Meeting of the Academic Senate
Tuesday, May 21 2013
UU 220, 3:10 to 5:00pm

I. Minutes:
Approval of minutes for the Academic Senate meeting of April 30: (pp. 3-4).

II. Communication(s) and Announcement(s):
ASI Resolution #13-04: ASI Board of Director's Support of Student Collaboration (pp. 5-6).

III. Regular 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. Special Reports:

V. Consent Agenda:

<table>
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<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate (AS)</th>
<th>Term Effective</th>
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<td>Indigenous Studies in Natural Resources and the Environment (minor)</td>
<td>Reviewed on 4/4/13 and additional information was requested from department. Department response reviewed on 4/18/13 and additional information was requested from department. Recommended for approval on 4/30/13.</td>
<td>Placed on consent agenda for 5/21/13 meeting.</td>
<td>Fall 2013</td>
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<td>New Course Proposal: ES/NR 406 Indigenous Peoples and International Law and Policy (4), 4 lectures</td>
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VI. Business Items(s):

A. Resolution on Change of Administrative Status for Wine and Viticulture Program Cooper, Director for Wine and Viticulture Program, second reading (pp. 7-18).

B. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging: Schaffner, chair of the Curriculum Committee, second reading (pp. 19-23).

C. Resolution on Proposed Name Change: "Academic Senate Research, Scholarship and Creative Activities Committee": Kurfess, chair of the Research and Professional Development Committee, first reading (pp. 24-25).

D. Resolution on Name Change for the Management Area of the Orfalea College of Business: Borin, OCOB caucus chair, first reading (p. 26).
E. Resolution on Revisions to *Fairness Board Description and Procedures*: (Role of Student Ombuds Services and Provost as final authority for grade changes): Shapiro, chair of the Fairness Board, first reading (pp. 27-34).

F. Resolution on Cal Poly Field Trip Policy: Stegner, chair of the Instruction Committee, first reading (pp. 35-38).

G. Resolution on Final Examination Overload Conflicts: Stegner, chair of the Instruction Committee, first reading (pp. 39-41).


I. [time certain 4:45pm] Resolution on Honors Program: Alptekin/Greenwald/Mueller, representatives for the resolution, first reading (pp. 56-68).

VII. Discussion Item(s):

VIII. Adjournment:
I. Minutes: The minutes of April 16 were approved as presented.

II. Communication(s) and Announcement(s): Academic Senate Curriculum Appeals Committee (ASCAC) decision on AERO 402 appeal: [excerpted from ASCAC memo to Steve Rein on April 19 2013] “The ASCAC upholds the recommendation of the Senate Curriculum Committee to approve the AERO 402 proposal in connection with the rest of Aerospace Engineering’s curriculum package.” The full report is available by request from the Senate Office.

III. Reports:
A. Academic Senate Chair: Due to the attendance of many representatives from the Honors Program, the floor was yielded to Nicole Beaudoin, a student from the Honors Program. Beaudoin explained how the Provost announced the decision to eliminate the Honors Program due to its inability to be sustainable and the strain it places on faculty. Beaudoin requested the opportunity to further discuss the Honors Program. The Provost reported that after conversations with faculty and students from the Honors Program, it was decided that it was in the best interest of the program to phase it out over several years allowing current students to graduate. Some of the concerns mentioned by the Provost include the limited number of honors courses offered by the university, the lack of articulated goals and outcomes, and faculty workload issues.

B. President’s Office: Armstrong reported that Cal Poly is on track to have the largest freshmen class with 4,376 incoming freshmen and around 1,200 transfer students selected from over 50,000 applications received. In regards to the budget and thanks to the passage of Prop 30, there is some stability in the budget for the first time in many years. Governor Brown has allocated $125 million to cover the state university tuition fee that was rescinded; $10 million is being earmarked for bottleneck courses and $7.2 million for student access and success. If the proposed budget survives the May revise, it will provide for a modest salary increase for faculty. The Warren J. Baker Math and Science Center will open next fall quarter. The allocation of student success fees voted for by 58% of the students, will go towards additional course sections. Furthermore, Armstrong reported that in lowering program units to 180, Cal Poly needs to balance general education and major courses.

C. Provost: none.

D. Vice President for Student Affairs: none.

E. Statewide Senate: none.

F. CFA Campus President: none.
G. ASI Representative: Morrow reported that three ASI Executive Director candidates will be on campus during the next couple of weeks for interviews. Open forums for each of the candidates have been scheduled and everyone is encouraged to attend. Student Government is working on a video to pass on to future students that would explain the process of the student success fees committee and allocations.

IV. Special Reports: none

V. Consent Agenda: The following were approved: CPE/CSC 435 - Introduction to Object Oriented Design Using Graphical Use Interfaces, FSN 210 - Nutrition, FSN 250 - Food and Nutrition: Customs and Culture, STAT 217 - Introduction to Statistical Concepts and Methods, Graduate Certificate Program in Printed Electronics and Functional Imaging, and Graduate Certificate Program in Systems Integration Engineering.

VI. Business Item(s):
   A. Resolution on Proposed New Degree Program for Master of Science in Printed Electronics and Functional Imaging (Curriculum Committee): Malcolm Keif, Graphic Communication faculty member, presented the resolution, which requests the Academic Senate approval of the proposed Master of Science in Printed Electronics and Functional Imaging. Resolution will return as a second reading item.

   B. Resolution to Change Administrative Status for Wine and Viticulture Program (Wine and Viticulture Program): James Cooper, Director-Wine and Viticulture Program presented the resolution, which requests the change from Wine and Viticulture Program to Wine and Viticulture Department. Resolution will return as a second reading item.

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

   D. Resolution on Final Examination Overload Conflicts (Instruction Committee): Due to lack of time, this resolution was not discussed.

   E. Resolution on Proposal for the Establishment of the Cal Poly Cybersecurity Center (Bik/Larson/Vakalis): Ignatios Vakalis, Department Chair-Computer Science presented the resolution, which requests that the Academic Senate endorse the proposal for the establishment of the Cybersecurity Center. M/S/P to move resolution to second reading. M/S/P to approve the resolution.

VII. Discussion Item(s): none.

VIII. Adjournment: 5:00 pm

Submitted by:

Gladys Gregory
Academic Senate
ASSOCIATED STUDENTS, INC.  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO  
RESOLUTION #13-04

ASI Board of Director’s Support of Student Collaboration

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

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

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

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

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

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

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

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

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

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

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

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

THEREFORE BE IT RESOLVED:

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

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

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

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

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

Attest:
ASI Secretary

Signed:
ASI Chair of the Board

Signed:
ASI President

Authored by:
Rachel Kramer, ASI Board of Directors-College of Architecture and Environmental Design
Derek Majewski, ASI Board of Directors-College of Science and Mathematics
RESOLUTION ON CHANGE OF ADMINISTRATIVE STATUS FOR WINE AND VITICULTURE PROGRAM

WHEREAS, Wine and Viticulture is currently an interdepartmental major within the College of Agriculture, Food and Environmental Sciences (CAFES); and

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

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

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

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

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

RESOLVED: That the Academic Senate of Cal Poly endorse the change in status and name from Wine and Viticulture program to Wine and Viticulture Department.

Proposed by: Wine and Viticulture Program
Date: April 16 2013
Overview

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

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

History of Wine and Viticulture at Cal Poly

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

Wine and Viticulture Student and Industry Demand

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

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

**Figure 1. Enrollments in WVIT Minor and Major since 2004**

**Figure 2: Total numbers of WVIT Majors and Minors**
Wine and Viticulture Teaching and Curriculum

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

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

Currently, there is no generally accepted terminal degree in wine education. The unique Cal Poly undergraduate program provides a tremendous opportunity to develop a new terminal Master of Science degree in Wine and Viticulture. As with the undergraduate major, three concentrations are envisioned that would leverage a number of extant campus strengths.

Figure 3: Proportion of Graduates by Concentration by Year

![Graph showing proportion of graduates by concentration by year from 2005 to 2012.](image)
Enology, for example, might include courses from Biology, Chemistry and Biochemistry, and Statistics, while viticulture could include additional courses in Botany, PPSC, and Business/Management. The wine business emphasis might include additional courses from AGB, RPTA, and the Orfalea College of Business. A longer-term goal is to develop the equivalent of a "wine MBA" that might take the form of an MBA with wine business emphasis. Ample opportunities also exist for a Wine and Viticulture department to collaborate with Extended Education to develop a more formal program of short courses, online courses, Certificate programs, "extended field trips" both domestic and international, and international programs. Goals of the new Department include the establishment of a 1-year Professional Masters program catered to industry needs.

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

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

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

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

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

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

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

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

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

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

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

**References**


**APPENDIX I. WVIT Major requirements**

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

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

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

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

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<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Brain</td>
</tr>
<tr>
<td>WVIT 203 The Anatomy of a Wine</td>
<td>2</td>
<td></td>
<td>X</td>
<td></td>
<td>Ritchie</td>
</tr>
<tr>
<td>WVIT 210 Viticultural Practices</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Costello, Staff</td>
</tr>
<tr>
<td>WVIT 231 Viticulture</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 301 Wine Microbiology</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff, (lab-Bio)</td>
</tr>
<tr>
<td>WVIT 302 Wine Fermentation Laboratory</td>
<td>2</td>
<td></td>
<td>X</td>
<td></td>
<td>Cooper</td>
</tr>
<tr>
<td>WVIT 311 Survey of Viticulture</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 331 Advanced Viticulture</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Staff (Costello)</td>
</tr>
<tr>
<td>WVIT 339 Internship in Wine and Viticulture</td>
<td>4-12</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>WVIT 343 Branded Wine Marketing</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Wolf, Amspacher</td>
</tr>
<tr>
<td>WVIT 365 Wine Analysis and Amelioration</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Staff, (lab-FSN)</td>
</tr>
<tr>
<td>WVIT 400 Special Topics</td>
<td>2-6</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 404 Winemaking I</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 405 Winemaking II</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 406 Winemaking III</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 414 Grape Pest Management</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Costello</td>
</tr>
<tr>
<td>WVIT 415 Grapevine Physiology</td>
<td>4</td>
<td></td>
<td>X</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 423 Wine Law and Compliance</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Amspacher</td>
</tr>
<tr>
<td>WVIT 424 Winegrape Growing and Vineyard Management I</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 425 Winegrape Growing and Vineyard Management II</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 426 Winegrape Growing and Vineyard Management III</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 427 Winegrape Growing and Vineyard Management IV</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 433 Wine Sales and E-Commerce</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Ferrara</td>
</tr>
<tr>
<td>WVIT 442 Sensory Evaluation of Wine</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Ritchie, Brain</td>
</tr>
<tr>
<td>WVIT 444 Wine Market Analysis</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 450 Wine Business Plan</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Wolf</td>
</tr>
<tr>
<td>WVIT 460 Senior Project-Wine Business</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Amspacher, Wolf</td>
</tr>
<tr>
<td>WVIT 461 Senior Project I Enology &amp; Vit</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 462 Senior Project II Enology &amp; Vit</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>WVIT 463 Issues, Trends and Careers in the Wine Industry</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Cooper</td>
</tr>
</tbody>
</table>
RESOLUTION ON PROPOSED NEW DEGREE PROGRAM FOR MASTER OF SCIENCE IN PRINTED ELECTRONICS AND FUNCTIONAL IMAGING

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

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

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

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

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

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

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

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

Proposed by: Academic Senate Curriculum Committee
Date: April 9 2013
Summary Statement of Proposed New Degree Program in Printed Electronics & Functional Imaging for CSU Academic Master Plan Projection

1. **Title of proposed program:**
   Master of Science in Printed Electronics and Functional Imaging

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

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

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

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

3. **Expected student learning outcomes and methods for assessing outcomes:**

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the theoretical foundations underpinning conductive materials, optical patterning, basic electronic components and circuits, and material behavior.</td>
<td>Graduate faculty will assess theoretical foundations through projects produced in GrC 530 as well as the literature reviews associated with GrC 596 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Integrate graphic design, functional design, and creative applications into expressive technologies (technologies that enhance human interaction) through compelling products.</td>
<td>Graduate faculty will assess graphic and functional integration through projects produced in GrC 530 and research projects in GrC 596 using custom evaluation rubric.</td>
</tr>
<tr>
<td>Effectively present and defend scholarly research methodologies, findings, and implications in written form.</td>
<td>Graduate faculty will assess writing skills as demonstrated through the students written summative research project paper using custom evaluation rubric.</td>
</tr>
</tbody>
</table>
Anticipated student demand:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>3 years after initiation</th>
<th>5 years after initiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>10-15</td>
<td>20-30</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>

A comprehensive online survey was conducted by contacting professors from around the world who may have undergraduate students interested in this type of degree program. Additionally, GrC alumni were contacted using a variety of email lists and alumni groups. Here are some key results:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. **Briefly describe how the new program fits with the mission and/or strategic plan for the department, college and/or university:**

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

10. **Attach a display of curriculum requirements:**

COURSEWORK (45 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GrC 501</td>
<td>Survey of Functional Printing</td>
<td>2.0</td>
</tr>
<tr>
<td>GrC 502</td>
<td>Orientation to Functional Printing (Prereq or co-req GrC 501)</td>
<td>2.0</td>
</tr>
<tr>
<td>GrC 510</td>
<td>Materials for Functional Printing (Prereq or co-req GrC 501)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 512</td>
<td>Printing and Coating Tech (Prereq or co-req GrC 501)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 514</td>
<td>Imaging for Electronics &amp; Functional Printing (Prereq or co-req GrC 501)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 520</td>
<td>Functional Printing Product and Business Development (Prereq GrC 512 OR GrC 514)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 530</td>
<td>Functional Printing Workflows (Prereq GrC 502 AND GrC 512 AND GrC 514)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 560</td>
<td>Grad Research Methods in Printed Electronics &amp; Functional Imaging (Prereq GrC 530)</td>
<td>2.0</td>
</tr>
<tr>
<td>GrC 596</td>
<td>Research Project in Printed Electronics and Functional Imaging (Prereq GrC 560)</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Subtotal (core):** 29.0

Approved Electives (16 units)

Select 16 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GrC 500</td>
<td>Special Problems in GrC (Prereq Graduate standing and consent of instructor)</td>
<td>2.0</td>
</tr>
<tr>
<td>GrC 551</td>
<td>Current Trends in Printed Electronics (May be repeated for up to 12 units, Prereq GrC 502)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 552</td>
<td>Current Trends in Active Packaging (May be repeated for up to 12 units, Prereq GrC 502)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 553</td>
<td>Current Trends in Security &amp; Anti-counterfeiting (May be repeated for up to 12 units, Prereq GrC 502)</td>
<td>4.0</td>
</tr>
<tr>
<td>GrC 595</td>
<td>Cooperative Experience Education (Prereq Graduate standing and consent of instructor)</td>
<td>12.0</td>
</tr>
</tbody>
</table>

Other courses as approved by academic advisor: 8.0

**Subtotal (electives - select 16 units):** 16.0

**TOTAL:** 45.0
WHEREAS, The existing Academic Senate Research and Professional Development Committee has identified several benefits to changing its name to “Academic Senate Research, Scholarship and Creative Activities Committee” (RSCA); and

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

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

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

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

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

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

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

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

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

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

- Academic Senate of the California State University (ASCSU) resolution AS-2917-09/FA (Rev): “A Resolution in Support of Reinstating Research, Scholarship, and Creative Activities Awards for 2010-2011”


- Cal Poly Academic Senate resolution AS-725-11: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted March 8, 2011.

- Cal Poly Academic Senate resolution AS-701-10: “Resolution on Faculty Participation in DigitalCommons@CalPoly,” adopted February 9, 2010.

- Cal Poly Academic Senate resolution AS-691-09 Resolution on Research and Professional Development at Cal Poly,” adopted June 2 2009.

- Cal Poly Academic Senate resolution AS-638-05: “Resolution on Renaming the Distinguished Research, Creative Activity, and Professional Development Award and Renaming and Constituting the Distinguished Research, Creative Activity, and Professional Development Awards Committee,” adopted May 31, 2005.

RESOLUTION ON NAME CHANGE FOR THE MANAGEMENT AREA OF THE ORFALEA COLLEGE OF BUSINESS

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

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

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

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

Proposed by: The Management Area of the Orfalea College of Business
Date: April 5 2013
ADOPTED:

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

AS-___-13

RESOLUTION ON REVISIONS TO
FAIRNESS BOARD DESCRIPTION AND PROCEDURES
(Role of Student Ombuds Services and Provost as final authority for grade changes)

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

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

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

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

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

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

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

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

PROCEDURES

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

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

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

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

ACADEMIC SENATE FAIRNESS BOARD PROCESS

Unresolved problem exists between student and University

\[\downarrow\]
Student makes informal request for redress of problem with instructor of record; if unresolved:

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

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

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

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

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

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

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

MERIT | NO MERIT |
FAIRNESS BOARD DESCRIPTION AND PROCEDURES

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

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

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

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

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

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

The student’s letter should contain all pertinent details of the situation, including the name of the course, section, instructor, term in question, any witnesses to be called, and the redress sought. All relevant documents should be included as attachments, including items such as a course grade determination handout, exams, papers, letters of support, etc. The student has the responsibility of identifying evidence to overcome the Board’s presumption that the instructor’s action was correct. As a resource, the Board may request any pertinent documentation (historic or current) from the OSRR. It is noted that decisions of the OSRR are informational and nonbinding.

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

1. Within two working days, the Board chair will forward a copy of the student grievance letter to the challenged party and request her/his written reply to the Board chair within one week. The Board chair will share a copy of any reply with the student grievant. The Board chair will also send a copy of *Fairness Board Description and Procedures* to the challenged party.

2. The Board chair will coordinate with the Academic Senate office to make scheduling arrangements for the hearing which will take place within two weeks of the Board’s deciding that the case may have merit, and will be conducted informally. At least six Board members must be present before a hearing may begin, and the same six members must be present for the full hearing.

3. When a hearing is scheduled, the Board chair will immediately notify (through the Academic Senate office) the Board members and the two principal parties.

4. Board members will recuse themselves from participation in any case if they are a principal party in the grievance or if they feel they cannot be impartial.

5. The Board will allow each principal party to be accompanied to the hearing by a supportive advocate (a supportive advocate is not to be an attorney or legal advisor, per Academic Senate resolution AS-655-07), call and question witnesses, and present exhibits. The Board may ask for copies of any material it believes relevant to the hearing. The student grievant will usually appear first. Each Board member may ask questions of either party or any witness. The
Board itself may call or recall witnesses. The Board will handle all proceedings without undue delay, will keep a summary file of each case, and will record the hearing. The Board will close the hearing when satisfied that both sides have been fully heard.

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

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

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

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

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

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

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

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

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

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

ACADEMIC SENATE FAIRNESS BOARD PROCESS

Unresolved problem exists between student and University

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

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

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

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

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

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

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