



Academic Senate

805.756.1258

<http://academic senate.calpoly.edu/>

Meeting of the Academic Senate Executive Committee

Tuesday, September 18 2012

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

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs:
 - E. Statewide Senate:
 - F. CFA
 - G. ASI:
- IV. **Business Item(s):**
 - A. Resolution on the Proposal for the Establishment of the Institute for Advanced Technology & Public Policy: Blakeslee, CA senator/Piirto, CAFES professor (pp. 2-12).
 - B. Appointment of nominees to the search committee for Executive Director for Campus Diversity and Inclusivity (pp. 13-14).
 - C. Appointment of nominees to the Quarters-to-Semesters Task Force (pp. 15-16; names will be provided at the meeting).
 - D. Appointment of CSM faculty member to the Academic Senate for 2012-2014 (p. 21).
 - E. Resolution on Conflict of Interest in the Assignment of Course Materials: Stegner, chair of Instruction Committee (pp. 17-19).
 - F. Appointment of nominees to Academic Senate committee vacancies (pp. 20-21).
 - G. Appointment of nominees to university committees (p. 21).
- V. **Discussion Item(s):**
 - A. Support for the ASCSU resolution on "Support of Proposition 30 on the November 2012 Ballot: Temporary Taxes to Fund Education - Guaranteed Local Public Safety Funding" (pp. 22-23).
 - B. Possible amendments to the Academic Senate *Constitution of the Faculty*: (1) role of Senate Secretary), (2) formula for senators in small units, (3) review of General Faculty membership, (4) voting status for two ASI representatives.
- VI. **Adjournment:**

Adopted:

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

AS-__-12

**RESOLUTION ON THE PROPOSAL FOR THE ESTABLISHMENT OF THE
INSTITUTE FOR ADVANCED TECHNOLOGY AND PUBLIC POLICY**

1 RESOLVED: That the Academic Senate endorse the attached proposal for the establishment of
2 the Institute for Advanced Technology and Public Policy.

Proposed by: Sam Blakeslee, CA senator and Doug Piirto,
CAFES professor
Date: September 18, 2012

PROPOSAL FOR

THE INSTITUTE FOR ADVANCED TECHNOLOGY & PUBLIC POLICY

AT CAL POLY, SAN LUIS OBISPO

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Submitted by Senator Sam Blakeslee, Ph.D. and Doug Piirto, Ph.D.
9/11/2012

INTRODUCTION

To create the next generation of business leaders and entrepreneurs, not just employees, educational pedagogy must evolve to catch up with what is already occurring around the world.

The self-supporting Advanced Technology and Public Policy Institute at Cal Poly will create such a multi-disciplinary learning environment, a setting which will be unique within the university system. Students and faculty who participate in institute activities will be well suited to compete effectively in the 21st century economy and will find themselves in high demand.

The Advanced Technology and Public Policy Institute will a non-partisan institute that creates ideas by strict adherence to established principles of academic freedom, which are key to arriving at the best problem solving knowledge we can have.

In today's 21st Century Economy new businesses excel because they understand the interactions and synergies between new advanced technologies, cultural and social practices and norms, markets, government policy, and public relations. The new compressed timelines for winning in the global marketplace does not allow the old silo approach to business planning and development. Multi-disciplinary teams must simultaneously identify and overcome complex and multi-faceted barriers to entry, often on their first try with no second chances.

This is very different from the world in which old brick and mortar Fortune 500 Corporations would set up insular functions and departments that would communicate with each other slowly, if at all. In that earlier 20th Century economy a captain of industry might spend 30 years moving between departments to acquire the knowledge and skill to run a corporation. Today's entrepreneurs must know how to work effectively and rapidly with experts in multiple disciplines very early in their career if they are to rise to the top of the organization.

Notwithstanding these remarkable changes, most institutions of higher education have evolved at a markedly slower pace. In fact a student attending an average CSU in 1990 would detect little change in how educational services are delivered today. Cal Poly stands out as one of the few that has continuously evolved to keep up by utilizing their Learn by Doing model. However, more can be done to integrate this multi-disciplinary approach within the university.

MISSION

The Advanced Technology & Public Policy Institute will create unique educational experiences that provide world-class learning and research opportunities for Cal Poly students and faculty while advancing the University's statewide standing and prestige for its ability to constructively engage on cutting edge policy challenges facing California.

FUNDING

The self-supporting Advanced Technology & Public Policy Institute will funded through fundraising.

GOALS

- Increase Cal Poly's Recognition and Reputation: Cal Poly is operating in a highly competitive academic arena in which there is a high demand for the nation's best and brightest faculty and students. Although already respected as a superb institution of higher learning, Cal Poly has the potential for rivaling such world-renown universities as U.C. Berkeley, Stanford, and CalTech. By providing new innovative high-quality programs that are unique and distinct from those offered by competing institutions, Cal Poly can enhance its reputation as being a high-impact leader in the field of higher education.
- Improve Cal Poly's Ability to Attract Private and Public Support: Across the nation state governments are struggling to provide sufficient resources to enable higher education to keep up with ever increasing costs. As a result, many Universities are raising tuition, lowering enrollment, and seeking increased private and public sector donations and grants to support high-quality and high-cost programs. Although Cal Poly has historically been successful in its fundraising efforts, the competition for scarce resources continues to grow. To increase the University's fundraising opportunities Cal Poly can cultivate targeted program offerings that inspire and motivate donors and grantors to invest even more generously in the institution.
- Advance Faculty Scholarship, Professional Development, and Personal Satisfaction: Most faculty are attracted to their academic fields due to their personal passion for knowledge, learning, and teaching. To ensure that Cal Poly faculty maintain their excitement for academic pursuits throughout their careers the University benefits from providing opportunities for advanced scholarship and pedagogical development. Though difficult to quantify, probably no other factor plays a larger role in a student's learning experience than a professor who is energized and informed through exposure to cutting edge ideas and thought leaders.
- Train Tomorrow's Leaders: Although many Universities are happy to simply graduate their students and hope that they will be gainfully employed, Cal Poly can realize its goal of graduating future entrepreneurs, captains of industry, and leaders in public service who have the potential to change the world in which they will operate. One need only review the resumes of such leaders to find that institutions such as Columbia, Harvard, Berkeley, Stanford and others are frequently the launching pad for their impactful careers. Cal Poly has the potential of producing future generations of such leaders. Doing so not only greatly enriches the lives of its current student population, but also creates cohorts of life-long ambassadors who provide valued civic benefits and later support of the University's mission.

STRATEGIES:

1. Establish a University wide Institute that forges relationships between leaders in the public, private and academic arena to promote whole-systems thinking to explore solutions to current technology-driven policy challenges.

2. Utilize Cal Poly's Learn by Doing methodology to provide students with "hands-on" learning experiences that enhance student fulfillment and success while increasing future employability, especially for positions of leadership.
3. Support the Teacher-Scholar Model within the Institute to provide opportunities and funding for integration of faculty research, teaching, and scholarship in all six colleges (College of Agriculture, Food, and Environmental Sciences, College of Architecture and Environmental Design, College of Engineering, College of Liberal Arts, Orfalea College of Business, College of Science and Mathematics).
4. Publicize and promote Cal Poly's capacity to make a significant impact on relevant cutting edge issues that affect the California economy and public policy.

STRATEGY #1: Forge Relationships – Whole System Thinking

- **WHOLE SYSTEM THINKING:** The Institute will forge relationships and partnerships in three broad areas that bring together leaders in public policy, academia, and the private sector. Participants from each of these sectors will be identified from the entities such as the following:
 - Public Policy: State Legislature, CA. Public Utilities Commission, CA Energy Commission, CA Air Resources Board, State Water Board, CA Department of Food and Agriculture, CA Department of Forestry and Fire Protection, etc.
 - Private Sector: Tech-Net, Silicon Valley Leadership Group, Tech America, BioCom, BayBio, etc.
 - Academia: Interested faculty and students from the six colleges who would like to engage in institute activities are welcome and needed (College of Agriculture, Food, and Environmental Sciences, College of Architecture and Environmental Design, College of Engineering, College of Liberal Arts, Orfalea College of Business, College of Science and Mathematics)

STRATEGY #2: Learn by Doing – Teams & Curriculum

Problem solving in the 21st-Century Innovation Economy requires the ability to operate in cross-disciplinary teams that facilitate seamless communication and coordination with those who have expertise in areas such as science & technology, public policy & ethics, social and cultural practices and norms, finance & strategic planning, marketing & communications.

- **TEAMS:** Annually conduct a two-quarter Institute Fellows Program for students and faculty (when possible, use upper division special topics courses) in which students from diverse disciplines are organized into teams to tackle advanced technology challenges that exist at the cutting edge of current public policy development.
 - Institute Student Fellows will be nominated by colleges/departments and then formed into cross-disciplinary teams as is done in MBA programs to work on a specific

whole-solution approach to an identified advanced-technology public policy challenge. Examples of such topics include:

- Integrated Water Sensor and Control Systems for Water Conservation in Agriculture
- Cellulosic Biofuels for Transportation
- Genetically Modified Organisms in foods, pharmaceuticals, and consumer products
- Desalinization Systems for Fresh Water in Water-Limited Coastal Communities
- Fuel Cell, Co-Gen, and Renewable Distributed Generation in Manufacturing, Agriculture, and Institutional settings
- Green Building Technologies and Material Science for Residential and Commercial Construction
- Waste to energy solutions
- Solar/Distributed Energy
- Cyber Security

EXAMPLE #1: Water Conservation

The state's current approach to regulating agricultural water runoff is widely criticized by the agricultural community as being costly, cumbersome, confusing, and largely an exercise in monitoring, measuring, and documenting agricultural activities rather than actually improving water quality.

Recent advances in technology are now allowing sensitive tensiometers to measure soil adhesion as a proxy for moisture content. Spikes with multiple sensors can measure moisture in a 3D grid at targeted depths across the entirety of a planted field. These sensors can wirelessly send moisture data back to a central control system on a continuous basis. That system can then turn drip irrigation systems on and off in a manner that optimally wets the field at the proper depths and times for the specific crop that is being grown.

In the near future, this technology could conceivably be integrated into the state's regulatory and public policy strategy with the following benefits.

- Reduced use of water for agricultural operations
- Improved crop yields due to optimal wetting during key growth phases
- Minimized silt runoff from fields into nearby sensitive riparian habitats
- Minimized conveyance of nitrate-laden fertilizer residue from the crops into the aquifer used for drinking water

Although this technology may not yet be fully ready for deployment in all applications, the concepts are showing enormous promise.

A thoughtful analysis involving students with backgrounds in technology, agriculture, computing, business, public policy, sociology, and communications could devise important proposals that could drive thinking of the state's policy makers while helping grow new jobs and lowering costs for agricultural operations.

EXAMPLE #2: Google Government

Accountability measures have passed both the Legislature and the ballot which require increased transparency in how the Legislature conducts its business. Proposition 122 limited the ability of the Legislature to hold closed meetings by either the full body or its committees. The Legislative Open Records Act allows interested persons to inspect legislative records. Additionally, the Legislature passed the Bagley Keene Act which states, "The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created."

Despite these measures, the Legislature continues to conduct its business largely outside of the public's eye. Every year thousands of bills are presented during hundreds of committee hearings. While most hearings are technically open to the public, only some are broadcast and the archived record is limited and difficult to obtain.

Currently, if a member of the public wishes to review a specific legislative hearing, they must submit a written request under the Legislative Open Records Act, specifying the date and location of the hearing. The file is then located and copied onto a DVD which is then mailed to the requester. This process may take days or weeks to complete. However, there exists no mechanism for a member of the public to look back through a search tool for specific issues, language or a particular exchange.

Emerging technologies are allowing for more automated capture, transcription, archiving and searching of information than ever before. An online searchable database of Senate and Assembly hearings would revolutionize the public's ability to participate in and influence the legislative process.

Just as students from Stanford University launched California Common Sense using information technology to open up the state's finances, Cal Poly students could be on the cutting edge of developing technological applications that bring the full record of legislative deliberations to the public's fingertips, allowing the public to easily 'Google Government'.

- First Quarter: lectures and readings
 - On campus presentations by Cal Poly Institute Faculty Scholars with expertise in the relevant subject areas for the problem addressed in this quarter
 - On campus presentations by experts in public policy and government including current and former elected officials and agency experts
 - On campus presentations by technologists and industry leaders including venture capitalists, clean-tech entrepreneurs, and established companies
 - Readings and analysis of case studies of examples of how advanced technologies encountered support or opposition when they raised the potential of affecting existing markets and public policy.

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- Second Quarter: Fellow Proposals
 - Each Student Fellowship will conclude with written proposals developed by each cross-disciplinary team that describes their strategies for addressing a current real-world challenge in a way that integrates the technological, public policy, social and cultural and public relations/ communications dimensions of the project. Each student will be responsible for writing the chapter that incorporates their expertise in the proposal.
 - Written proposals will be provided to affiliated Institute Fellow Faculty, participating legislative offices, policy makers, and corporate partners to help advance the discussion beyond the walls of the University
 - For participating students the student contribution to the proposal can possibly serve as a basis for the student's Senior Project and/or later graduate work. Upon completion of the second quarter, Student Fellows will receive a non-degree or Cal Poly unit certificate of accomplishment.
- Institute Student Leaders – Interns and Stipends for Certificate Bearing Student Fellows
 - Obtain work experience with industry and public sector partners at their workplace
 - Conduct follow-on research through continued development of their Fellow Proposal
 - Mentor current-year students in the Fellows Program
 - Investigate and identify grant opportunities in private and public sector
 - Work with Institute Faculty Scholars to assist with grant writing for funding with other non-profits, educational foundations, state and federal agencies.
- Future Growth Possibilities:
 - Graduate student involvement in Institute projects
 - Paid summer research work for faculty and students

STRATEGY #3: Teacher-Scholar Model

Cal Poly faculty members from all six colleges are key. They will bring invaluable insight, expertise, and pedagogical experience to all aspects of the Institute's functioning. Possible contributions range from developing methodologies for selecting problems to address with students, participating in course design, and advancing their own scholarly knowledge and expertise. Working with the Institute, Faculty Scholars can strengthen implementation of the teacher-scholar model at Cal Poly in several ways:

- Establish **Faculty Scholars program** which provides research and teaching opportunities to Cal Poly faculty who wish to participate in the Institute. May establish a grant/stipend program as resources come available.
- Strengthen cooperative ties between Cal Poly, Industry, and State Policy Leaders
- Improve awareness among Industry and State Policy Leaders of Cal Poly faculty research capacity to engage on topical and relevant research issues that have funding
- Improve awareness among Cal Poly faculty of the current pressing research challenges that are being pursued by the private and public sector in California

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- Help network faculty with private and public sector opportunities to conduct grant-supported research

STRATEGY #4: Outreach - Enhance Cal Poly's Reputation

- Conduct publicized annual policy conference addressing cutting-edge problems which highlight Cal Poly's leadership with participation by:
 - World class guest speakers and thought leaders
 - Experienced voices in government, academia, and industry
 - Institute Student Fellows, Institute Student Leaders and Institute Fellow Faculty
- Institute Fellows/Leaders Program for Cal Poly Students
 - Provide a unique learning and resume building opportunity that will serve as a magnet for high-quality students from around the state and nation.
- Expanded Advancement and Fundraising
 - Assemble new networks of Partners and Sponsors from the employer, advocacy, and public policy community
 - Assist in raising funds for Cal Poly Foundation by demonstrating Cal Poly's innovation and forward-leaning programs
- Annual community awards luncheon held locally to recognize student and faculty contributions; and build awareness and local support

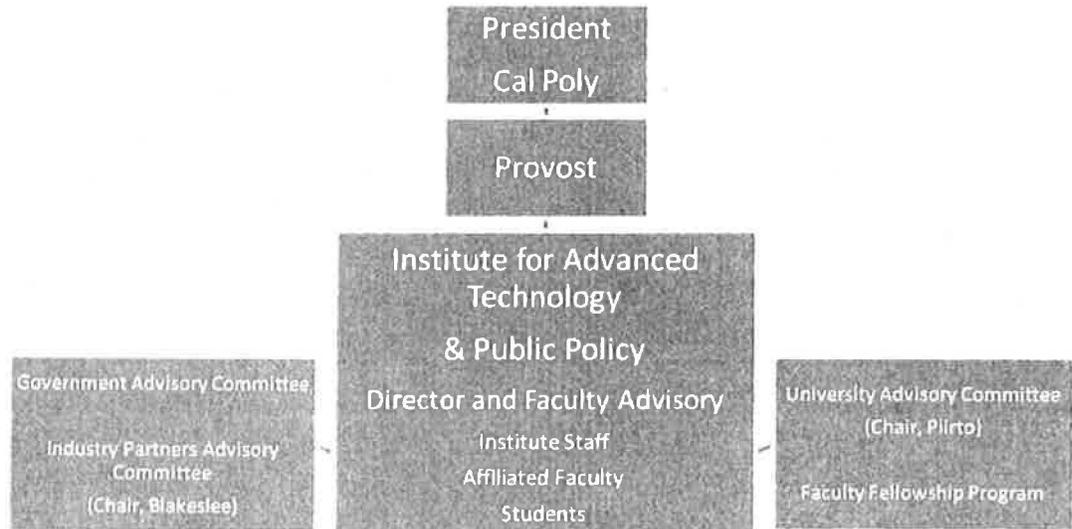
GOVERNANCE & STAFFING

Due to the unique and inter-related nature of the various partners and sponsors, three separate advisory bodies will be constituted to ensure diverse inputs from those with expertise in industry, government, and academia:

- Institute Leadership and Staff
 - Director – Sam Blakeslee, Ph.D. (*volunteer*)
 - Faculty Sponsor, Doug Piirto, Ph.D.
 - Program Director
 - Program Administrator
 - Student Interns
- University Advisory Committee
 - One faculty member from each college
 - Chaired by Dr. Doug Piirto, Institute Faculty Sponsor
- Industry Partners Advisory Board
 - Industry leaders, CEOs/CFOs/CTOs, Technologists from Silicon Valley and Southern California
 - Chaired by Dr. Sam Blakeslee, Institute Executive Director

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- Government and Public Policy Sponsors
 - Government advocates, public policy experts based mainly in Sacramento
 - Chaired by Dr. Sam Blakeslee, Institute Executive Director



ANTICIPATED TIMELINE

- 2012: Finalize requisite authorizations with Cal Poly
- 2013: Establish relationships with key partners
 - Work with faculty and deans to better understand current activities on campus and how Institute can support their efforts
 - Work statewide to identify industry and government partners who would become Partners and Sponsors of the Institute's efforts
 - Based on feedback from campus, industry, and government leaders finalize seminar topics and materials for first-year rollout
 - Work with faculty and deans to identify Student Fellows for first-year rollout
- 2013: Launch first Seminar
 - Fall & Winter Terms
 - Fall Term used to network with Partners and Sponsors, prepare for 2015 Seminar
- 2015: After first Seminar explore the potential to add additional sections
 - Work with interested faculty to empower them to use the model if they have an advanced technology issue they wish to use as a subject around which to build a cohort of students
 - Work with interested faculty to help them obtain speakers and develop their own programs with Institute Partners and Sponsors

COORDINATION WITH UNIVERSITY ADVANCEMENT

In development

EXAMPLES OF INSTITUTES IN CALIFORNIA

Examples of higher-education public policy institutes that utilize the contributions of former elected officials already exist in California's CSU, UC, and private colleges.

- Panetta Institute: California State University, Monterey Bay
 - Founder – Leon Panetta (former Congressman)
- Maddy Institute: California State University, Fresno
 - Board Chair – Dave Cogdill (former State Senator)
- Jess Unruh Institute of Politics: University of Southern California
 - Director – Dan Schnur (former Chair of Fair Political Practices Commission)
- Institute for Governmental Studies: University of CA, Berkeley
 - National Advisory Council – over a dozen top Sacramento lobbyists and advocates in banking, oil, real estate, insurance, technology.

Nominations to Serve on the Consultative Search Committee for Executive Director for Campus Diversity and Inclusivity (Select two nominees)

Denise Isom, Ethnic Studies, CLA

I am interested in serving on the consultative search committee for the Executive Director for Campus Diversity and Inclusivity. As a professor in the Ethnic Studies department with expertise surrounding issues of race, culture, gender, class, and multi-cultural education, as well as research work in the areas of racialized gender identity and race and higher ed., I believe I'd bring a perspective and set of experiences that would assist the university in making such an essential hire.

Rachel Johnson, Academic Advisor – SSP III, CAFES

I am interested in serving on this committee because:

1. I have previously worked a large R1 university (University of Oregon for 9 years) and have seen and experienced the management of diversity issues
2. I am acquainted with the requirements and qualifications of personnel dedicated to diversity in a university setting
3. I am in the CAFES College as a college-level Advisor and therefore I have student interaction as primary role and understand diversity at the student level
4. I am interested in dedicating my service time to this committee, which merits a high level of importance around campus equity and inclusion

Jasna Jovanovic, Psychology & Child Development, CLA

I respectfully request consideration to be a faculty representative on the consultative search committee for the Executive Director for Campus Diversity and Inclusivity. I am a full professor in the Department of Psychology and Child Development. As my program of research and service activities will illustrate, I have expertise in issues surrounding diversity and inclusivity that make me a strong candidate for this committee.

My program of research has long focused on women and STEM (science, technology, engineering and math). Specifically I have conducted research that forwards our understanding of why in the U.S. more females than males drop from the educational pipeline leading to careers in STEM. I have examined this question among young adolescent girls and college-aged women and more recently have focused my efforts on female faculty. I was one of the original co-PI's on Cal Poly's NSF ADVANCE IT-Catalyst grant in 2008. As the head of our leadership team at the time, and the only social scientist on the grant, I had the primary responsibility of designing and executing our data collection efforts. These efforts focused on understanding the factors that influenced the job satisfaction of women faculty on our campus (see Jovanovic & Armstrong, 2009), giving me a bigger picture understanding of the complexity of institutional change. Following my work on this grant I was invited by the NSF ADVANCE program to serve on proposal panel reviews as well as on site visit teams that evaluate the progress of universities that currently have large NSF Institutional Transformation (IT) grants. These experiences deepened my understanding that the "job" of facilitating diversity and inclusivity on university campuses is not easy and requires the "buy in" and joint efforts of many people campus-wide and cannot be the work of one person. I would bring this perspective and sensitivity to the search for Cal Poly's Executive Director.

My current work focuses specifically on underrepresented minority women. To this end, I was invited to speak at NSF's 2011 Women of Color Conclave and was also invited to present the work I have conducted with my colleague Mary Armstrong (formerly of Cal Poly and now Chair of the Women's Studies Program at Lafayette College) at the 2012 Annual Conference of the National Association of Diversity Officers in Higher Education (NADOHE) as part of a symposium entitled, "Underrepresented Groups in STEM: Toward Greater Success." This work is the focus of a grant proposal Mary and I submitted to NSF's ADVANCE program in November. Three weeks ago we were informed that our proposal was recommended for funding. This project will focus on identifying and disseminating successful strategies to support and empower underrepresented minority women in academic STEM positions and includes the cooperation of 19 universities with NSF ADVANCE IT funding and an advisory board of national leaders in the field of women, minorities, and STEM. Consistent with my long-standing commitment to fostering diversity in education, I spearheaded a coalition of Cal Poly faculty and staff dedicated to increasing and supporting diversity on our campus. Together with my steering committee

colleagues in the College of Liberal Arts—Shawn Burn, Kathryn Rummell, Don Ryujin, and Jean Williams—we were able to garner support for the *The Cal Poly Diversity Coalition* that has a membership that includes 19 campus wide organizations and departments, 15 individual administrator supporters, and 58 individual faculty or staff. To date, the coalition played an important active role in promoting consideration of diversity in university hiring decisions. With our new President and Provost in place we feel that our efforts were worthwhile. The original intent of this group was to find a way to bring together the many constituents on our campus who share a commitment to increasing diversity on our campus and in our community; again the notion being that diversity must be the work of many and not just a few.

Finally, I will add in support of my consideration--for what it's worth—that I'm coming off of a year long sabbatical so I come back to Cal Poly energetic and ready to contribute in anyway I can to continuing to make Cal Poly a great place to work for all faculty, staff and students. This renewed energy, combined with my experience both in faculty research and broad institutional involvement, gives me the knowledge and perspective on the importance of diversity for institutional strength.

Elizabeth Meyer, School of Education, CSM

I am writing to express my interest in serving on this search committee. I have completed my first year as a faculty member in the School of Education and am excited to be a part of helping to shape the future of the university. I took part in the President's focus groups last year and want to continue being involved in this exciting process.

I believe I have some valuable professional experiences to bring to this search committee. One of the courses I regularly teach is EDUC 412 Access to Learning in a Pluralistic Society. I will also be teaching an introductory course in Women's and Gender Studies this Winter. My research on bullying and harassment in high schools as well as how to positively transform school cultures starting with school leadership is relevant and applicable in higher education settings. Although my primary focus is on secondary education, the issues of race, ethnicity, class, gender, disability, sexual orientation, language, and religion that emerge in K-12 classrooms persist when students enter university. My goal is to prepare Cal Poly students to embrace and include this diversity in their teaching in order to improve the learning experiences of all students in California schools. I also have experiences working at other universities on diversity issues.

When I was a doctoral student at McGill University, I worked in the newly established Social Equity and Diversity Education office to help develop educational programs for the campus as a whole. I also have two years of experience as a Residence Hall Director at the University of New Hampshire where I had the opportunity to work in Student Affairs on diversity and other student life issues. During that time I also served on the President's Committee for LGBT Issues. I held positions at the University of Colorado, Boulder as the Diversity Programs Coordinator in the Department of Housing and Volunteer Coordinator in the Women's Resource Center while completing my Masters Degree. As you can see, I am deeply committed to finding ways to improve the campus climate and learning experiences for all students and hope that the experience I bring as a high school teacher, student affairs professional, and educational researcher would be of value on this committee. After my first year at Cal Poly I was recognized at the Lavender Commencement Ceremony with the Faculty/Staff Ally Award and I hope to continue being a strong advocate for increasing respect for all forms of diversity on Cal Poly's campus.

Camille O'Bryant, Kinesiology, CSM

It would be an honor and privilege to serve on this committee. I have been explicitly involved with a wide variety of campus initiatives to promote diversity and inclusiveness throughout my tenure at Cal Poly. I was a member of CUCIT (which is now part of the Inclusive Excellence Council and served on the university DLO Assessment Committee. Currently, I am co-chair of the Black Faculty Staff Association (BFSA), a member of the Status of Women Committee, a member of the Athletics Governing Board, a member of the women's and gender studies advisory board, and a member of the consultative search committee for the Vice President for Student Affairs. Having served on the academic senate (2 years as vice chair) and many other department, college, and university committees; I am well aware of the complex organization of this campus and have been involved with many of the initiatives related to promoting diversity and inclusiveness at Cal Poly. I think my professional and personal awareness of and commitment to campus diversity and inclusivity make me an excellent candidate to serve on this committee.

State of California
E-M e m o r a n d u m



To: Steve Rein
Chair, Academic Senate

Date: September 10, 2012

From: Jeffrey D. Armstrong
President

A handwritten signature in black ink, appearing to read "Jeffrey D. Armstrong".

E-Copies:

Subject: Semester Review Task Force

I have established a Semester Review Task Force (SRTF) to explore what would be involved if Cal Poly were to convert to semesters. The SRTF charge is attached for your review and reference. As you can see, the membership calls for the Academic Senate Executive Committee to nominate one faculty member from each college and one Professional Consultative Services member to serve on the Semester Review Task Force.

Would you please provide Mary Fiala, assistant to the chief of staff, with the names and contact information of the Academic Senate's nominees by September 17.

In addition, the membership calls for the chair of the Academic Senate Curriculum Committee and the chair of the Academic Senate General Education Governance Board to serve. Please provide Mary with the name and contact information of the chairs by September 17.

The first meeting of the Semester Review Task Force will be on September 28.

Thank you.

Attachment

SEMESTER REVIEW TASK FORCE

Functions

The Semester Review Task Force is a special task force created by the President for Fall 2012. The Semester Review Task Force is appointed by and reports to the President.

The Semester Review Task Force is charged with exploring what would be involved if Cal Poly were to convert to semesters. At the end of the fall quarter, the chair of the Semester Review Task Force will submit to the President a report of its findings. On the basis of the report, the President will decide whether Cal Poly will convert to semesters. The report will include, but is not limited to, the following:

1. A set of guiding principles to be used if Cal Poly converts to semesters.
2. Expected key curriculum transformation opportunities if Cal Poly converts.
3. A timeline for conversion Cal Poly could meet.
4. An estimated total cost of a conversion.
5. A recommended teaching load for faculty, based on costs and a projected budget.
6. A recommended course load for students, based on graduation rates and expected course credit weights.
7. Expected needs of advisors during and following a conversion.
8. Expected program review and accreditation issues.
9. Expected impact on graduation rates.
10. Expected information technology needs during and following a conversion.
11. Expected admissions, catalog revision, registration, scheduling, and evaluation needs.
12. Expected needs in Student Affairs programming and housing.
13. Expected impact on capital campaign.
14. An overall recommendation – should Cal Poly do this?

Task Force Membership

- Chair, appointed by the President
- Academic Senate Curriculum Committee Chair
- Academic Senate General Education Governance Board Chair
- One faculty member from each college, nominated by the Academic Senate Executive Committee
- One Professional Consultative Services member, nominated by the Academic Senate Executive Committee
- Three students, nominated by the President, Associated Students, Inc.
- One Academic Dean, nominated by the Academic Deans
- Registrar, or designee
- Vice Provost for Information Services and CIO, or designee
- Vice President for Student Affairs, or designee
- Student Affairs staff member, nominated by the Vice President for Student Affairs
- Vice President for Administration and Finance, or designee
- Vice President for Advancement, or designee
- Provost, or designee
- An alumni representative, nominated by the Alumni Association President
- Chief of Staff, ex officio, non-voting

Meetings

Frequency of meetings will be established by the committee.

ACADEMIC SENATE

of

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, CA

AS-####-##

RESOLUTION ON CONFLICT OF INTEREST IN THE ASSIGNMENT OF COURSE MATERIALS

- 1 WHEREAS, Section 244 (F) in the current Campus Administrative Manual (CAM) allows
2 faculty members to accept a royalty of up to 10 percent of the local sale price of
3 self-authored coursepacks.
4
- 5 WHEREAS, The preparation and selection of course materials to be used in a course are
6 usually considered part of a faculty member's regular duties; and
7
- 8 WHEREAS, When a faculty member personally receives a financial benefit from the
9 assignment of course materials, there is potential for a real or perceived conflict of
10 interest; therefore be it
11
- 12 RESOLVED: That, Section 244 (F) in the CAM be repealed, and be it further
13
- 14 RESOLVED: That, faculty members are prohibited from personally profiting from the sale of
15 course materials to Cal Poly students; and be it further
16
- 17 RESOLVED: That, this restriction applies to non-published materials such as coursepacks and
18 lab manuals, in both printed and digital formats; this restriction does not apply to
19 published course materials such as textbooks that are published for general (that
20 is, national or international) use and that have been peer reviewed and
21 copyrighted; and be it further
22
- 23 RESOLVED: That, with approval by the faculty's department, royalties from the sale of course
24 materials to Cal Poly students may be directly assigned to the faculty member's
25 College, Department, student organizations, student scholarship funds, or other
26 University-affiliated entities, as long as the faculty member does not financially
27 benefit from doing so; and be it further
28
- 29 RESOLVED: That, such royalties from the sale of course materials may not exceed 10% of the
30 sale price of the self-authored course materials; and be it further
31
32

33 RESOLVED: That, faculty members are prohibited from selling course materials directly to Cal
34 Poly students regardless of whether or not the faculty members financially benefit
35 from the sale; and be it further
36

37 RESOLVED: That, it is the responsibility of faculty members to comply with all existing and
38 applicable copyright laws in preparation of their course materials.

Proposed by: Academic Senate Instruction Committee
Date: May 15 2012

D. Duplicated Material

Orders for duplicating instructional materials sold to students are to be processed with El Corral Bookstore. Duplication of copyright material must have prior approval of the author or the publisher.

E. Desk Copies of Duplicated Material

The author of any specific instructional booklet sold through the Bookstore may receive desk copies. These desk copies should be requested at the time material is turned in for duplicating.

F. Faculty Nonpublished Text Material

The Foundation, through its bookstore operations, will assist faculty in making available to students various laboratory manuals, lecture notes, or other similar material, to be referred to as "faculty nonpublished text material." The term "nonpublished" is trade terminology meant to define an instructional publication not published through regular publisher channels.

This service will be accomplished by providing interested faculty the logistical means necessary to convert original, faculty-produced materials necessary for classroom use into a final document suitable for sale through the Bookstore.

Faculty nonpublished text material sold through the Bookstore, developed by a faculty member on personal time and utilizing private resources, may entitle the author to a royalty that may arise from the sale thereof, provided the following conditions are met:

1. The faculty author obtains approval endorsement from the appropriate department head and school dean.
2. The "Agreement of Mutual Understanding" between the faculty-author and the Bookstore provides for the royalty payment amount and the conditions under which royalties will be paid.
3. The royalty payment per unit sold shall not exceed 10% of the sale price of the item being sold.
4. All costs of production to the Bookstore will be recovered prior to any payment of royalties. (Failure to sell sufficient copies of the material to offset all production costs, including the normal margin as determined by bookstore management, will result in no royalty payment.)

Nominations for 2012-2014 Academic Senate Vacancies

*Willing to chair committee

College of Agriculture, Food and Environmental Sciences

Distinguished Scholarship Award Committee
Distinguished Teaching Award Committee
Fairness Board
Instruction Committee

College of Architecture and Environmental Design

Budget and Long Range Planning Committee
Distinguished Teaching Award Committee
Fairness Board
Graduate Programs Subcommittee
Grants Review Committee
Research & Professional Development Committee

Orfalea College of Business

Graduate Programs Subcommittee

Joan Lindsey-Mullikin, Marketing (5 years at Cal Poly) Tenured – Incumbent *

I have served on the OCOB Graduate Program Committee for 5 years. I have chaired that committee for 2 years. I have taught in the OCOB MBA program for 5 years. I previously taught in the MBA program at Babson College. I am very committed to quality graduate education. I have served on various subcommittees for graduate programs at OCOB for assessment (for the MBA, Masters of Science in Business and Technology, etc.).

I am interested in serving on the Academic Senate Graduate Subcommittee because I am interested in assuring quality graduate education not only at my college level but also university wide.

Instruction Committee
Research & Professional Development Committee
Sustainability Committee

Alison Mackey, Management (6 years at Cal Poly) Tenure Track

Much of my research is focused on issues related to corporate social responsibility. As such, my participation in the committee is of personal interest to me. Additionally, because of my research background, I would likely be able to positively contribute to the committee's goals. I will also be serving on the University's Sustainability Committee. Connections between that role and the proposed role in the Senate are likely to help both committees.

College of Engineering

Distinguished Teaching Award Committee
Graduate Programs Subcommittee
Instruction Committee

College of Liberal Arts

GE Governance Board

Brenda Helmbrecht, English (8 years at Cal Poly) Tenured

As Writing Director at Cal Poly, I oversee ENGL 133 and 134 (GE Area A1) as well as ENGL 145 (Area A3). I am responsible for creating curriculum that meets GE Objectives and for ensuring that these same objectives are met by instructors.

I have also served as the university's Writing Learning Outcomes coordinator for the University Learning Objectives. While in this position, I assessed for the writing outcomes in GE Areas A1, A3, C2, C4, D5, and discipline-specific, senior-level courses. My goal was to determine the progress students make as writers while students at Cal Poly. My findings can be found in Cal Poly's WASC report. Moreover, I am continuing to work with Josh as he develops an assessment plan for GE. For instance, I traveled with him

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and other colleagues to a GE assessment conference in New Orleans and to a GE conference at the CSU headquarters in Long Beach. We walked away from the conferences with a skeletal plan for GE assessment at Cal Poly.

I am very familiar with and committed to the GE Program and look forward to working with colleagues to shape its place in a comprehensive polytechnic university.

Research & Professional Development Committee

College of Science and Mathematics

Instruction Committee

Professional Consultative Services

Curriculum Committee

Fairness Board

GE Governance Board

Instruction Committee

Curriculum Appeals Committee (1 vacancy)

Nominations for 2012-2013 University Committee Vacancies

Cal Poly Housing Corporation Board – 1 representative, 1 vacancy

Campus Fee Advisory Committee – 1 representative, 1 vacancy

Health Services Oversight Committee – 1 representative, 1 vacancy

Inclusive Excellence Council – 2 representatives, 1 vacancy

Institutional Animal Care and Use Committee (IACUC) – 1 representative, 1 vacancy

Intellectual Property Review Committee – (CSM only)

Student Health Advisory Committee – 1 representative, 1 vacancy

University Union Advisory Board – 1 representative, 1 vacancy

Academic Senate Vacancy for 2012-2014

College of Science and Mathematics (replacement for Steve Rein 2012-2014)

Support of Proposition 30 on the November 2012 Ballot: Temporary Taxes to Fund Education - Guaranteed Local Public Safety Funding

AS-3090-12/EX

RESOLVED: That the Academic Senate of the California State University (ASCSU) support Proposition 30, Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding; and be it further

RESOLVED: That the ASCSU commend the California State Student Association for its early support of Proposition 30 and for its commitment to educate and mobilize CSU students and others to support Proposition 30; and be it further

RESOLVED: That the ASCSU urge campus senates to endorse Proposition 30 and to encourage their campus faculty, staff, students, alumni, families, and friends to support Proposition 30; and be it further

RESOLVED: That this resolution be distributed to the Board of Trustees, campus presidents, campus senate chairs, California State Student Association, California Faculty Association and other collective bargaining units in the CSU, Intersegmental Council of Academic Senates, membership of the California State Legislature, Governor Jerry Brown, and the "Yes on Prop 30" campaign.

RATIONALE: *At the July 17, 2012 meeting of the CSU Board of Trustees, the importance of Prop 30 for the CSU was made clear. According to AVC Robert Turnage, campuses are already struggling with the effects of the \$750 million reduction in state support last year. The failure of Prop 30 on the November 2012 ballot would guarantee another \$250 million trigger cut to the California State University system. If this trigger cut is implemented, annual state support for the system will fall to approximately \$1.8 billion, a loss of annual funding of almost \$1.2 billion, or 39 percent, from the peak level of state support of nearly \$3 billion in the 2007-08 fiscal year.*

On that day, the Board of Trustees approved a resolution endorsing Proposition 30 "given its direct relationship to the systems' fiscal stability and funding levels in 2012-2013 and beyond." (<http://www.calstate.edu/BOT/Resolutions/Jul2012.pdf>). The California State Student Association had previously unanimously approved "A Resolution in Support of Governor Brown's Tax Initiative Proposal" (CSSA-06-12) on July 15, 2012. The California Faculty Association and numerous other education, public safety, business/community groups, and labor organizations also endorse Prop 30 (<http://www.yesonprop30.com/index.php/endorsements>).

The ASCSU joins others in supporting funding for public education and safety. We recognize the importance of investing in the future of California, and that such investment includes funding for the education of California's citizens. Should Proposition 30 fail, the CSU will again be forced to cut enrollments and leave those seeking an education with

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fewer affordable and accessible options, severely limit programs and services that impact the quality of education provided to those enrolled, more severely limit the quality and scope of research and service that impacts our campuses and broader communities, and lose even more employees. Ongoing budget cuts diminish the ability of the CSU to fulfill our mission and obligation to enhance the quality of life for our students and to improve conditions throughout the state and beyond. Predictable state support is critical to control tuition costs for students and their families.

**Approved Unanimously by the Executive Committee of the Academic Senate of the
California
State University, July 31, 2012**

This endorsement was also supported without dissent by 50 of the 53 ASCSU senators who responded to an email inquiry from the ASCSU Chair.

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