESOLVED: That the recommendation of the Honors Task Force be implemented as appropriate.

Proposed by: Sema Alptekin, Director, Cal Poly Honors Program
Harvey Greenwald, former Academic Senate Chair
Reginald Gooden, former Academic Senate Chair
John Hampsey, Professor of English
Myron Hood, former Academic Senate Chair
George Lewis, former Academic Senate Chair
James Mueller, professor of Mathematics
Max Riedlsperger, former Academic Senate Chair

Date: April 30 2013
The Honors Task Force (HTF) met weekly during Spring Quarter and biweekly during Winter Quarter 2012. Members include: Ken Brown (Philosophy), Jessica Carson (Administrative Analyst, Programs and Planning), Adrienne Greve (City & Regional Planning), Jim Mueller (Math), Erika Rogers, (former director of the Honors Program), Tom Trice (History), Lou Tornatzky (Industrial Technology), Sema Alpekin (Industrial and Manufacturing Engineering and Director of the Honors Program), Cheri Baumgarten (Administrative Analyst, Honors Program), and Kate Murphy (History), task force chair. Honors students and seniors Brita Bookser (Psychology), Alexandra Highsmith (Business), & Michele Jenkins (Math) also participated in the HTF’s discussions.

Background
The Honors Program was created by Academic Senate Resolution AS-434-95 in March 1995 and implemented in the Fall of 1999. Currently, 519 students, representing every college on campus, are enrolled in the program. Sixty-four faculty members have taught in the program during the last seven years.

The HTF was created in Fall 2011 to review the current state of the Honors Program and to recommend future directions. Specifically, the HTF’s charge was to examine the possibility of revising the existing program so that all students have similar opportunities to those in the Honors Program.

After researching Cal Poly’s current program, honors programs at peer institutions and within the CSU system, and the relevant literature, the HTF concluded that the program was already open to all qualified students, who may apply for admission to the program at any point in their Cal Poly careers. Furthermore, the HTF unanimously agreed that a smaller, more focused program best serves the interests of the students and the university as a whole. Based on its research and discussions, the HTF offers the following recommendations and observations about the program.

Vision
The HTF’s vision for the Honors Program is best encapsulated in the program’s new mission statement, which developed out of the task force’s discussions:

The Cal Poly Honors Program provides an academically enriched learning experience for the university’s most outstanding and highly motivated students. It brings together students, faculty, and friends of the university to seek challenges, participate in experiential and interdisciplinary learning, grow as individuals, and expand the boundaries of their academic potential.

Throughout its curricular and extracurricular programming, the Honors Program fosters active intellectual engagement and a mutual exchange of ideas, in which students and faculty are partners in discovery. Honors courses, research opportunities, housing, service learning projects, and other activities provide the university’s most outstanding and highly motivated students with an enriched learning experience in the company of similarly motivated peers.
Value
It is the opinion of the HTF that the Honors Program represents an integral part of Cal Poly, not just for students and faculty involved with the program, but for the university as a whole.

From Fall 2007 to Spring 2009, the Honors Undergraduate Research Program furnished a lively and highly successful example of how to employ the Teacher-Scholar model while simultaneously promoting interdisciplinary and experiential education. It provided opportunities for students to work with faculty on research projects, to present their findings at local and national venues, and to publish their results in an Honors research journal in 2008 and 2009. Furthermore, the program promoted interdisciplinary, cross-college research by matching faculty projects with student interest, so that students from Liberal Arts and Science and Math worked with an Engineering professor on the “Polytech Waterbag” project, while an Engineering student collaborated with a Liberal Arts professor to research human trafficking. The program allowed students to receive course credit for their research and enabled faculty members otherwise not involved in the program to receive funding to work with honors students. The HTF recommends that when funds become available, this program be reinstituted and made a permanent focal point of the Honors Program.

While by no means the only entity on campus doing so, the Honors Program already embodies many of the university’s strategic imperatives. The program promotes whole-system thinking through its interdisciplinary nature. The Honors Undergraduate Research Program illustrated the potent possibilities of a well-funded, ambitious commitment to the Teacher-Scholar model. The Honors Program has also fostered a culture of community engagement and leadership, evidenced in the service-learning components of the program, the work of the Honors Student Board community service committee, and the multitude of Honors students who serve in leadership positions in organizations throughout campus.

While endorsing the value of the current Honors Program, the HTF also finds that the institution has not taken full advantage of the strengths and potential value of this program. The HTF offers the following examples of areas where this could be achieved:

- The Honors Program serves as an incubator for innovative pedagogy, by allowing faculty the opportunity to experiment with new approaches, subjects, and pedagogies that, when proven successful, serve as prototypes within the broader curriculum. The opportunity to use the Honors framework as an incubator for additional course innovation, including those that fall outside the bounds of disciplinary constraints, could be advertised to faculty in general. Such opportunities could help to attract and retain faculty and to assist junior faculty in enhancing their Promotion and Tenure portfolios.

- The success of the Honors Undergraduate Research Program could be employed by the University Grants Development Office as both a model for successful grant proposal writing for undergraduate research as well as a vehicle for additional grant proposal development.

- A robust Honors Program would further enhance Cal Poly’s proven ability to attract top students. Given the number of out-of-state students in the Honors Program, the HTF believes this could help to increase out-of-state and, generally, more diverse applicants.

- Nationwide, it has been shown that strong Honors Programs can attract major donor funding to campuses. Here in California, several Cal State institutions have been the recipients of major

1 The subsequent academic year, 2009-2010, marked the beginning of major budget cuts to the program.
gifts tied to their Honors programs; approximately one quarter of honors programs within the CSU have dedicated endowments. The Honors Program is a potential magnet for external funding that has not been utilized to date.²

The HTF maintains that if the Honors Program is encouraged to thrive, it will also help the institution to thrive. But these goals cannot be realized by the bottom-up efforts of a partially-funded Honors Director. The initiative must come from an institutional commitment, by which Cal Poly not only recognizes, acknowledges, and embraces the strengths of its programs, but, in addition, leverages those strengths for the greater good of the entire campus.

Next Steps
The HTF is very aware that many of its recommendations depend upon the availability of funding. Therefore, the HTF believes that it is crucial that the program secure sustainable funding for the future and become less reliant upon state funds. As a result, the Honors Program has begun a conversation with University Advancement to secure endowing gifts for the program as part of the capital campaign. Such funding would be used to:

- reestablish the Honors Undergraduate Research Program
- establish an Honors Senior Showcase to share the results of student work
- purchase faculty release time (especially to facilitate team-taught interdisciplinary classes and to develop new courses)
- fund student scholarships³
- support administrative staff and program leadership

The interdisciplinarity embodied in the Honors Undergraduate Research Program remains a defining feature of the Honors Program as a whole. Presently, the program accomplishes this through HNRS 100 (the required introductory course that is currently taught around the theme of sustainability, diversity, and ethics) and through Honors G.E. courses. In the future, the HTF recommends that the program add a capstone course to the Honors curriculum. An Honors capstone class would provide Honors students with a culminating interdisciplinary experience that builds on the foundation laid by HNRS 100 and Honors G.E. courses. Although the capstone course could take various forms, the HTF envisions these seminar classes as interdisciplinary, inquiry-based, and likely project-driven seminars that encourage students to solve real-world problems by drawing upon the breadth of knowledge acquired through G.E. and the depth of expertise developed within their respective majors.


³ Nationally, 75% of honors programs offer scholarships to their students. B.T. Long, Attracting the best: The use of honors programs to compete for students (Chicago, IL: Spencer Foundation, 2002), 10. (ERIC Document Reproduction Service no. ED465355).
In the short-term, the HTF recommends that the program raises its GPA requirement for students to graduate in the program to a 3.5 minimum and correspondingly raise its requirements for underclassmen to remain in the program. The HTF also concluded that the program needs to raise its entrance requirements for freshmen applicants in order to reduce the program to a more manageable size (to approximately 100 students per class).

In its research, the HTF discovered that three-quarters of Honors Programs in the CSU offer priority registration to their students. The HTF believes that such a privilege would strengthen the program and, especially, increase completion rates by enabling students to more easily navigate the curricular requirements of both their majors and the program. The HTF believes that the program meets the requirements outlined by the University Registration and Scheduling Committee’s policy on granting priority registration status and therefore recommends that the program petition the committee to request priority registration for its students.

The HTF recommends that the Honors Program establish an advisory board, comprised of faculty from each college, to assist the director in the implementation of the HTF’s recommendations and to provide a more permanent mechanism for advising the director on matters of policy, curriculum, and development.

In recent weeks the HTF has had preliminary discussions with the UNIV task force (UTF) on the subject of encouraging interdisciplinary education on campus and, in particular, the UTF’s proposal for a Center for Integrative Education that might provide a future home for the Honors Program. The HTF shares UTF’s commitment to encouraging interdisciplinary education at Cal Poly, and recommends that the Honors Program be utilized as both a model and a vehicle for achieving this goal.

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4 The National Collegiate Honors Council identifies such an advisory board as a characteristic of a fully developed honors program. “Basic Characteristics of a Fully Developed Honors Program,” http://nechonors.org/faculty-directors/basic-characteristics-of-a-fully-developed-honors-program/
RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposal for a University Honors Program" and, be it further

RESOLVED: That the attached "Proposal for a University Honors Program" be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Ad Hoc Committee to Study a University Honors Program
Date: January 31, 1995
Proposal for a University Honors Program

The following proposal for a University Honors Program developed from the work of an ad hoc committee appointed beginning spring quarter 1992 by Vice President Koob to consider establishing an honors program at Cal Poly. After reviewing the major literature relevant to honors programs, the committee met regularly to design a program which would fit the needs of students and faculty within the terms of Cal Poly's Strategic Plan.

Description

Objectives

A University Honors Program will provide intellectually challenging opportunities for bright and motivated undergraduate students to enrich and broaden their academic experiences. In addition, Honors courses will stimulate promising students to develop their abilities as fully as possible, encouraging them to develop high intellectual standards, independent thought, logical analysis, and insight into the nature of knowledge.

The Honors Program is additionally designed to help Cal Poly attract and retain diverse and talented students. This core of students will, in turn, contribute to the learning climate at Cal Poly. Faculty will have the opportunity to work with these students in a pedagogically creative environment encouraging close faculty-student interaction. The program will also provide an alternative to current GE&B requirements, setting an example of academic excellence and providing an opportunity for curricular experimentation which, when successful, can be incorporated into the broader GE&B curriculum.

Students in the University Honors Program will elect Honors sections of General Education and Breadth courses as freshmen and sophomores, and participate in Honors Colloquia as juniors and seniors. The program, designed primarily at its inception for entering freshmen, will provide a coherent program of instruction for its students. Once initiated, the program will make efforts to accommodate transfer students.

The committee included Linda Dalton (City & Regional Planning), Gary Field (Graphic Communication), Ed Garner (Mechanical Engineering), George Lewis (Mathematics), Ed Mayo (History), Diane Michelfelder (Philosophy), Walt Perlick (Business Administration), Bill Rife (Chemistry), Dave Schaffner (Agribusiness), and John Harrington, Chair (English).
Experience at other universities suggests that about 25 percent of those eligible will enroll in an Honors Program. The program would begin with approximately 50-60 students. Once the program is fully established, the graduates will number about 100 per year. Students would be admitted independently of their selection of a major at Cal Poly. Some students would enter the major in the traditional way as freshman, also entering the majors. Those undeclared majors who maintain the standards of the program and who have met lower-division requirements for a chosen major would be guaranteed admission to the major of their choice by the beginning of their junior year. During the advising process, all students would be strongly encouraged to declare a major by the end of their freshman year.

Catalogue Description

Cal Poly’s undergraduate Honors Program combines special educational opportunities for talented students with a coherent General Education and Breadth option integrating lower-division course work and upper-division colloquia. Honors courses challenge and stimulate students to develop their intellectual abilities to the fullest. Students may enter the program as freshmen with declared majors or as undeclared majors with admission to the major of choice by the beginning the junior year. * Successful completion of the program will be noted on the student’s transcript.

*Students seeking admission to majors with special portfolio admissions will need to follow regular procedures for those majors.

Publicity

A brochure fully describing the Honors Program will be prepared by the Director of Honors to inform prospective students of the various features of Honors at Cal Poly. Additional information about the Program will appear in the expected places such as the catalogue, advisory mailings, and the class schedule.

Program Requirements

The curriculum for entering freshmen and sophomores will emphasize integration of coursework for GE&B. During the junior and senior years various colloquia will encourage application of the fundamentals learned during lower-division coursework. Upon entering the program, students must take at least one Honors course or sequence in two of every three quarters during the freshman and sophomore years. Fifty or more quarter units of designated Honors coursework must be completed to earn an Honors diploma. Faculty from each college will cooperatively design courses, and courses linking technology to the liberal arts and sciences will be encouraged in formulating curriculum. Flexibility and innovation will be major premises in developing the program, including the possibility of traditional tutorial arrangements if appropriate.
Freshman and Sophomore Years

Cal Polyps current GE&B program requires 79 units of coursework, including 12-units at the upper-division level. Because the honors curriculum will emphasize writing, speaking, and critical thinking in small classes, students will receive one unit of additional Area A credit in each of the subject-matter courses of other area courses. Consequently, the 14 units of Area A may, in effect, be exempted from these students' GE&B requirements. All Honors courses will focus on subject matter and, where possible, courses will link various areas of knowledge. All courses are expected to be intellectually rigorous. Also, the program will encourage courses incorporating field trips (to museums, sites, or performances, for example), activities, and liaison with the community. All honors coursework will apply to designated GE&B requirements should students leave the program.

Junior and Senior Years

Students will earn at least 12 units of flexible upper-division GE&B colloquia credit during four or more separate quarters during the junior and senior years. Each colloquium will be designed to earn up to four units of credit, and each will focus on a theme or issue developed by participating faculty. Efforts will be made to link colloquia with ongoing series involving speakers, public performances, or other activities sponsored by various campus programs.

Implementation

The Honors Director, with consultation and approval of the Honors Council and the department chairs, will solicit ideas for new courses from the faculty. These new courses shall fulfill the goals of GE&B but will be given flexibility in achieving these goals. Linked courses will particularly be encouraged to demonstrate the interconnectedness of knowledge. Some sample suggestions from the committee: The Nature and Implications of Darwinism (taught by faculty from the humanities, the sciences, and the social sciences); A Comparison of the Uses of Language in the Humanities, in the Sciences, and in the Technological Disciplines (taught by faculty from the respective areas); Great Traditions of the World (studying the art, music, literature science, and technology from a specific time period).

Proposals for Honors courses will be approved by the Honors Council. A special liaison with the Senate Curriculum and GE&B Committee will be established to allow the flexibility and timeliness needed to develop and implement honors curriculum and establishing procedures for a biannual review.

Honors courses will usually be limited to 18 students. Each Honors course will have an Honors designation (listed in the course catalogue), and course descriptions will indicate which areas of GE&B each course fulfills. Extensive writing will be expected in all courses, and major papers for each course will be kept in the student's file in the Honors office.

With the concurrence of their department chairs, Honors students may elect to complete an Honors Thesis in lieu of a Senior Project. Such projects may involve joint supervision of departmental and honors faculty.
Eligibility

Admission

To be eligible for the program, a student must meet at least two of the following criteria:

a. SAT (combined Math & Verbal) of 1200 or higher.
b. Upper 10 percent of high school graduating class.
c. 3.5 grade point average at Cal Poly for at least 15 units of coursework.
d. Two or more Advance Placement scores of 4 or 5.
e. Permission of the Director of the Honors Program.

However, an application from any student will be considered in terms of its individual merit. Any student interested in joining the program may submit other supporting evidence, such as recommendations from previous instructors or documentation that shows the ability to work independently at complex intellectual tasks.

Maintaining Eligibility

Students will be expected to achieve a GPA of 3.0 during their freshman year and to earn a cumulative GPA of 3.3 or higher to graduate with Honors. Participants will be reviewed annually to ascertain that their academic work shows satisfactory quality and progress. After talking with students deemed deficient, the Director will make retention recommendations to the Honors Council. Students disqualified from the program may petition for readmittance when they meet appropriate criteria.

Transcript Notations

Honors students will have "Honors Program" noted on their transcripts. Graduation from the program will be noted on the student's diploma. (Currently, graduates earning honors for academic excellence have the following notations on their diploma: Summa cum laude (3.85 gpa); Magna cum laude (3.70 gpa); and Cum laude (3.50 gpa). Consequently, as in most universities distinguishing graduation in an Honors Program from graduation with academic distinction, we can maintain the distinction with the current language. A student may graduate Summa cum laude, with Honors.)

Honors Dormitory

An effort will be made to provide identified housing for the Honors Program. Freshmen Honors students would be invited to live in a designated dormitory complex in a space sequestered for the program. Following common practice for Honors dormitories, approximately 40% of the students living in the Honors dormitory would be students not participating in the Honors Program. Such an arrangement would enhance intellectual exchange and provide a sense of identity to Honors students. In addition, the space within the dormitory would allow speakers, and perhaps colloquia, in a familiar and comfortable setting.
Program Administrator

Program Director

The Director of the Honors Program will oversee the program and will be the principal advisor for Honors students with undeclared majors. Based upon a recommendation forwarded by the Honors Council, the Vice President for Academic Affairs will appoint the Director to a three-year renewable term. The Director will report to the Vice President for Academic Affairs.

Honors Council

The Honors Council will provide oversight and will be the source of university policy governing the program. The Council will consist of the Director of the Honors Program (ex officio), one faculty member from each College (serving three-year, staggered terms) including one representative from the Curriculum Committee and one from the GE&B Committee, three Honors students (serving one year, renewable terms), representatives from SAS, from Admissions, from Academic Records (all three ex officio), and from the Vice President for Academic Affairs (usually the Associate Vice President). Based upon recommendations from the Faculty Senate, faculty members will be appointed by the Vice President for Academic Affairs in consultation with the Honors Director. Students members will be elected by Honors Students.

The Honors Council will approve Honors courses and colloquia, evaluate the program periodically, and advise on matters important to the program.

Honors Faculty

Honors Faculty will be selected jointly by the Director of Honors and the chairperson of the department offering appropriate courses. Faculty will be selected on the basis of their ability to work collectively with faculty in other disciplines, to foster intellectual growth, and to work individually with students. Faculty will be provided with a supportive environment for working with students and will be encouraged to involve themselves at various stages of the development of students. The Honors Faculty will develop curriculum and propose colloquia Participation in Honors should be viewed as a positive factor in RPT decisions.
State of California
Memorandum

To: Jack D. Wilson, Chair
   Academic Senate

From: Warren J. Baker
      President

Date: 03/31/95
Copies: R. Koob

Subject: Academic Senate Resolution 434-95 Resolution on a Proposal for a University Honors Program

I was pleased to receive the Academic Senate's Resolution on a Proposal for a University Honors Program and will by copy of this memo ask Vice President Koob to oversee its implementation.

This new program promises to encourage the enrollment and retention of diverse, highly motivated students. They will find in it an opportunity to explore a variety of modes of learning and to gain an appreciation for the interconnectedness of knowledge in learning contexts crafted carefully to promote creativity and intellectual rigor. As a seedbed for innovation in teaching and learning the program promises to enrich the entire university. I would like to congratulate the faculty for its development. It is yet another example of the faculty's commitment to our students and to the tradition of quality undergraduate instruction at Cal Poly.
## CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

### ACADEMIC SENATE SENATORS
2013-2014

(by college/area)

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>DEPT</th>
<th>OFFICE</th>
<th>@calpoly.edu</th>
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<td>C&amp;RP</td>
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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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<thead>
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<tr>
<td>Armstrong, Jeff</td>
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<td>President’s Ofc</td>
<td>jarmstro</td>
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<td>Colombini, Jason</td>
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<td>Fernflos, Rachel</td>
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<td>(Philosophy)</td>
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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

*Willing to chair
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

CAMPUS PLANNING COMMITTEE – 2 representatives, 2 vacancies
Beverly 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 Panda, 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:

*Willing to chair
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.

*Willing to chair
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

*Willing to chair
Nominations Received for 
2013-2015 Academic Senate Committees 
Committees highlighted in blue have more than one nominee 

College of Agriculture, Food and Environmental Sciences 

Doris Derelian, Food Science & Nutrition (received after the deadline at the request of the Academic Senate Chair) 

The BLRP Committee has been an important group to discuss and consider key budget issues important to the faculty and thus the Senate. I served on the committee several years ago and would like an opportunity to rejoin them as so many new budgetary considerations are before us. For example, the newly implemented Student Success Fee is among the more interesting additions to deliberate. With the changes in administration and the movement toward a more fully shared governance role for monetary decision-making, it would be a pleasure to serve in this capacity. 

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 further understand the planning and budgeting process of the University so I can utilize 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 

*Willing to chair
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.

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/academicsenate-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.

*Willing to chair
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 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 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 Principal 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 is a large component of sustainable principles.

*Willing to chair
Scott Kelting, Construction Management (6 years at Cal Poly) Tenure track, Incumbent (received after the deadline)

My goal is to become a faculty member and educational leader of the highest quality, making an outstanding contribution to the University. At this time, my scholarly goals involve research about the decision making process related to sustainable learning environments. I recently completed my dissertation for my doctorate degree at UCSB. My dissertation is a retrospective case study designed to research the decisions made during the design, construction and post occupancy phases of a new higher education facilities project, as characterized by the educational leaders and key stakeholders. One area of focus is the decisions made about green building.

I am a LEED accredited professional and have been a board member of the USGBC's local chapter focused emerging green professionals. I have worked with students to establish an interdisciplinary student club in collaboration with the USGBC. Some of the club activities are to bring industry to speak on campus, prepare students to become LEED accredited, and attend the USGBC’s Green Build Conference.

I recently developed a new GE area F course titled “Sustainability in the Built Environment.” I have also obtained the National Association of Home Builders (NAHB) Certified Green Professional (CGP) designation and train the trainer designation. I am currently teaching the NAHB CGP designation to Cal Poly students in the CM425 course. 32 students will gain this designation during Spring Quarter 2013. These two designations allow me to provide industry with the proper training to obtain the NAHB CGP designation. Additionally, I am actively involved in the CAED Materials and Technology task force. I am confident I can add value as a contributing member of the committee.
Moreover, I active in questioning both sides in an 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, 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.

**College of Liberal Arts**

**DISTINGUISHED TEACHING AWARD COMMITTEE**

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 write to apply to the Distinguished Teaching Awards Committee in recognition of the tremendous value 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

*Willing to chair
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. I also teach a large lecture class in the Business Silo once a year where upwards of 15 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.

**FAIRNESS BOARD**

**Brian Kennelly, Modern Languages & Literatures (6.5 years at Cal Poly) Tenured, Incumbent**

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

**GRADUATE PROGRAMS SUBCOMMITTEE**

**Shelley Hurt, Political Science (4 years at Cal Poly) Tenure track**

I write to apply to the Graduate Program Subcommittee in recognition of the importance and growth of graduate education on the Cal Poly campus. In particular, I enjoyed graduate level teaching and advising in the Department of Political Science with numerous students from the Master's in Public Policy Program. Since I arrived at Cal Poly in the Fall of 2009, I've worked closely with graduate students on their research papers for my classes, taken them to academic conferences in order to present their research, and worked with several of them on independent studies. I also work closely with several MPP students as they serve as my Teaching Assistants for a jumbo GE course I teach. I am also currently serving on a dissertation committee for a sociology doctoral candidate at UCLA. These various experiences demonstrate my commitment to graduate students and graduate student programs on campus and in general. I would thoroughly enjoy participating in the activities of the Graduate Program Subcommittee to ensure the best possible opportunities for success with the graduate students across the Cal Poly community. I am especially interested in seeing graduate programs grow and be strengthened for the betterment of students and faculty.

**Elizabeth Lowham, Political Science (5.5 years at Cal Poly) Tenure track, Incumbent**

I have directed the Master of Public Policy program at Cal Poly for 5.5 years. During that time, I have worked with my colleagues to re-design parts of the curriculum to better position our graduates and Cal Poly to be competitive. I have a working knowledge of graduate curriculum from the program perspective. I have also worked on the Graduate Programs Subcommittee for the past two years. While at times the workload seemed daunting (I can't imagine what the whole Curriculum Committee looks like), I have appreciated the opportunity to get a different perspective on graduate education at Cal Poly. I have also appreciated the opportunity to know what other colleges and programs are working on. I'd like to continue working with the GPS to ensure high academic standards, to help promote creative and successful graduate programs, and to continue to build cross-college relationships with other faculty interested in graduate programs.

**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

*Willing to chair
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 Keif 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.

College of Science and Math
CURRICULUM COMMITTEE

FACULTY AFFAIRS COMMITTEE

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 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 SUBCOMMITTEE
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.

FACTORY AFFAIRS COMMITTEE 2013-2014

FAIRNESS BOARD
Jean-Francais 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

Professional Consultative Services

BUDGET AND LONG RANGE PLANNING COMMITTEE
Benjamin Meoz, University Housing (1 year at Cal Poly)
Cal Poly's faculty have shown great support for the efforts of the Learning Communities facilitated by University Housing. I would like to continue to grow the collaborative experiences between non-academic professional staff members and faculty members at Cal Poly by serving on the Budget and Long-Rang Planning Committee. I also feel that if indeed Cal Poly is put on the course towards the semester system I can offer input based on my experience working in student affairs and student services at semester institutions such as Cornell University and the University of Vermont. I would like to be able to help identify new opportunities and redundant initiatives in both the academic and non-academic areas of Cal Poly in order to continue building programs that enhance and complement one another rather than compete.

CURRICULUM COMMITTEE

DISTINGUISHED SCHOLARSHIP AWARD COMMITTEE
Brett Bodemer, 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 usher criteria changes through the Senate last year, under my leadership we did submit new procedures. This year we are

*Willing to chair
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.

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.

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.

GE GOVERNANCE BOARD 2013-2014

Charlotte Rinaldi, Career Services (17 years at Cal Poly)

It is with great interest that I submit my candidacy to serve as the PCS representative on the Academic Senate's General Education Governance Board. Dramatic changes in the global economy have led U.S. and state governments toward a more "training"-based philosophy of education. This comes just when graduates need — and employers demand — higher emotional I.Q., stronger communication skills and intercultural awareness, all direct results of a broad-based General Education curriculum. As a Career Counselor in constant contact with students' prospective employers and opportunities, I help students understand and articulate the value of GE-based competencies, knowing these are what will separate them from more narrowly educated peers.

In respect to the General Education Governance Board, I have much to contribute. I am knowledgeable about education policy, in-demand employment skills and the Cal Poly curriculum. More importantly, I can contribute unique perspective in discussions surrounding coursework — one based on fourteen years of professional experience dealing with students' preparation for the world of work.

*Willing to chair
Finally, I am equipped to perform the functional responsibilities required of committee members. As lecturer for the School of Education, I have aligned learning outcomes outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and Council for the Advancement of Standards in Higher Education (CAS) with my course syllabus and curriculum. In 2011 Career Services conducted a self-assessment of services based on CAS standards. Here I had the opportunity to gather information, evaluate program effectiveness and make recommendations for improving student learning/development. Serving as the Career Counselor for the College of Liberal Arts and the School of Education, knowledge of both GE and major-specific curriculum requirements has been essential, as has the development of strong working relationships with faculty and professional staff within related major departments.

With an understanding of the value of General Education coursework from both student development and employment-readiness viewpoints; experience evaluating curriculum and programs through learning outcome and standards-based requirements; as well as a strong familiarity with GE requirements and University faculty, I believe I have a great deal to offer the General Education Governance Board. It would be a pleasure to serve alongside current Board members, contributing to the review and assessment of Cal Poly's GE curriculum.

GRADUATE PROGRAMS SUBCOMMITTEE

GRANTS REVIEW COMMITTEE
Jeannine Scaramozzino, Library (5 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 feel certain 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.

INSTRUCTION COMMITTEE

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 Collections' 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 with 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 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 affect on the environment; and development 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

*Willing to chair
stakeholders. As a librarian, I have the ability to act as a non-partisan mediator for this variety of interests, and because I work jointly with students and faculty, I believe there is great potential for combining ideas and passion from both perspectives.

As the incumbent, I have 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.

Linda Vanasupa, Materials Engineering (22 years at Cal Poly) Tenured
I have had the dubious pleasure of being involved in a number of teaching and learning innovations, some that were adjecent failures and some that would be considered successful. My interest in serving on this particular committee stems from my desire to use my experience to responsibly participate in the university community around questions of curricular innovation. I am not exactly sure that this committee is where I can contribute, but I humbly offer myself in the hopes of holding an intellectual integrity and open-mindedness. (Member of the GE governing board)

*Willing to chair*
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* 4 WTUs from Academic Programs  
** 2 WTUs assigned to Dustin Stegner on 11.16.12  
04.23.13 (gg)