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:  

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
Honors Task Force
May 21, 2012

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 reinstated 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.4

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/](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.

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1 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 coursework 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 Poly's 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 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)  

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### PROFESSIONAL CONSULTATIVE SERVICES (5 representatives)

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

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

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

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

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

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 7 representatives, vacancies for CAED, CLA, CSM
Lonny Simonian, Construction Management, CAED (10 years at Cal Poly) Tenured
I am interested in being the CAED representative on the Intellectual Property Review Committee. I am a tenured Associate Professor in the CAED Construction Management department. My academic accomplishments include:

*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 understand the planning and budgeting process of the University so that 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
Willing to 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 acadsen comm/faculty affairs) "The scope of faculty procedures and policies coming within its purview includes standards and criteria concerning appointment, promotion, tenure, academic freedom, leaves of absence, retention, professional relations and ethics, research, grievances, 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 their lifelong learning. As an engineer teaching in the CAED, I have made a conscious effort to integrate my research interest and teaching responsibilities, which extend across college boundaries. I am currently serving as the Primary Investigator on a grant funded by the U.S. Department of Homeland Security and have recently completed work on the following sponsored projects: "Investigating economic and environmental impact of biomass conversion plants", "Best practices for photovoltaic installations", and "Electrical vehicle charging safety standards."

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

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

SUSTAINABILITY COMMITTEE

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

*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.

College of Engineering

BUDGET AND LONG RANGE PLANNING COMMITTEE
William Ahlgren, Electrical Engineering (14 years at Cal Poly) Tenured *
I am interested in the strategy for public higher education in California, especially how to fund it; and how
the Master Plan for Higher Education first implemented in 1960 needs revision in view of lessons learned
over the past 50+ years. I am interested in planning on multi-decade time scales. I am interested in using
this Academic Senate Committee as a platform for launching a seminar that will draw upon the expertise of
Cal Poly and perhaps other CSU and UC faculty members to address the complex issues facing public
higher education in California.

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

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

DISTINGUISHED TEACHING AWARD COMMITTEE 2013-2014

FACULTY AFFAIRS COMMITTEE

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

As a current member of the Fairness Board, I have never missed a meeting that involved hearing a case.

*Willing to chair
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). I am capable to make wise decisions when evaluating requests for State Faculty Support Grants, special leaves for research, and creative activities. (2). 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, elearing) 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, but I also teach a large lecture class in the Business Silo once a year where upwards of 215 students enroll. I hope that this variety of teaching and advising experience will help me serve as a valuable member of this important committee so that I can participate in acknowledging my colleagues’ dedication to their profession.

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 conference 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.

Ultric 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

*Willing to chair
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.

**Faculty Affairs Committee 2013-2014**

**Fairness Board**

**Jean-Francois Cogent, 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-Range 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**

**Distinguisshed 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
hopping 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 Collection’s collecting strengths is the environmental history of the region. Environmental history is closely tied to and documents sustainability efforts around region. Having said that, the University Archives is our largest collection and it documents the history, development, and growth of the institution and campus. One area that is documented only secondarily is sustainability activities and efforts on campus. Serving on this committee would provide me 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 adjec 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*
## 2013-2014 Committee Chairs

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<tr>
<th>Committee</th>
<th>Chair 2012-2013</th>
<th>Chair Since</th>
<th>Possible Chair 2013-2014</th>
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<td>Samuel Frame</td>
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<td>William Ahlgren</td>
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<td>Bryan Mealy</td>
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**Total Assigned**

24.5 76.5 76.5 74.5 74.5 73.5

* 4 WTUs from Academic Programs

** 2 WTUs assigned to Dustin Stegner on 11.16.12

04.23.13 (gg)