I. Minutes: none.

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

III. Reports: none.

IV. Business Item(s):
A. Appointment of nominees to the Quarters-to-Semesters Task Force (pp. 2-12).
B. Appointment of CSM (2012-2014) and OCOB (2012-2013) faculty members to the Academic Senate (p. 14).
C. Appointment of nominees to Academic Senate committee vacancies (pp. 13-14).
D. Appointment of nominees to university committee vacancies (p. 14).

V. Discussion Item(s):

VI. Adjournment:
Nominations to Serve on the Semester Review Task Force
(Select one per college)

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES
Louise A. Berner, Food Science and Nutrition
I have had a long-standing interest in curriculum issues since beginning my tenure-track position in fall of 1996. I think the following experiences support my qualification for the task force:
1. Participation in and/or leadership role in ongoing curriculum review, curriculum development, and learning outcomes assessment in Food Science and Nutrition. With a few other colleagues, developed and presented curriculum proposals for concentrations in the Nutrition major. I’ve examined many other Food Science and Nutrition curricula from around the country, most of which follow semesters.
3. During interim dept head terms (2003-04; 2009-11), I was the author of two self-study documents for academic program review of the Food Science program and led the review process (2003-04; 2010-11); led curriculum development work required for reapproval from the external body, Institute of Food Technologists, in 2003-04; wrote proposal and successfully obtained IFT reapproval of the Food Science program in 2009-10. The internal and external review processes require extensive consideration of curriculum flow, program learning outcomes, etc.
4. Also during second interim dept head term (2009-11), worked with Dr. Lisa Nicholson as we completed Nutrition self-study for Cal Poly APR (Lisa was main author of the self-study itself) and a 5-year external review for accreditation of our Didactic Program in Dietetics by the Academy of Nutrition and Dietetics (again, Lisa was the main author of the document submitted to the Academy). Again, I learned a lot about issues relevant to curriculum flow, including graduation rate tracking.
5. Service in the interim DH role, especially given decentralized CAFES budgets, gave me insight into budget issues and scheduling issues (faculty time; rooms; conflicts) that are relevant to a quarter-to-semester transition.
6. Service as the Cal Poly internal reviewer for two APRs, Kinesiology (2005-06) and Statistics (2009) gave me more in-depth exposure and understanding of two programs outside of FSN.
7. Extensive advising experience, including the ins and outs of course sequencing and schedule planning. Instructor of FSN 101 (Orientation to the Nutrition Major) for many years, which has kept me familiar with many aspects of advising. Developed the original flow chart model used in FSN and adopted by many departments in CAFES. Developed and implemented advising training sessions for FSN peer advisors and FSN faculty for many years (until recent advent of CAFES Advising Center). Have a good understanding of GE requirements as well as community college transfer issues. In Fall 2010, worked with Mary Pedersen and Admissions personnel to help improve online displays of requirements for upper division transfer into Cal Poly.
Although this takes me back a while, I was a student in both a quarter system (as an undergraduate at Penn State, which has since changed to semesters) and a semester system (during graduate programs at Cornell). While my initial thinking is that a transition to semesters would be somewhat daunting, I also think a change could offer a wonderful opportunity to re-evaluate and strengthen courses and curricula. I would like to help analyze the issues and transition process models as a member of the task force.

Wayne Howard, Agribusiness
I am interested and willing to serve on the President’s Semester Review Task Force. In addition to my 13 years at Cal Poly, where I was the Chair of Agribusiness for four years and Interim Director of the Wine and
Viticulture Program for six months, I taught for three years at Texas A&M under a 15-week semester system and for 12 years at the University of Guelph under a 13-week semester system.

Sean P. Hurley, Agribusiness
I believe there are three main areas in my background that will make me a valuable member of the task force. First, as a current member of the Budget and Long Range Planning (BLRP) committee, I believe there are obvious synergies between my participation on this task force and the BLRP committee. Second, I have served on the WASC committee specifically in the areas of strategic planning, i.e., Our Polytechnic Identity work group, and the Teacher Scholar work group. I believe that my background from these two committees will bring a useful perspective that the task force will be able to draw upon. Third, as part of a quarter-long Center for Teaching and Learning workshop, I participated in many discussions about how change occurs within large organizations. With this knowledgebase, I believe I can help others on the committee understand how to factor in the institutional barriers that exist to change when examining the benefits and costs of moving to a semester system.

Mark A. Zohns, BioResource & Agricultural Engineering
This is a very important issue that has far-reaching implications for Cal Poly. I have been associated with Cal Poly directly or indirectly since 1976, when I entered the Agricultural Engineering program (now BRAE) as a Freshman student. I graduated in 1981, then pursued a Master of Science and Doctor of Engineering degree from UC Davis, fully knowing that I wanted to return to Cal Poly as a faculty member. That was my track, no other considerations or options held an equivalent interest or passion from me. I returned to Cal Poly to start my teaching career in the Fall of 1986, and have never looked back. My passion for the multi-faceted education at Cal Poly is evidenced by a number of teaching and club advising awards received. I have received both the University Distinguished Teaching Award (2002); and the College of Agriculture, Food and Environmental Sciences highest faculty award (2000—then referred to as the Dole Faculty Award). I have been recognized by the CAFES as Club Advisor of the Year six times. I have a passion for the success of our students, and stay in contact with countless numbers of our graduates. I definitely have a vested interest in the continued success of Cal Poly and its constituents. This is why I want to serve on the Quarter/Semester Task force.

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
Graham Archer, Architectural Engineering
I would be glad to serve on the Quarters to Semesters Task Force. By means of introduction, I am a Full Professor of Architectural Engineering (ARCE) in the College of Architecture and Environmental Design (CAED). Our college is the smallest on campus and consists of 5 professional programs including two 5-year undergraduate programs, three graduate programs, numerous unique undergraduate studio courses, and the university's longest and most complex undergraduate curriculums (ARCE 204 units). I've had the pleasure of serving on our department's curriculum committee for the last 8 years and have represented the college on the AS Faculty Affairs committee (as chair for the last two years) and AS Fairness Board. I have also been a strong advocate for faculty rights through my work on the CFA Faculty Rights Committee (chair for the last 3 years). I believe my knowledge of my college's complicated curriculum and my in-depth experience with issues regarding faculty affairs (through both the AS and CFA committees) will allow me to contribute positively to the work of the Task Force. I look forward to this opportunity to serve.
Craig V. Baltimore, Architectural Engineering

I am very interested in being part of the team and task force to investigate the possible move to the semester system. I have the background and experience to make a significant contribution. I am ambivalent to either the system and thus can give unbiased input. It is my hope that the results of the efforts of the task force will make a strong case (either quarter or semester) and put to rest this issue. I taught full time at Kansas State Univ. (semester system) and Cal Poly – SLO (quarter system). I taught in the Dept of Arch. Eng. & Const. Sci. at Kansas State. The program mimics the Cal Poly learn by doing with industry focus.

My continuous experience with the Fairness Board (serving my 8th year) is perfect preparation in that cases brought to the Board require one to be unbiased, gather information, and then make an informed decision, while conforming to the protocol of the University. I have also held position of Board Chair, during the time when the responsibilities of the Board and Office of Students Rights and Responsibilities were being reassessed. As Chair I had to provide quarterly and annual reports of the Boards activities.

Within the Dept. of Arch. Eng. I was instrumental in assisting the creation and implementation of the Masters program. Much fact gathering (tour of other programs) and reporting was necessary. This experience parallels the requirements of the task force.

During my time at Cal Poly, I have immersed myself in both teaching and research. This dual focus will invaluable as the transition will affect both. And in addition, the dual focus has given me the opportunity to work with the previous provost, dean of students, deans of various colleges, and many other Cal Poly departments and organizations.

I have the background, experience, leadership skills, and desire to make significant contributions.

Kevin Dong, Architectural Engineering

I have a profound interest in the University's task force to review and make recommendations on the possible change from the quarter system to the semester system. As a faculty member who has taught at the University since 2001, I have learned about the University's first attempt at changing to the semester system and have served on various committees to better learn how curriculum affects the students and the University. I have served on the following committees:

Academic Senate representative for CAED
Department Curriculum Committee: served as member and committee chair
College Curriculum Committee: served as member and committee chair
University Curriculum Committee: served as member

Additionally, I have created numerous courses for ARCE students, as well as, for construction management and architecture students.

ARCE Masters Program Coordinator: helped develop curriculum for masters course work, submitted proposal for ARCE Specialization, continually work with industry partners to keep program abreast of current trends, and work with design firms to establish possible internships
Chair of committee that developed four new support courses for architecture and construction management majors (ARCE 211, ARCE 212, ARCE 315, and ARCE 316)
Developed two new interdisciplinary courses (ARCE 453 - collaborative design option; ARCE 410 - Building Envelopes)

Developed and restructured the following courses to keep students current with industry trends (ARCE 257 – Revit version, ARCE 423 – Advanced Foundation Design)

Lastly, I worked in industry for 13 years before returning to academia. Currently, I participate in professional societies and serve on committees that review university curriculum and evaluate how curriculum prepares students for practice and committees that produce examinations for professional licensure in engineering.

Board for Professional Engineers, Land Surveyors, and Geologists – Chair and member for state structural engineering examination,
State of California – member of Structural Engineers Technical Advisory Committee
National of Structural Engineering Associations – Basic Education Committee
National Council of Examiners for Engineering and Surveying – Examination Development Committee,
Standard Setting Committee, and Grading Committee
As a faculty, part of our task is to prepare students for the future and ensure that the curriculum presented
to the students is relevant for preparing them for the future. I have an interest in researching, comparing,
and contrasting the merits of the two academic proposals to arrive at an informed decision and
recommendation to the University / President. It would be an honor to participate and I hope the academic
senate finds my qualifications relevant to the task of evaluating the quarter to semester system proposal.

Tom Fowler, Architecture
My interest in being involved in this task force is have the professional programs input provided, such as
our 5 year B. ARCH degree program.
I have taught at Cal Poly going on 17 years and have been involved in the writing of the Program Review
Documents for the last two re accreditation (2004 & 2009) visits to our program.
Also I have visited many other Architecture Program on accreditation teams over a 20 year period and
because of these experiences plus the ones at Cal Poly, this should allow me to assist in this transition
process. I have also been involved in writing the Program Review document for the Art and Design
Department several years ago and have been asked to do it again this fall.

Michael Lucas, Architecture
I believe I have a unique view from within a rigorous professional program as well as across disciplines at
Cal Poly that would aid the deliberations of the Task Force. I have been active in curricular issues since
joining Cal Poly in 1997. I have served on the GE Governance Committee [ten years], was active in the
former USCP Committee, and have participated in writing our own accreditation documents on 2004 and
being part of the on-campus review groups for Psychology and Child Development [2006] and Ethnic
Studies [2012]. I have also been a member of the Distinguished Teaching Award Committee since 2009, and
chairing it last year, having won the award in 2008.
I have enjoyed a wide range of curricular challenges in my department and been able to focus my research
in application in new and reworked courses. I developed and have coordinated our interdisciplinary
Beginning Design curriculum since 2008- this year for 260 students, 11 sections and 7 faculty. In this effort I
reworked nine separate courses on two tracks into a single four course sequence, making efficient use of
time, and adapting new technologies, while maintaining outcomes. I also teach a GE C4 cross listed
humanities course, ARCH/ES 326, Native American Architecture and Place, which looks at land based
religious practices, cultural difference in landscape and ecological thinking, as well as contemporary land
rights. For ten years 1999-2009 I taught one of our undergraduate thesis in design labs that was well
received by students.
I believe I have the ability to be sympathetic for the student issues involved, having been an Academic
Advisor since 1997, and Faculty Sponsor of several student clubs, most notably Design Village, 2003-10.

Christopher Yip, Architecture
This is an important issue that could significantly shape the next phase of Cal Poly’s development. I would
like to be a part of the learning, and deliberative process that weighs the pros and cons. The goal of any
such deliberation should be the improvement of teaching and learning, and the betterment of the
university.
I have taught in semester and quarter systems, semesters at the University of Colorado, Boulder, and the
University of Hawaii, Manoa, and quarters herè at Cal Poly.
RESUME:
Architectural Historian, specializing in 19th and 20th century architecture and urbanism, Asian architecture, Asian American architecture and environments. Teaching experience: architectural design, history, theory & criticism; large lectures, design studios, seminars.

EDUCATION
1985, Ph.D., Architectural History, Univ. of Calif., Berkeley.
1977, M. Arch., Architecture, Univ. of California, Berkeley.
1971, B.A., Environmental Design, Univ. of California, Berkeley.

ACADEMIC EXPERIENCE
1994-present, Prof., California Polytechnic State Univ.
1982-1988, Assist. Prof., Univ. of Colorado.
1976-1978, Associate, Univ. of California, Berkeley.

SELECTED PROFESSIONAL EXPERIENCE AND SERVICE
CLA Dean Search Committee, 2011-12
University Grants Review Committee, 2010-2011.
Library Dean Search Committee, 2005-6.
Academic Senate Library Committee, 2001-2006.
Student Honors Council, 1999-2008
1993, Visiting Scholar, Center for Environmental Design Research, Univ. of California, Berkeley.
Environmental Design Dean Search Committee, Univ. of Colorado, 1985.
1983-1984, Acting Assist. Resident Dean, Univ. of Colorado.
Financial Aid Satisfactory Progress Requirements Committee, Univ. of Colorado, 1983.
Search, Committee, Associate Director of Admissions, Univ. of Colorado, 1983.

ORFALEA COLLEGE OF BUSINESS
Cyrus Ramezani, Finance
My qualifications are as follows:
1. My undergraduate studies were under a quarter system (UCSC)
2. My graduate studies were under a semester system (UC Berkeley)
3. I taught under a semester system (University of Wisconsin) for nearly a decade before arriving at Cal Poly
4. I have been at Cal Poly since 1999 and have since served as a chair (past 6 years) and on our Undergraduate Program Committee (past 4 years)
5. During my career, I have also served on university wide curriculum committee and faculty senate (Wisconsin)
I've been nominated by my college to serve on the President's Semester Review Task Force. A bit of my background, I served in the National labs (LANL and LLNL) for ~17 yrs prior to joining the faculty here at Cal Poly. During my tenure in the National lab complex, I served as a Post Doctoral Fellow, Staff Researcher, Group Leader and Deputy Director of an Institute. In these capacities, I participated in research in the national interest, budget & personnel management, strategic planning, and organizational transitions to adjust to changing economic climates. Additionally, these roles required regular interactions with colleagues at all levels, e.g., upper management across disciplines to technicians & students collaborating on discipline specific projects.

While at Cal Poly, I have served on the Dean of Engineering's Strategic Framework Task Force, and represented Engineering on President Armstrong's Strategic Planning Working Group.

It goes without saying that the potential transition to Semesters is a very significant issue that touches everyone on campus, and I would like to participate and contribute to the recommendation to President Armstrong.

I am a graduate of Cal Poly (B.S.C.E. 1990), and I have served as a faculty member within the Civil Engineering Program since 1995. Therefore, I can offer two different perspectives on this issue based on over 20 years of experience (1985-1990; 1995-Date) at this university.

I believe I could provide valuable service and insight to the task force, given my previous experience working on curricular and workload related matters for the Civil and Environmental Engineering (CE/ENVE) Department and the College of Engineering (CENG). While a faculty member in the Civil and Environmental Engineering Department, I served as Department Chair (2006-2008) where I addressed student advising questions, faculty and staff workload issues, curricular matters, and budget challenges. All of these topics will likely need to be reviewed and discussed relative to Cal Poly's possible transition to semesters. In addition, I served as the Civil Engineering (CE) Program's Assessment Coordinator (2005-2009). In this role, I authored the ABET Self-Study Report for the CE Program and led both the Civil and Environmental Engineering programs through successful accreditation visits in 2008. I have extensive knowledge of the CE and ENVE curricula and how they are delivered via the quarter system. I have experience working on the CE/ENVE Department and CENG curriculum committees (1995-97). I am currently serving on the CE/ENVE Department's Workload Planning Committee (2010-Date).

Through the American Society of Civil Engineers (ASCE), I have served as an ABET Program Evaluator since 2005. In this role, I reviewed three different Civil Engineering Programs (2005, 2006, and 2007) and provided recommendation reports on accreditation. All three of the CE programs I evaluated were taught using the semester system.

I have an extensive record of service relative to the CE/ENVE Department, the CENG, and the University. For example, I recently served on the Consultative Committee for the Selection of the Dean, College of Architecture and Environmental Design (2012).

NOTE: President Armstrong suggested I forward this email to you as this year's Academic Senate Chair. I was at Cal Poly for 21 years (1986-2007) and if you feel there is value in having a former department chair and Emeritus faculty member on any task force you might be forming on semesters, I'd like to throw my name into the mix. I also attended a semester school (MIT) for nine years and feel I can offer some perspective on this entire issue.

1. I was one of the early faculty in Computer Engineering and thus am intimately familiar with two programs (EE and CPE) and very familiar with a third (CSC). This served me well in my nine years as EE department chair.
2. I chaired the Instructional Department Heads Council for several years and thus have a somewhat broader perspective on the rest of the university than being department chair alone would afford.

3. I had two of my own children attend Cal Poly from freshman year to their MS degrees. If their perspective is typical in this regard (I believe it is), then I have a good feel for the student's perspective on quarters versus semesters.

4. Finally, since I am no longer teaching, my schedule may be flexible enough to make my participation work efficiently.

Jim LoCascio, Mechanical Engineering
I would like to serve on this committee. I have 31 years of service here at Cal Poly, I serve on the Statewide Senate in which this has been discussed over the last three years, and my home department has been discussing this for the last 10 years.

Anurag Pande, Civil & Environmental Engineering
I am interested in part of being the task force. I am the curriculum committee chair for the CEENVE department and have interest in these issues.

Glen Thorncroft, Mechanical Engineering
I have been teaching at Cal Poly since 1998, where one of my passions has been to serve the broader faculty. I researched and co-wrote the mechanical engineering department’s RPT policy in 2005. I then lead the creation of “The Role and Responsibilities of Department Chair” in 2006. In 2007 I co-wrote the first draft of a new RPT document for the College of Engineering – I am particularly proud that we were the first college to address the Teacher-Scholar model explicitly in an RPT document, three years before the Academic Senate tackled it. Naturally, I then served on the Academic Senate’s Teacher-Scholar task force in 2010.

Since 2010, my most visible role has been as president of the Cal Poly Chapter of CFA. Those of you who know me in this role know that I try to bring a moderate voice to the discussion, and I absolutely believe my duty is to represent the entire faculty. It was my idea to have “CalFacuccino” coffee sessions with faculty to seek the diversity of faculty opinion and perspective. And being part of statewide CFA governance has enlightened me to the perspectives of the other CSU campuses. We share a lot of the same goals and concerns as the rest of the CSU. But I’m also reminded that Cal Poly is a unique place.

Just as with my CFA and other roles, I believe my job on the task force is to represent and communicate with my constituency. In this role it is crucial to keep an open mind, and to gather all the facts so that we can make a fully informed decision. At the end of the day, we all need to move forward with eyes wide open and with no regrets.

COLLEGE OF LIBERAL ARTS
Antonio (Greg) Barata, Music
1. I have been a faculty member at Cal Poly for 27 years. BENEFIT: I have a considerable investment and allegiance to Cal Poly’s success.

2. In my own academic career, I have been both a student and faculty member in both quarter and semester systems. (Interestingly, I attended an undergraduate state school of almost identical size, and although not polytechnic, it was known for a parallel focus, while remaining comprehensive.) BENEFIT: I really know what it is like in the trenches on both sides of this issue.

3. Multidiscipline is not a buzzword for me, it is a lifestyle! In my professional life, I not only work as a musician, but as an recording engineer and synthesist, intersecting with computer science, engineering, and technology. I am a music producer - a business position, not a musical one! I work as a graphic artist, designing CD artwork for commercial release, and as a director of large-scale trans-media theatrical
productions. In my personal life, I design and plan xeriphytic landscapes, giving me considerable insight into ornamental horticulture. I have been a professional writer, as well. In addition to my musical degrees, I hold a masters degree in pastoral studies, an academic degree that spans religious studies for sure, but also philosophy, sociology, and most importantly "people skills." I am an acoustic consultant for architectural public spaces, and I am currently constructing a recording studio; that is, I have architectural experience. BENEFIT: Not only can I attend to other disciplines' concerns, but can even speak some of their individual languages.

4. I have full support of my Department Chair and Dean in nominating myself. BENEFIT: The impact of my commitment to this task force is understood by my immediate administrators.
5. I like to work on committees that actually affect change. In this case, I am hopeful this task force will either resolve the long debate over which academic year would best serve Cal Poly, and move the campus to a healthy collaborative conclusion. BENEFIT: I know the sometimes contentious history of this issue, and wish to participate in consensus-building and progress to a yet better academic environment.

Ron Den Otter, Political Science
I'd like to serve on the task force. Relevant aspects of my background? Well, in the past, I have taught in a semester system and suppose that I have a decent grasp of its pros and cons, at least when it comes to political science and social sciences/humanities courses more generally.

Michael Latner, Political Science
I would be willing to serve on the Quarters to Semesters Task Force.
I have previously served as Chair and/or multi-year member of the Political Science Department's Assessment and Curriculum committees, and I've taught courses in a Semester system.

Gary Laver, Psychology & Child Development
NOTE: The Psychology and Child Development Department faculty respectfully request that Dr. Gary Laver, Chair of our department, be considered for the President's Quarter-to-Semester Task Force. We have consulted with Dr. Laver and he has agreed to serve if selected. He will follow-up with an email confirming his interest and willingness to serve on the task force. (Laver is aware of and agrees to the nomination)
As Chair of one of the largest departments in the College of Liberal Arts, Dr. Laver oversees roughly 400 majors in our two undergraduate programs and one graduate program and at least that many minors across campus. When you add to that the roughly 1300 students our department serves annually for our large Psy 202 GE class, it can be said that Dr. Laver is accountable to the well being of a very large number of students on campus, in addition to the faculty and staff that he serves. He himself has been a student and instructor on both semester and quarter schedules so he is directly familiar with the strengths and weaknesses of both. As Chair for the past four years he is also familiar with the detailed scheduling concerns that will crop up in a quarters-to-semesters conversion.
Dr. Laver has served in several capacities on numerous university-wide committees that will allow him to bring an important perspective to the task force. During the WASC self-study period from 1998–2000, he was co-chair of the campus Student Learning Committee. He is currently in his sixteenth year on the Academic Senate and is the CLA caucus chair. He has served recently on two task forces concerning the campus general education (GE) program. In 2009–2010 the GE task force considered modification of the GE governance structure and its relationship to the Academic Senate. The task force in 2010–2011 was charged with proposing recommendations to the newly formed GE governing board. Last year Dr. Laver served on the On-line Task Force whose charge was to review and update the university's policy on educational technology. His particular concern in this area the revision of the campus policies on technologically based education and whether changes would result in the erosion of faculty control of the curriculum. In particular, he was concerned about the quality of on-line courses and about fair, ongoing compensation for use of faculty-developed materials. He has expressed a similar concern
about fair treatment of faculty in terms of workload so is committed to the study of potential conversion from quarters to semesters. As faculty we are confident that Dr. Laver would be invested in understanding the many potential strategies in converting to semesters, and would be invested in ensuring that a possible transitional process produces a fair faculty workload if a new system is adopted.

We conclude by saying that in addition to the many relevant experiences Dr. Laver has had that make him an ideal candidate for the task force, Dr. Laver has been a balanced and reasoned chair; a leadership style we are confident he would bring to the task force if selected.

Andrew McMahan, Music
I am an Assistant Professor of Music (DMA) in the College of Liberal Arts and this is my third year at Cal Poly. I am also Cal Poly’s Director of University Bands.

Prior to my employment at Cal Poly, I worked as a full-time instructor of music at two National Association of Schools of Music (NASM) accredited schools. The first, Simpson College (Indianola, Iowa), used a unique calendar which involved two semesters and a “May Term” (a 4-week term in which students took one course.) I taught at Simpson College for four years. Then, more recently, I taught for two years at California State University Stanislaus. At the time I was at CSU-Stanislaus, they used a two semester calendar with a “Winter Term” (a 3-week term in which students took one or two courses at a very fast pace.) Additionally, I taught courses as a part time instructor at the University of Minnesota. The calendar there was the more popular (standard) two semester model. This calendar was also the case at the universities where I received my Bachelor’s Degree (Western Carolina University) and Master’s Degree (The University of Wisconsin-Milwaukee.)

I believe that my experiences with these three calendar systems, along with my experiences here at Cal Poly in the quarter system, provides a background that ideal for this task force.

In addition to my understanding of the impact of various calendar systems on academic courses (as an instructor of both lecture and activity courses), I also provide insight on how a calendar system affects performance organizations such as the Marching Band, Theatre, etc. If Cal Poly were to switch calendar systems, the way that majors and minors are restructured could have a major impact upon the viability of these organizations to continue their existence as “all inclusive” of students from any major on campus.

Finally, I would like to state that I feel as though I bring an open mind to this issue. If someone were to ask me to make a chart of benefits and detriments (based upon my experiences) of any of the aforementioned calendar systems, I could probably list just as many on one side as the other. My interest is to help Cal Poly make the right decision for the university as a whole, not to provide bias based upon what I may come to perceive as best for my personal needs.

Catherine Waitinas, English
I am interested in serving on the quarters-to-semesters task force. I have extensive experience working within both semester and quarter systems, and I am eager to help the campus make the best and most informed decision.

COLLEGE OF SCIENCE AND MATHEMATICS
Derek Gragson, Chemistry and Biochemistry
I am very interested in serving on this task force. For the past 7 or 8 years I have been the coordinator for the highest enrollment chemistry and biochemistry course (chem 127, 128, and 129) as well as one of the lead members on our committee on general chemistry that oversees all first-year chemistry courses. These courses affect a large number of students, mostly outside of our department, and I have had many conversations with colleagues in the departments we serve regarding these courses. I have taught several upper division courses that are heavily populated with majors outside of our department and have been very involved with the curriculum in our department since arriving at Cal Poly 13 years ago.
I have been involved in many curricular changes in our department, the largest of which is currently taking place. This most recent change involves a transition from teaching our general chemistry courses from a traditional, separated lecture/lab format to an integrated studio approach.

Gary Hughes, Statistics
I would be interested in serving on the task force. I was a student member of the Academic Senate at Humboldt State University when the resolution was passed to transition from Quarter System to Semester System. Based on that experience, I would submit several observations/questions to the task force, even if I'm not selected to participate.  
1. There was great disappointment expressed by many students and faculty when HSU decided to switch to semesters. Disappointment resulted from the perception that the decision was made primarily for financial considerations. Most believed at the time that a semester system was cheaper to run than a quarter system. Most also believed that students received a better education in a quarter system (Harvard and Berkely be damned!). I don't recall discussion about whether semesters might be beneficial in any academic sense.  
What would be the main objective(s) or driving forces for Cal Poly to switch to semesters?  
Are there academic benefits to a semester system, such as higher retention?  
Does history show that campuses who have transitioned from quarters to semesters have better retention?  
What happened at HSU, and other CSUs that have made the transition?  
2. Outside the university community, the switch from quarters to semesters at HSU barely registered as a news event.  
Do employers or other outside interested parties care about quarters or semesters?  
Is the quarter system an integral part of Cal Poly's image?  
Stanislaus: 4-1-4  
UC Campuses:  

Scott Steinmaus, Biological Sciences
I would like to serve on the quarter to semester task force. I have experience dealing with campuswide issues as a result of the WASC accreditation process where I chaired the Teacher Scholar Model workgroup. As a result of that experience I was required to consider many and very different viewpoints on an issue that affects all faculty and staff and ultimately students. I do not have a predetermined opinion of whether Cal Poly should remain on the quarter system or switch to semesters. However, as I was able to accomplish during the WASC process, I am confident that I will take in all viewpoints when recommending which system is best for Cal Poly and ultimately the students.

Nanine Van Draanen, Chemistry and Biochemistry
I have just begun serving as the department chair for Chemistry and Biochemistry here at Cal Poly. In the past, I served for several years on our department and college Scheduling and Curriculum Committee. I have taught at both quarter- and semester-based universities and have a good understanding of the benefits and challenges of each system.
PROFESSIONAL CONSULTATIVE SERVICES
Helen Bailey, Assistant Registrar, Evaluations

Working in the Office of the Registrar, and particularly in the Evaluations Unit (which deals with progress-to-degree and which sees where curricular anomalies and "gotchas" can really affect students), I would bring a unique and very global staff perspective to this endeavor.

The impact of a conversion would land very squarely in our unit, as we would play a large role in assisting faculty to map "old" students onto "new" curricula. As such, I've already begun to think deeply about many implications of a semester system conversion.

My role as Assistant Registrar calls for much collaboration among many entities on campus. I am extremely collegial and consultative, and would be sure to solicit opinion from many staff constituent groups across campus. This is important, because I'm not sure how many staff members (as opposed to administrators) will be on the task force. But I can summarize and crystallize such input without becoming too bogged down in details.

I am an excellent researcher into policies and procedures. My work, which often deals with shades of grey, rather than black and white, has sharpened my analytical skills. I am also mentioned as someone who sees both sides of various debates, so I know that I can be open-minded and receptive to productive ways of thinking about this most momentous issue.

I gained a unique perspective into Cal Poly by serving on the Presidential Search Committee, something no other PCS rep would have done. I got to know even better and more sharply the concerns of staff, faculty, deans, alumni, and students in that search. What is best for Cal Poly was uppermost in our minds, of course. That sharper focus would be a real asset in this endeavor.

I am very in touch with the advising community on campus; in fact, many advisors comment that they always feel that when they contact me with an issue or concern, they know they will be heard. I believe this speaks well for my credibility on this task force.

I would like to point out that I'm aware that my supervisor, the Registrar, Cem Sunata, will be on the task force. But I do not see us as duplicating. Cem brings a very global and somewhat higher level perspective, whereas I have both some of the higher-level insight that he does, but also deal directly with students, faculty, and staff on a very regular basis on some of the crucial details of progress-to-degree that would come into play acutely with a term conversion. The Registrar's Office will likely be at the hub of the conversion, practically speaking, if it occurs, so having two voices rather than one from that office will serve well, I believe.

I hope that you will seriously consider me for this role. I believe that I would be an asset to this group. If you desire further information, please don't hesitate to contact me.

P.S. My undergraduate and graduate institutions were on the semester system, so I have experienced that as a student.
Nominations for 2012-2014 Academic Senate Vacancies

*Willing to chair committee

**College of Agriculture, Food and Environmental Sciences**
Distinguished Scholarship Award Committee
Bill Hendricks, RPTA (18 years at Cal Poly) Tenured
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.

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
Instruction Committee
Research & Professional Development Committee

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

Professional Consultative Services
Curriculum Committee
Fairness Board
GE Governance Board
Instruction Committee

Curriculum Appeals Committee (1 vacancy)
Jim Mueller, Math (32 years at Cal Poly) FERP

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.

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
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 Vacancies

College of Science and Mathematics (replacement for Steve Rein 2012-2014)
Orfalea College of Business (replacement for Lou Tornatzky 2012-2013)