

**CAL POLY**

**Academic Senate**

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**Meeting of the Academic Senate Executive Committee**

**Tuesday, October 13, 2015**

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

- I. **Minutes:** Approval of September 22, 2015 minutes: (pp. 2-3).
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA:
  - F. ASI:
- IV. **Special Report:**  
[TIME CERTAIN 4:50 P.M.] Kara Samaniego, Cal Poly Safer
- V. **Business Item(s):**
  - A. **Approval of Academic Senate committee charges for 2015-2016:** (pp. 4-5).
  - B. **Appointment of Gour Choudhury and Doris Derelian, Food Science & Nutrition to the Academic Senate CAFES caucus for 2015-2017 term.**
  - C. **Appointments to Academic Senate committee for 2015-2017, University committees 2015-2016, and task forces:** (pp. 6-14).
  - D. [TIME CERTAIN 3:30 P.M.] **Resolution on Revising the Criteria for the Distinguished Scholarship Awards:** Don Choi, Distinguished Scholarship Awards Committee chair (pp. 15-18).
  - E. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate chair (p. 19).
  - F. **Resolution on California State University (CSU) 2015-16 Presidential Searches:** Manzar Foroohar, Statewide Senator (pp. 20-22).
- VI. **Discussion Item(s):**
  - A. **Review of CAP 420: removal of section 420.4 – amorous relations and resolution AS-471-96/SWC Resolution on Amorous Relationships** (pp. 23-33).
  - B. **Discuss CAP 330 – Slacklining Policy** (pp. 34-35).
- VII. **Adjournment:**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, September 22, 2015**  
**01-409, 3:10 to 5:00pm**

I. Minutes: none.

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

III. Reports

A. **Academic Senate Chair:** none.

B. **President's Office (Kinsley):** The President's Office has launched the search for a new Chief of Staff. The new Chief of Staff is scheduled to be on campus by February, so the Provost will be sitting in for the President's Office on the Academic Senate in the interim.

C. **Provost:** none.

D. **Statewide Senate (Foroohar):** Foroohar reported on three resolutions that were in first reading at the last Statewide Senate meeting. The first resolution is on the new HR policy HR2015-08 that tells different campuses to conduct background check for all hires. This resolution has sparked a lot of discussion and will return as a second reading in November. The second resolution was a request for support to add an emeritus faculty to the CSU Board of Trustees. The final resolution was on the support budget of the CSU.

E. **CFA:** none.

F. **ASI Representative (Monteverdi):** ASI will putting on a mental health awareness week in the end of October & beginning of November. ASI is also putting on a voter registration campaign for Cal Poly students with over 1000 freshman already registered.

IV. Business Item(s):

A. **Appointment to Academic Senate committees for 2015-2017:** M/S/P to approve the appointment of the following to the Academic Senate committees for 2015-2017:

**College of Agriculture, Food and Environmental Sciences**

Distinguished Scholarship Awards Committee:

Bill Hendricks, RPTA

**College of Engineering**

Curriculum Committee:

John Pan, Industrial & Manufacturing Engineering

**College of Science and Mathematics**

Fairness Board:

Eric Brussel, Mathematics

**Professional Consultative Services**

Curriculum Committee:

Rachel Johnson, CAFES Advising

**A.1 Approval of Julie Herron from the School of Education (CSM) to replace Liz Meyer for the 2015-2016 term:** M/S/P to approve Julie Herron, School of Education, to replace Liz Meter for the 2015-2016 term.

**A.2 Appointment of Gita Kolluru from Biological Sciences to the GWR Task Force:** M/S/P to approve the appointment of Gita Kolluru, Biological Sciences, to the GWR Task Force.

- B. **Approval of Academic Senate committee charges for 2015-2016:** M/S/P to approve the Academic Senate committee charges for the Fairness Board and Sustainability Committee.
- C. **Resolution on Action to Promote Timely Completion of the Graduate Writing Requirement:** Dawn Janke, GWR Academic Senate Task Force chair, presented a resolution that requests for programs and departments to develop a concrete action plan so that students take the GWR during their junior year by the curriculum cycle for the 17-19 catalog. M/S/P to agendize the Resolution on Action to Promote Timely Completion of the Graduate Writing Requirement.
- D. **Resolution on a Revised Cal Poly Statement on Diversity:** Annie Holmes, Executive Director for the Diversity and Inclusivity Office, presented a resolution that asks for Senate approval on the Inclusive Excellence Council's newly written Cal Poly Statement on Diversity and Inclusivity. M/S/P to agendize the Resolution on a Revised Cal Poly Statement on Diversity.
- V. Discussion Item(s):
- A. **Possible Response to Chancellor White's Response to Resolution Requesting that Chancellor Tim White Undertake Prompt Review of Cal Poly, SLO Governance:** The Executive Committee discussed Chancellor White's response on the resolution passed last academic year titled "Resolution Requesting that Chancellor Tim White Undertake Prompt Review of Cal Poly, SLO Governance". The response will be taken to the full Academic Senate for further discussion and will be discussed with the Chancellor during his visit on November 3<sup>rd</sup>.
- B. **Appointment to Various Task Forces:** Annie Holmes, Executive Director for the Diversity and Inclusivity Office, requested an additional three faculty members for the USCP/DILO Alignment Task Force. Holmes has also notified the Academic Senate about two additional task forces that would need Academic Senate representation for them. M/S/P to approve the appointment of Josh Machamer to the Extending First Year Experience Task Force.

VI. Adjournment: 5:00pm

Submitted by,



Alex Ye  
Academic Senate Student Assistant

## Charges for 2015-2016 Academic Senate Committees

### Budget and Long-Range Planning Committee

- Better understanding of the budget allocation – meet with Provost/VP AFD.
- Look at KPI and suggest criteria for evaluating targeted growth options. Executive Committee clarification as needed. **Winter 2016.**
- Review best practices in strategic plans and associated action plans (vis-à-vis Vision 2022).
- BLRP involvement in revisitations of campus-wide allocation models.
- Participate in Master Plan activities.
- 0515-Write a resolution asking the President to develop an official written strategic plan that has at its core measurable objectives and metrics
- 0615-Work with administration to develop a set of meaningful metrics that can be tracked (Committee report 061715. Work with Kimi Ikeda and Victor Brancart)
- Examine advancement activities

### Curriculum Committee

- Explore the development of undergraduate certificate programs.
- Explore “course renewal” cycle (in tandem with GEGB). **Spring 2016**
- Examine impact of Quarter Plus courses (in tandem with GEGB). **Spring 2016**
- Curriculum refresh proposal (at least a best-practices report). **Spring 2016**
- Distinction between units/departments.
- Ongoing review of curriculum proposals.

### Faculty Affairs Committee

- First full draft of University Faculty Personnel Action by January 1, 2016; Faculty Affairs Committee approval in Winter 2016; to Executive Committee thereafter.
- Modification of exceptional service assigned time application
- Narrative evaluations: A) task force with administration and ASI on ASI’s proposal of regular dissemination to student body; B) input on move to electronic collection
- Input on response to Chancellor’s letter
- Review of CAP-project leftovers as needed

### Fairness Board - **Approved 09.22.15**

- Revision of campus cheating policy. **End of Winter 2016**

### GE Governance Board

- Ongoing review of curriculum proposals: catalog cycle proposals and continuous course review proposal. **August 2015.**
- GE program review. **Report due in August 2015.**
- Explore “course renewal” cycle (in tandem with ASCC). **Spring 2016**
- Examine impact of Quarter Plus courses (in tandem with ASCC). **Spring 2016**
- “Pathways” discussion.
- Library representative on GE Governance Board?



## Instruction Committee

- Discuss ways to raise faculty and students awareness about academic dishonesty/plagiarism.
- Possible charge: grading and returning exam/homework to students, progress report on grades, and/or standing before finals.
- Narrative evaluations: A) task force with administration and ASI on ASI's proposal of regular dissemination to student body; B) input on move to electronic collection
- Field trip policy review
- Revision of campus cheating policy. **End of Winter 2016**
- Office hours update for a report (not a resolution) **End of Winter 2016**
- Review of CAP-project leftovers as needed
- 0315-Work with Risk Management and any other appropriate group to develop university-wide forms for the colleges to adopt for internships (AS-804-15)
- 0315-Review AS-804-15 policy and implementation during spring 2016 (AS-804-15)
- 0315-Feedback on the statement on competency-based assessment of student learning (S. Walker email 031915)
- 0415-Review and revise office hour policy (as discussed with FACT – G. Stegner email 042715)

## Research, Scholarship and Creative Activities Committee

- Fact finding on efficient methods that ensure the concept of Research, Scholarship and Creative Activities become an incentive for faculty.
  - Continuation of the discussion of support mechanisms for the Teacher-Scholar Model, including a review of relevant documents from the past.
  - Work towards a regular status report on scholarship at Cal Poly.
  - Teacher-Scholar Model, flexibility for junior faculty – continue discussion with Provost.
- Identify examples of positive and negative practices relating to motivating and developing research, scholarly and creative activities as part of professional development.
- Possible discussion of consulting practices across departments - currently no university-wide policy on reporting of consulting activities and guidelines for review committees on how to evaluate such activities in the tenure process.
- Ad Hoc Committee for establishing published bylaws and mechanism of action by faculty members in the Human Subjects and Research Policies. **Winter 2016**
- 0515-Discuss the proliferation of MPS programs (Committee report spring 2015)

## Sustainability Committee

- Respond to AS-787-14
  1. Produce a list of courses meeting at least two SLOs.
  2. Encourage faculty to teach sustainability in new and existing courses (new)
  3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability (new)
- Develop procedure to identify sustainability courses in catalog (new)
  - Report on case studies from other universities.
- Respond to 2014 CSU Sustainability Policy directives. (new)
  1. "The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process.
  2. The CSU will develop employee and student workforce skills in the green jobs industry, promote the development of sustainable products and services, and foster economic development."
- Promote/extend the Green Campus/Star Certification.
- Make recommendations regarding the role of sustainability in the University's strategic plan/master plan/action plan.

## Approved 09.22.15

- Continue assessing SLOs. Prepare and deliver report. **Fall 2015**
- Work with students to better integrate approaches to sustainability inside and outside the classroom/curriculum.
- Work with GEGB to develop sustainable pathways in GE.

## 2015-2017 Academic Senate Vacancies

### **College of Agriculture, Food and Environmental Sciences**

#### Curriculum Committee (2015-2016)

**Michael McCullough, Agribusiness (7 years at Cal Poly) Tenured**

I am currently starting my second year as the CAFES curriculum committee chair. Before that I served as vice-chair of the college committee and have served as the Agribusiness curriculum chair during this entire period. In this role I feel I can serve the college well by being on the ASCC during the upcoming catalog cycle. I will have thorough knowledge of the proposals originating out of CAFES having served lead on the college reviews. In addition to my committee experience, while serving as AGB curriculum chair I have had the opportunity of being a part of a major curriculum overhaul that included many new course preparations, modifications, and program adjustments. My department's move into a new model of flexible yet disciplined curriculum has provided me with an experience to rethink modern course learning objective delivery that provides a superior education to students.

I have worked with the Academic Senate Curriculum committee on a number of occasions over this last year with regards to CAFES curriculum changes and look forward to the opportunity to serve our University's curriculum at the Senate level.

Distinguished Teaching Awards Committee (2015-2016)

Instruction Committee (2015-2016)

Research, Scholarship & Creative Activities Committee

Sustainability Committee

### **Orfalea College of Business**

#### Distinguished Teaching Awards Committee

**Lei-da Chen, Management, HR & Information Systems (1 year at Cal Poly) Tenure track**

I am interested in serving on the Distinguished Teaching Awards Committee as the representative for Orfalea College of Business because I am passionate about teaching and have consistently demonstrated excellence in teaching and curriculum development activities. In my 15 years of experience as a university professor, I have had a great deal of success across a wide variety of students. My teaching evaluation based on student and peer evaluations has consistently been outstanding. While I am relatively new to Cal Poly (1 year) therefore have not received any teaching awards, at my previous university, I was awarded the Dean's Award of Excellence twice for outstanding performance in teaching, research and service. In 2011, I received AIM Institute's University Educator of the Year Award. This award is awarded annually to one university educator for his or her outstanding achievements in education in the STEM fields in the state of Nebraska. In addition to the assigned classroom teaching, I actively engage students through mentoring, working with student organizations, and supervising independent studies and senior projects.

My work in curriculum innovation and new course development is also noteworthy. At Cal Poly, I served as a key member of the business analytics task force that was responsible for the development of the Graduate Certificate and Master of Science Programs in Business Analytics. I developed one new undergraduate-level course on business analytics for the Management Information Systems (MIS) majors and one new graduate-level course on data mining for the new graduate programs in business analytics. During the 13 year tenure at my previous university, I developed seven new courses, two graduate-level certificate programs, and one graduate-level online program in the field of Information Technology Management. I am currently serving on the task force of OCOB Undergraduate Programs Committee that evaluates the core courses in the MIS concentration. I also serve on the Student Affairs Committee at OCOB as I find my work to help students succeed important and rewarding.

In conclusion, I believe that my passion for teaching, record of outstanding performance in teaching, active participation in curriculum innovation and willingness to serve have prepared me to make positive contributions to the mission of the Distinguished Teaching Awards Committee. I am very interested in

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serving on this committee because this committee deals with the aspect of my work that I am extremely passionate about, and I am grateful for your consideration on this matter.

### **College of Engineering**

Distinguished Scholarship Awards Committee  
Grants Review Committee

### **College of Liberal Arts**

Distinguished Teaching Awards Committee

**Alyson McLamore, Music (24 years at Cal Poly) Tenured**

When I was a graduate student in music history at UCLA, the Music department decided that it needed to train its teaching assistants in the expectations and obligations of their role. (Prior to that time, music TAs were just tossed into the classroom.) Since I had earned an undergraduate degree and credential in music education, I was tapped as the first Teaching Assistant Coordinator—responsible for designing a training seminar during Fall Quarter, and then making classroom visits during the next two quarters to observe the TAs at work and offering suggestions where I could.

What I quickly discovered was that I learned just as much FROM these “novice” teachers as I was offering them. Seeing their myriad of different strategies and approaches added to my own arsenal of pedagogical ideas significantly. Each person had expertise and specialized knowledge, and all of the TAs were doing their best to guide their own students to improved mastery of their course’s content. Despite my prior five years of “formal” preparation in teaching, the year I spent observing these twenty or so graduate students was the most enriching and transformative period of my pedagogical career.

In sum, I would like to be considered for the Distinguished Teaching Award Committee for two reasons: first, I feel that visiting diverse Cal Poly instructors in their various professional environs will be a welcome stimulation. Like most teachers, I have an array of approaches that work for me, but I don’t want to settle into complacency. I think it will be a healthy “re-boot” to observe expert teachers at work—an experience I have enjoyed when evaluating younger peers for retention and/or promotion. Second, I appreciated the time and effort expended by the members of the committee who observed *me* several years ago, and I have long felt that I should “pay it forward.” Cal Poly has many fine teachers, but it takes some effort to recognize their achievements—so thus we need “boots on the ground”: committee members willing to visit the classrooms, labs, studios, barns, etc., where this excellence is on display.

Grants Review Committee

**Dawn Neill, Social Sciences (8 years at Cal Poly) Tenured - Incumbent**

I seek reappoint to the Grants Review Committee. In service efforts, I strive to be involved in areas that complement my interests and expertise. Given my experience, the Grants Review Committee is a good fit. I hold graduate degrees in both Anthropology (PhD) and Public Health Nutrition (MS) and have a broad array of interests related to cultural, biological, and ecological issues, especially in an interdisciplinary capacity. I have earned two research grants from the National Science Foundation (NSF) (Dissertation Improvement Grant, \$12,000, 2004; Cultural Anthropology Research Grant, \$220,000, 2010-2013). I have mentored colleagues and students in the research process, including assisting four undergraduate students to formulate and submit their own research proposals to NSF (2 funded in 2010; 1 funded 2011; 1 funded 2012). I have reviewed grant proposals for National Science Foundation-Cultural Anthropology and reviewed papers for *Demography* and *Human Nature*. I also recently concluded a three-year appointment to a National Science Foundation Grants Review Panel.

The main duties of the Grants Review Committee are to evaluate Cal Poly Faculty research proposals (RSCA) and review student submissions for the CSU-wide research competition. I have ample experience reviewing faculty research and working with students through the undergraduate research process. I have attended the CSU-wide student research competition and advised two Cal Poly Liberal Arts students presenting their research – both of whom received awards. Given my experience working with student researchers and writing and reviewing grants, I think I am good fit for the committee.

### **Professional Consultative Services**

Budget & Long-Range Planning Committee  
Distinguished Scholarship Awards Committee  
Distinguished Teaching Awards Committee

### **Curriculum Appeals Committee – 3 vacancies**

**Doug Keeseey, English (27 years at Cal Poly) Tenured - Incumbent**

I have served as GE Director (for 8 years) and Chair of the Senate Curriculum Committee (for 5 years). In addition, I have served on department, college, and Senate curriculum committees, and I've been a department chair. I've also served on GE committees (area and governance), and I've been an academic senator. If I were to continue, my input on the Appeals Committee would be informed by this wide range of experience. I would also work hard to keep an open mind, to hear both sides of an issue, and to take the time to really understand it. In thinking through issues, I would try to keep the best educational interests of the students as foremost in my mind.

**Josh Machamer, Theatre & Dance (12 years at Cal Poly) Tenured**

As a former Chair of the General Education Governance Board, as well as a contributing member to the ASCC, I feel I have the necessary leadership and curricular skills to be an effective member of this committee. My role as facilitator and mediator for several issues related to General Education provided me with great insight, empathy, and exposure to many, many programs on this campus. This type of background I think is an essential component for the Appeals Committee.

**Jim Mueller, Mathematics (35 years at Cal Poly) FERP - Incumbent**

I have been involved in curriculum related issues for over 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 CSM 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 have served for three terms on the Curriculum Appeals Committee. My past performance on the committee demonstrates that I am a careful listener, and willing to objectively consider all viewpoints before reaching a decision. I also understand General Education and the curriculum process thoroughly. My primary objective in serving on this committee is to do what is in the best interest of our students' education. I believe that my background qualifies me to serve on the Curriculum Appeals Committee.

**Andrew Schaffner, Statistics (18 years at Cal Poly) Tenured**

As former chair of the Academic Senate Curriculum Committee I am among the few that are permitted to serve this committee. My role as chair has allowed me to better understand the complexities of the curriculum development and review process as well as appreciate the scales of viewpoints (departmental through university).

### **Exceptional Student Service Committee – fall quarter 2015**

**Lei-da Chen, Management, HR & Information Systems, OCOB (1 year at Cal Poly) Tenure track**

I am interested in serving on the Exceptional Student Service Committee because 1) I routinely provide students with individualized services such as mentoring, advising and supervision of senior projects or independent study; 2) I understand the time commitment a faculty member makes to provide students with these services; and 3) I believe that faculty members' engagement in mentoring, advising and outreach should be acknowledged and compensated as these services create tremendous value to students at Cal Poly and that rewarding these faculty members fairly is critical to offering exceptional services to students in a sustainable way.

One of the most enjoyable aspects of my work as a professor is working with my students individually or in small groups so that I can provide them with specialized assistance and individualized attention. The comments from my students have consistently showed my willingness to help them both inside and outside the classroom. Over the years, I have supervised dozens of senior projects, capstone projects and independent studies both at Cal Poly and my previous university. I firmly believe that half of an educator's work is done outside the classroom as a mentor. I have offered constructive academic and career advices to hundreds of students that I have had the privilege of teaching, and I believe that my mentorship has made positive impacts on the lives of many of them. In addition, I find my work with student organizations extremely effective and rewarding. I am passionate about providing our students with exceptional services to help them succeed. At the college level, I serve on the Student Affairs committee for this exact reason.

Because of my involvement in these services to students, I understand the amount of time and effort that a faculty member puts in to create a nurturing environment for our students. I firmly believe that faculty members who provide such exceptional level of service to students should be acknowledged and compensated. Rewarding these faculty fairly is critical to continuing to offer exceptional student services in a sustainable way at Cal Poly. Therefore, I am very interested in the opportunity to serve on the Exceptional Student Service Committee to ensure that our dedicated faculty members are rewarded and continue to be motivated to provide exceptional services to students at Cal Poly.

**Emily Hamilton, Mathematics (3 years at Cal Poly) Tenure track**

This is my fourth year at Cal Poly. While I have been here, I have become increasingly involved with the department. I am a member of the Curriculum Committee and have served on several hiring committees. I would like to become more involved in the greater Cal Poly community and have been looking for opportunities to serve.

**Martin Mehl, Communication Studies, CLA (12 years at Cal Poly) Lecturer**

I have been a member of the Communication Studies faculty here at California Polytechnic State University for twelve years with over fifteen years of both private industry and higher education expertise and was proud to be the inaugural recipient of the "Outstanding Educator in General Education" award in 2012-13. I am generally viewing my role as a mentor and reach out to my students in a "once a student > always a student" approach. Therefore I have accumulated the experience and knowledge to identify colleagues and projects that best apply long-term "value-added" pedagogical experiences and would like to serve on the exceptional student service committee. I was honored to be a founding member of CSU's Podcasting Pilot leading to this research publication: [http://jolt.merlot.org/Vol3\\_No3.htm](http://jolt.merlot.org/Vol3_No3.htm). I have volunteered to lead formal workshops, engaged in beta studies of audience response tools, investigated various electronic course management concepts, reviewed social networking environments, experimented with blogging options and engaged in formal learning communities, which is consistent with our "learn by doing" motto and teacher-scholar model. I look forward to leading and researching a new initiative called DCG | Digital Commentary Grading in the fall of 2015 as a Co-Principle Investigator exploring CalPoly's multi-media grading feedback. Also in the 2015/16 academic year I am formally joining CPREE (a multi-university collaborative research study) as a consultant assessing the ethical outcomes associated with the curricular and co-curricular experiences of engineering undergraduates on a national scale. I am also a proud advisor of the CalPoly Chess Club. My formal undergraduate, graduate and post graduate training has permitted me academic exposure in my native Europe, on the Australian continent, both coasts and the Midwest of the United States. I am an alumnus from educational institutes including Iowa State University of Science & Technology, The Greenlee School of Journalism & Mass Communication; Sydney University, New South Wales, Australia; Emerson College's School of Business, Marketing & Public Policy, Boston, MA & The Center for Ethics in Political & Health Communication Consulting, management & research experience for non-profit, academic and business clients include: Harvard Medical School, Massachusetts Institute of Technology, Whitehead Institute for Biomedical Research, Massachusetts General Hospital, Massachusetts Eye & Ear Infirmary, Schepens Eye Research Institute, Iowa State University of Science & Technology, The University of Sydney, Australia, Emerson College, Apple Computer Inc., Bose International, Audi/Volkswagen, Adobe, Eli Lilly, and Lionbridge.



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2015-2016 University Vacancies

Academic Assessment Council – vacancy for CAFES only 2015-2018

Accommodation Review Board – 2015-2017

Athletics Advisory Board – 2 vacancies - 2015-2016 and 2015-2017

**Jason Lepore, Economics (8 years at Cal Poly) Tenured - 2015-2017 term**

I have a very strong interest in joining this committee. I was a division one athlete in college and would love the opportunity to advise our athletics department. Since joining the faculty at Cal Poly, I have made particular effort to get involved with university athletics. I have served as a faculty advocate for the Softball and Wrestling teams. I have also served as a volunteer assistant strength coach. For the last 5 or 6 years I regularly meet with recruits on their campus visits to give them a perspective on the challenges of being a student athlete at a University with high academic standards.

**Katie McCormick, Art & Design (13 years at Cal Poly) Tenured – 2015-2016 term**

During my time at Cal Poly I have served two three-year terms on the Athletics Advisory Committee (2008–2011 and 2011–2014). While on the Committee, I had the opportunity to be exposed to a wide variety of issues for which we thoroughly discussed, and when necessary, made important recommendations. My most recent contribution to the group was initiating and heading up the development of a very comprehensive study and concluding report in 2014 on the many NCAA changes relative to compliance and the implications for Cal Poly Athletics and Administration. In addition, my past experience also includes working closely with Ken Walker to learn more about his responsibilities as the Faculty Athletic Representative. Thanks to his introductions and guidance, I also worked with Shannon Stephens (former Assistant Athletic Director for Academics) and his staff to the extent that I gained a thorough understanding of the outstanding and innovative services and support they provide, as well as the goals, priorities, and challenges they continually face in supporting our student athletes. I believe this is a very important issue— that of being both a student and an athlete in a very challenging academic environment at Cal Poly. I think it is of value to the group that I contribute my knowledge and experience as a former faculty representative on the Athletics Advisory Committee. In my thirteen years as a professor of design at Cal Poly, I have also had the opportunity to have many student athletes in my classes, and have served as a faculty advisor to 'Block P' (the Cal Poly Student Athlete Advisory Committee – SAAC) and I have become familiar with their events and community outreach. In addition to attending many of the Block P events, I think it is also relevant to mention that I am a very big supporter of Cal Poly Athletics, and attend many games and matches for a variety of sports.

Towards the end of my last term on the Committee, we entered a new era for the group's role and mission, and the faculty representatives took on a more active role in contributing to the Committee— as exemplified by the previously mentioned recommendations to President Armstrong and Provost Enz Finken relative to compliance, as well as by working closely with our Athletics Director, Don Oberhelman. I believe it would be extremely beneficial to have a faculty representative on the Committee who played a major part in these recent initiatives and who also has experience with the issues and practices from past years. I have a sincere and genuine interest in having our athletics programs continue to be successful and competitive in competition, and I feel it is important to continue 10/2/2015 the positive momentum that the Committee currently has, as well as look at new and innovative ways to strengthen Cal Poly athletics and the experiences of our student athletes.

My initial interest in serving as a member of the Athletics Advisory Committee came from several perspectives: the experience of having been a two-sport intercollegiate player (tennis, soccer) and having been a student athlete myself; a focus of my professional design work on sport (including working for Adidas for five years, having independent clients (through McCormick Design) such as the New York Yankees and the Cincinnati Reds, and collaborating on three books about golf); active following of college sports; and on-going participation in sport currently through golf, cycling, and marathon running. I appreciate both the joy of sport and the intrinsic value of participation as an opportunity to learn something about myself. It is in this appreciation that athletics participation is a learning experience that is particularly relevant to the intercollegiate scene, and it is the responsibility of coaches, athletic administrators, and institutions to provide this kind of environment for student-athletes.

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It has been a privilege to serve on the Athletics Advisory Committee in the past, and I would greatly appreciate the opportunity to contribute again. For many of the reasons described above, I believe that I provide a unique perspective as well as valuable input to the Committee in the best interest of the success of Cal Poly Athletics and all of our student athletes. I am a firm believer in the responsibilities we all share in serving on the Committee (in our different roles with the University), and I am not only dedicated to providing a broad and positive learning experience for our student athletes so that they will take those lessons with them far beyond their years at Cal Poly, but I would also very much enjoy being part of the group as it moves forward with the leadership of very talented and capable people.

Campus Safety and Risk Management Committee – 2015-2017

Institutional Animal Care and Use Committee – 2015-2016

Intellectual Property Review Committee – 2 vacancies – CAFES and PCS – 2015-2017

University Union Advisory Board – 2015-2016

## Task Forces

GWR Task Force – 1 vacancy (CENG)

**Brian Self, Mechanical Engineering (9 years at Cal Poly) Tenured**

I have served on a previous writing task force under the direction of Brenda Helmbrecht (helped develop the writing rubric). Additionally, I have been a proponent of writing instruction and feedback in our department and college and feel that I could positively contribute to the task force.

USCP/DLO Task Force – 3 vacancies 2015-2016

**Lei-da Chen, Management, HR & Information Systems (1 year at Cal Poly) Tenure track**

I am interested in serving on the United States Cultural Pluralism/Diversity Learning Objectives (USCP/DLO) task force because of my passion in culture diversity issues related to university education and student learning experience. My international background has given me great appreciation for the importance of diversity and cultural pluralism in universities and society in general. I grew up in Shanghai, China, and at the age of 18, I came to the United States for my university and post-graduate education. I have worked in highly diverse environments in both my academic and industry careers. For example, I worked at Microsoft Asia-Pacific Research and Development Center with scientists from all over the world on projects. For the past 10 years, I have served as Visiting Professor at the prestigious Beijing International MBA and Executive MBA programs at Peking University interacting with students and business professionals from diverse cultural backgrounds. In my 15 years of experience as a university professor in the United States, I believe that my international experience and appreciation for cultural pluralism have made me a better educator and enriched the learning experience of my students.

I firmly believe that cultural pluralism enriches our society and leads to the creation of better ideas, and as an educator, I am passionate about bringing international experience to students because I believe that students will become better decision makers if they can appreciate and tolerate the different perspectives of diverse groups. I often incorporate culture awareness and diversity issues in my course discussion to help students develop a more well-rounded view of the world we live in. At my previous university, I have created and led international study trips for over 100 students to help students gain a deeper appreciation of the roles that globalization and cultural pluralism play in business. As an educator, I am a firm believer of the importance of preparing our students for the culturally pluralistic work environment and society; therefore, I am interested in making a positive contribution to incorporating diversity education and cultural pluralism in the curriculum and learning experience of our students.

In conclusion, I believe that my international background, experience in educating students about cultural pluralism, and willingness to serve will make me a valuable member of the USCP/DLO task force. I am grateful for your consideration on this matter.

Workplace Enhancement Strategy Task Force – 1 vacancy 2015-2016

**Sandi Clement, Biological Sciences (4 years at Cal Poly) Tenure Track**

I hope to be at Cal Poly for many years to come, and I am devoted to using my position to improve campus climate for all members of the Cal Poly community. I have been committed to issues of diversity and inclusivity since arriving at Cal Poly in Fall of 2011. In my first year at Cal Poly, I participated in the CTLT Professional Learning Community on "Fostering a Culture of Equity, Diversity, and Inclusivity in STEM Education at Cal Poly" co-facilitated by Drs. Jane Lehr and Dianne DeTurris. I have also been a faculty supporter of Cal Poly's Louis Stokes Alliance for Minority and Underrepresented Student Participation in STEM (LSAMP) program for the past two years, and I have been involved with the our BEACoN Mentor Network since Spring of 2015. In addition to my teaching and scholarship within the Biological Sciences, I also teach a course on Gender, Race, Culture, Science & Technology (GRCST) in Ethnic Studies and Women's and Gender Studies and will be part of the leadership group for the new GRCST minor. My activities associated with diversity and inclusivity pre-date my time at Cal Poly. I was active at my previous institution, UC San Diego, in the development and implementation of a TA training program on acknowledging and addressing unconscious bias in the classroom and co-founded a weekly discussion group on inclusive pedagogy. Of particular relevance to this ad hoc task force, I have read the Campus Climate Report and participated in several of the Campus Climate Focus Groups and Workshops in Fall of 2014.

**Dianne DeTurris, Aerospace Engineering (17 years at Cal Poly) Tenured**

I have already been actively participating in diversity awareness on campus through the Inclusive Excellence Council (IEC). Although I have not been a member, I have been invited to participate in IEC meetings, activities and events around campus. In June 2010, I took a three day diversity training course sponsored by IEC called Training of Trainers, taught by Lauren Niles and Jack Stratton. After this training, I helped the IEC create Diversity Drop-Ins for any campus unit interested in knowing more about resources, whether it be for 15 minutes or an hour or two training. I participated in briefing both CLA and CAED Dean's Council's about the Drop-Ins. In 2012, I was instrumental in drafting a letter from the IEC to President Armstrong encouraging him to take a diversity retreat with his senior staff.

One of the ways to bring about an organizational culture shift on issues of climate is to engage people in a series of small group discussion that creates a safe space for a dialogue over many months. The University of Michigan started InterGroup Dialogue (IGD) 25 years ago as a way to add dialogue into its undergraduate curriculum. Cal Poly sponsored InterGroup Dialogue program training with Dr. Anna Yeakley in the winter of 2011, which I took as a faculty member. In 2013, I taught a group of 10 graduate students and staff who went on to facilitate small group discussions as part of the IGD course, PSY 303, which was taught for the first time in Spring of 2013. In June of 2013 I attended the InterGroup Dialogue Summer Institute at the University of Michigan where I obtained many more resources for use in facilitation of dialogue on hot topics with students, staff and faculty.

Another way I have engaged in climate change is through a CTL Professional Learning Community (PLC). From January to June 2012, I was co-facilitator for two sections of a PLC called "*Fostering a Culture of Equity, Diversity, and Inclusivity in STEM Education at Cal Poly*", with Dr. Jane Lehr. Each section of 12 faculty and staff from COSAM and CENG first learned about dialogue, and then engaged in individual and group research focused on identifying patterns of underrepresentation and understanding how Cal Poly student recruitment and retention compares to other institutions. Participants read one of two books about the student pipeline in computer science, '*Unlocking the Clubhouse: Women in Computing*' or '*Stuck in the Shallow End: Education, Race and Computing*' and also went through a USC sponsored document analysis tool that provides guidelines and feedback for course syllabi, tests and websites. Participants took an Implicit Association Test available online to use as a reflective tool on awareness of bias. After the PLC was over, the participants collaborated on writing four grant proposals and numerous team teaching opportunities.

I have also been engaged in creating a campus that is more welcoming of people from other countries. From 2010 to 2012 I was Director of Global Technical Education Initiatives. In 2011 I was appointed to President's International Initiatives Action Group to advise on development of a self-support model for international student programs, which became the V.I.S.I.T. Cal Poly Program, and investigated strategies for evaluating international opportunities. In spring of 2012 I taught an Honor's 200 Seminar class on "The U.S. from a Global Perspective", which explored cultural competency from the viewpoint of international students at Cal Poly. My current research is in teaching cultural competency for engineers.



**David Janzen, Computer Science (9 years at Cal Poly) Tenured**

My interest in serving on this task force is both self-centered and rooted in a sincere care for others. As a tenured professor, I expect to serve on this campus for many more years. As such, I am motivated to make a positive difference for myself, my colleagues, and, ultimately our students. I want to enjoy where I work, and that includes being surrounded by others who enjoy where they work. As a Christian, I want to be obedient to the command to love others as myself. This moves me to see significant value in every individual, a trait that I think will be necessary on this task force.

My primary qualifications for this task force stem from my varied work experiences, and my teaching in software engineering. I worked as a professional software engineer and manager of software teams for five years at Sprint. I received tenure and promotions at two very different academic institutions: Cal Poly and Bethel College, a small Christian liberal arts college. I have extensive experience working with software companies who have to compete strategically to recruit and retain talented employees in a highly competitive, limited-supply economy. These experiences range from working with companies such as Salesforce, Intuit, and Amgen in my Software Engineering Capstone courses, to conducting software engineering research with and/or for companies such as Google, Lockheed Martin, and Cessna, to helping many students start companies with the Center for Innovation and Entrepreneurship, to starting my own company with former students in 2012. As a co-founder of a startup, I have had to wrestle with how to recruit and retain highly sought-after employees even when we cannot pay competitive wages.

In addition, I have served on several faculty search committees, many department RPT committees, and the College of Engineering RPT committee for the past two years. I served in the Academic Senate for two years, and served on a variety of department and college committees. I completed two successful sabbatical leaves, one at Bethel College, and one at Cal Poly.

Of the topics listed for the task force, I believe I have the strongest interest and competence in the topics Workplace Behavior and Collegiality, Employee Benefits, Policy and Practice, and Promotion, Tenure, Leave Job Duties/Requirements.

**James Sena, Management Area (28.3 years at Cal Poly) Tenured**

I served on the Campus Climate Survey Committee as a faculty representative and the Strategic Planning workforce. In both of these committees I believe I made significant contributions and came away with a better understanding of the workings of the University. I am currently the Department Chair of Management and am involved in the hiring and mentoring of what now has become 70% of the Management faculty. In the interview processes I have become most aware of diversity issues and stride to make certain that we fully embrace the tenants and spirit of the climate survey.

**Linda Vanasupa, Materials Engineering (24 years at Cal Poly) Tenured**

My interest in serving on this committee is grounded in my career commitments to creating and maintaining healthy learning (and working) environments at Cal Poly. I am particularly interested in ensuring a workplace free of bullying behavior, which, in my experience, has reached a 24-year high and is most acutely experienced by female staff and faculty, a fact that is supported in the data analysis of the recent campus climate survey.

My experience and efforts toward a climate that supports diversity in all its forms include the following:

- In 2001, by request of a female staff member who was subject to on-going sexual harassment by her department chair supervisor, I reported the allegation to campus police, despite the lack of support by my college dean and opposition from the provost and president, who represented that viewing pornography in the workplace was a protected first amendment right. I experienced a great deal of political backlash from students, alumni and other faculty for standing up against the inappropriate use of computing resources in the workplace that this represented, but there was a positive outcome: The CSU anti-harassment training was updated to make clear that the right for a hostility-free workplace supersedes employee privileges of exploring private prurient interests in the workplace through the use of campus computing resources.
- As Chair of the Materials Engineering Department (2002-2007), I authored and implemented a department level reform grant for materials engineering toward the aims of improving attraction and retention of female engineering students and returning our discipline to its stated roots of serving social well-being (Funder: National Science Foundation, \$1M);

- In response to Provost Enz-Finken's campus-wide call for organizational units to update their RPT criteria, I served as member of the College of Engineering Task Force on College RPT Policy (2013-2015). I worked with colleagues to construct a policy that was based on organizational research, recognized the central importance of citizenship/collegiality, and openly embraced diverse expressions of scholarship to enable thriving of all college members. This new policy was offensive to college of engineering colleagues who experienced the language of diversity as "oppressive" to their way of being, so the policy did not get adopted at the college level. However, my materials engineering department colleagues openly embraced this policy which was forwarded and approved by Provost Enz-Finken in 2015; the MATE department is the only department in the college of engineering to have adopted such a policy that boldly prioritizes the role of citizenship and diversity;
- From 2009 to 2015, I initiated and co-lead a learning initiative (SUSTAIN) that was organized around "honoring 9/24/2015 the whole"; at its core was the creation of learning environments that allowed all individual to developmentally and organizationally thrive while addressing societal challenges in partnership with community agencies. The primary funding of this initiative (National Science Foundation,\$\$770K) was based on cultural change research with the faculty as the agents of culture change. In particular, we were researching the conditions needed for faculty to move toward a culture of faculty co-learning (student-centered learning), accepting a diversity of views and ways of being. This initiative also included a separate grant from the National Science Foundation (\$290K) that strengthened ties with two regional Hispanic Serving Institutions. The explicit purpose was to learn together how to create the conditions for students of a wide range of social backgrounds to academically succeed.

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON REVISING THE CRITERIA FOR THE DISTINGUISHED SCHOLARSHIP  
AWARDS**

Background: In 2003, the Academic Senate passed AS-602-03/RP&D, Resolution on Establishing a Faculty Award to Recognize Distinguished Research, Creative Activity, and Professional Development at Cal Poly. The Award was administered by the Academic Senate Research and Professional Development Committee. In 2005, the Academic Senate passed AS-638-05, renaming the Award as the Distinguished Scholarship Award and renaming the committee the Distinguished Scholarship Awards Committee. Committee membership parameters currently adhere to revisions found in AS-671-08, Resolution on Changes to the Bylaws of the Academic Senate.

- |    |          |   |
|----|----------|---|
| 1  | WHEREAS, | Cal Poly is an institution known for its high quality of undergraduate      |
| 2  |          | education, and  |
| 3  |          |   |
| 4  | WHEREAS, | The Academic Senate defines scholarship in broad terms as the scholarships  |
| 5  |          | of discovery, application, integration and teaching/learning (AS-725-11);   |
| 6  |          | and   |
| 7  |          |   |
| 8  | WHEREAS, | The Academic Senate of Cal Poly has established a "Distinguished Research,  |
| 9  |          | Creative Activity and Professional Development Award" (AS-602-03/RP&D);     |
| 10 |          | and   |
| 11 |          |   |
| 12 | WHEREAS, | The Academic Senate resolved to establish a "Distinguished Research,        |
| 13 |          | Creative Activity and Professional Development Awards Committee" to         |
| 14 |          | conduct the selection process and determine on an ongoing basis the         |
| 15 |          | policies and criteria to be used for selecting recipients of the award; and |
| 16 |          |   |
| 17 | WHEREAS, | The Academic Senate resolved to rename the "Distinguished Research,         |
| 18 |          | Creative Activity and Professional Development Award" the "The              |
| 19 |          | Distinguished Scholarship Award" (AS-638-05); and                           |
| 20 |          |   |
| 21 | WHEREAS, | The criteria for the Award have not been revised since the award's original |
| 22 |          | incarnation as the "Distinguished Research, Creative Activity and           |
| 23 |          | Professional Development Award;" and  |
| 24 | WHEREAS, | The Award is designed to honor work of faculty conducted primarily at Cal   |
| 25 |          | Poly and celebrate both exemplary specific accomplishments and              |
| 26 |          | outstanding bodies of achievement; and                                      |
| 27 |          |   |
| 28 | WHEREAS, | The aforementioned "General Guidelines" and "Selection Criteria" of the     |
| 29 |          | document will benefit from revision in light of AS-725-11, and can be more  |

30 succinctly stated in a streamlined revision titled "Award Description and  
31 Criteria"; therefore, be it  
32

33 RESOLVED: That the "General Guidelines" and "Selection Criteria" document appended  
34 to AS-602-03/RP&D be revised in light of AS-725-11 with other updates in  
35 the form of the attached streamlined document titled "Award Description  
36 and Criteria"

Proposed by: Distinguished Scholarship Awards  
Committee

Date: April 28, 2015

## **Distinguished Scholarship Awards Committee**

*Revised award description and criteria*

*Approved by the Academic Senate on June 2, 2015*

### **Award Description:**

The Academic Senate Distinguished Scholarship Awards Committee invites nominations for the Distinguished Scholarship Award. Each year, three awards are presented, each accompanied by a cash prize of \$2,000.

These awards recognize achievement in scholarship and creative activity across the entire range of disciplines represented at Cal Poly. They honor work conducted primarily at Cal Poly and celebrate both exemplary specific accomplishments and outstanding bodies of achievement.

Faculty, students, staff, and alumni may submit nominations. Faculty members may nominate themselves. All nominations must be submitted using the online nomination form.

### **Eligibility:**

All nominees must be current members of the Cal Poly faculty (i.e. members of collective bargaining unit 3) and must be active at Cal Poly for at least one quarter during the academic year in which they are nominated (for example, faculty who are on leave for an entire academic year will not be eligible for that year). Faculty members at all ranks are eligible as long as they have completed at least three years of full-time service or its equivalent at Cal Poly.

### **Selection Criteria:**

Because this award is intended to recognize the full range of scholarship and creative activity possible at Cal Poly, the criteria listed below are necessarily incomplete. Moreover, it is expected that the work of any given nominee will meet some, but not necessarily all, of these criteria.

1. Quality of the creative or scholarly work as evidenced by any of the following:

- Extensive peer recognition of the work as substantial, seminal, and scholarly
- Contributions to improvements in the human condition and quality of life
- Use of the ideas, techniques, and creative work by industry, practitioners, and others

2. Importance of the scholarly work to students as evidenced by any of the following:

- Influence of the nominee's scholarly and creative work on student learning
- Effectiveness in furthering scholarship and creative activity among students
- Quality and significance of related senior projects, theses, and other student work
- Influence of the work on curriculum improvement and enhanced student learning experiences

3. Importance of the scholarly work to Cal Poly as evidenced by any of the following:

- Enhancement of the reputation of Cal Poly or its academic units

- Significance of grants and contracts received
- Mentoring and facilitating the professional development of other faculty and staff
- Recognition from industry, professional and academic organizations, and other institutions

**Distinguished Scholarship Awards Committee:**

The Distinguished Scholarship Awards Committee includes at least one voting General Faculty from each College and from Professional Consultative Services. General Faculty representatives should include former recipients of the Distinguished Scholarship Award. *Ex officio* members consist of a representative appointed by the Provost from the Office of Research and two ASI representatives – one undergraduate and one graduate student. The *ex officio* members are voting members, as per VIII.B. of the Bylaws of the Academic Senate.

Adopted:

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

**AS-\_\_-15**

**RESOLUTION TO ADD THE FUNCTION OF TASK FORCES**

1 RESOLVED: That the *Bylaws of the Academic Senate* be amended as follows:  
2

3 VIII. COMMITTEES

4 A. GENERAL

5 The functional integrity of the Academic Senate shall be maintained by the  
6 committee process. The committee structure shall include standing committees  
7 staffed by appointment or ex officio status, elected committees staffed by  
8 election, and ad hoc committees or task forces staffed either by appointment or  
9 election as directed by the Academic Senate Executive Committee. The  
10 Executive Committee may create ad hoc committees or task forces as it deems  
11 necessary for specific purposes, which, in the judgment of the Academic Senate  
12 Chair, cannot be handled adequately by the standing committees. Only the  
13 Executive Committee is authorized to create ad hoc committees or task forces,  
14 and these shall report to the Academic Senate by way of the Executive  
15 Committee.

Proposed by: Academic Senate Executive Committee

Date: March 11, 2015

Revised: May 27, 2015

Adopted:

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

**AS-\_\_\_-15**

**RESOLUTION ON CALIFORNIA STATE UNIVERSITY (CSU)  
2015–2016 PRESIDENTIAL SEARCHES**

- 1 WHEREAS, In 2015–2016, the California State University will conduct searches for new presidents at four campuses:  
2 Sonoma State University, San José State University, CSU Channel Islands, and CSU Chico; and  
3
- 4 WHEREAS, CSU presidential searches are governed by the *Board of Trustees Policy for the Selection of Presidents*  
5 which calls for 1) a Trustees Committee for the Selection of the President (TCSP) to recommend final  
6 candidates to the Board as well as 2) a campus Advisory Committee to the Trustees Committee for the  
7 Selection of the President (ACTCSP) which participates in the search process, including interviews and  
8 deliberations that lead to the selection of a final candidate(s); and  
9
- 10 WHEREAS, The Board of Trustees' *Policy* expresses its intention "to generate confidence in the selection process and  
11 garner local support for the eventual appointee," but the only faculty members stipulated by the *Policy* to  
12 serve on a nine-member ACTCSP are the Chair of the campus Academic Senate and two faculty  
13 representatives selected by the campus faculty; and  
14
- 15 WHEREAS, The "deep commitment... to the principles of consultation" expressed in the Board of Trustee's *Policy* is  
16 rendered substantially shallower by its provision that "the Chancellor and the Chair of the TCSP  
17 determine whether to schedule campus visits, which are optional"; and  
18
- 19 WHEREAS, Meaningful consultation means open campus visits where all members of the university community have  
20 the opportunity to meet finalists and ask them questions in a public forum; and  
21
- 22 WHEREAS, Such visits give the university and public insight into finalists' knowledge of the campus and their ability  
23 to unify and lead students, faculty, staff, and administrators as well as give finalists insight into the  
24 university community they aspire to lead; and  
25
- 26 WHEREAS, Abandoning the practice of announcing finalists' names publicly and scheduling official campus visits for  
27 them would mean less transparent search processes and less confidence in the outcomes on the part of the  
28 university community and the public; therefore be it  
29
- 30 RESOLVED: That the Cal Poly Academic Senate calls for open and transparent search processes for the four CSU  
31 presidential searches in 2015–2016 and for any future presidential searches—processes in which finalists'  
32 names are publicly announced and official campus visits for them are scheduled; and be it further  
33
- 34 RESOLVED: That this resolution be distributed to the Chair of the Board of Trustees, the Chancellor, the Chairs of the  
35 2015–2016 TCSPs, the Academic Senate CSU, and campus senate chairs.

Proposed by: Academic Senate Executive Committee  
Date: October 8, 2015





## Board of Trustees Policy for the Selection of Presidents

### Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

### The Trustees Committee for the Selection of the President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, approves the final campus and job descriptions, and any advertising copy, and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist on specific tasks related to the selection process. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

### The Advisory Committee to the Trustees Committee for the Selection of the President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of the Chair of the Academic Senate on the campus, two faculty representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. Each of the campus representatives shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any

advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

### **Confidentiality and Professionalism**

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

### **The Presidential Selection Process**

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, advertising copy is developed, candidates are invited to submit applications, and a broad pool is developed. The Chancellor and the Chair of the TCSP confer and evaluate whether any additional internal CSU candidate(s) is/are a good fit for the position to be added to the pool and considered for the position. The TCSP and the ACTCSP then meet again, review all candidates and decide whether to interview internal candidates, internal and external candidates, or external candidates. After consultation with the TCSP and the ACTCSP, the Chancellor and the Chair of the TCSP determine whether to schedule campus visits, which are optional, or to schedule campus visits on a modified basis, depending on the circumstances of the search.

### **Deviations from These Procedures**

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

Adopted September 20-21, 2011  
CSU Board of Trustees

Contact: [webmaster@calstate.edu](mailto:webmaster@calstate.edu)

Last Updated: September 30, 2011

Adopted: November 26, 1996

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS-471-96/SWC  
RESOLUTION ON  
AMOROUS RELATIONSHIPS**

- WHEREAS, Faculty or instructional staff hold positions of authority that involve the legitimate exercise of power over others; and
- WHEREAS, Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power; and
- WHEREAS, The issue of appropriate and inappropriate relationships between students and faculty or instructional staff is very complex; and
- WHEREAS, It is the responsibility of Cal Poly faculty to maintain the highest standards of professional ethics; and
- WHEREAS, Cal Poly's Faculty Code of Ethics and the AAUP's Statement on Professional Ethics affirm that (1) professors adhere to their proper roles as intellectual guides and counselors, (2) they make every reasonable effort to assure that their evaluations of students reflect each student's true merit, and (3) they avoid any exploitation of students; therefore, be it
- RESOLVED: That Cal Poly adopt the attached *Policy on Amorous Relationships Between Students and Faculty or Instructional Staff Who Evaluate or Supervise Them*.

Proposed by the Status of Women Committee  
May 13, 1996  
Revised October 29, 1996  
Revised November 12, 1996

## **POLICY ON AMOROUS RELATIONSHIPS BETWEEN STUDENTS AND FACULTY OR INSTRUCTIONAL STAFF WHO EVALUATE OR SUPERVISE THEM**

California Polytechnic State University, San Luis Obispo

May 10, 1996

### **I. POLICY STATEMENT: AMOROUS RELATIONSHIPS IN THE INSTRUCTIONAL CONTEXT**

**It is the policy of California Polytechnic State University, San Luis Obispo that faculty members or other instructional staff shall not initiate, pursue, or be involved in any amorous or sexual relationships (hereinafter referred to as amorous relationships) with any student whom they evaluate or supervise by virtue of their teaching, research, or administrative responsibilities.**

Friendships or mentoring relationships between faculty or instructional staff and students are not proscribed by this Policy, nor is it the intent of this Policy that such non-amorous relationships be discouraged or limited in any way.

### **II. RATIONALE FOR POLICY**

The University's educational mission is promoted by professionalism in faculty-student relationships, and professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty or other members of the instructional staff that undermine this professionalism jeopardize the University's ability to fulfill its educational mission. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power.

Faculty members and other instructional personnel exercise power over students, whether in giving them praise and criticism, evaluating their work, making recommendations for their further studies or future employment, or conferring other benefits on them. Because it may easily involve or appear to involve a conflict of interest, an amorous or sexual relationship between a faculty member or other member of the instructional staff and a student entails serious ethical concerns when the faculty or instructional staff member has professional responsibility for the student.

Voluntary consent by the student in such a relationship is difficult to determine with certainty, given the fundamentally asymmetric nature of the relationship. Because of the complex and subtle effects of that power differential, relationships may well be less consensual than the individual whose position confers power believes, and the faculty or instructional staff member bears a special burden of accountability in any such involvement.

Further, amorous or sexual relationships in which one person is in a position to review the work or influence the career of another may provide grounds for complaint by others outside the relationship when that relationship appears to give undue access or advantage to the individual involved in the relationship, or to restrict opportunities, or create a hostile and unacceptable environment for those outside the relationship. Other students and faculty may be affected by behavior that makes or appears to make obtaining benefits (such as advancing one student over others) contingent on amorous or sexual favors.

### III. DEFINITIONS

As used in this Policy, the term "faculty member" or "instructional staff" means any member of the university community who engages in instructional or evaluative activities of any student who is enrolled in a course being taught by that individual or whose academic work, including work as a teaching or research assistant, is being supervised or evaluated by that individual. Graduate or undergraduate students, when performing official University academic supervisory or evaluative roles with respect to other students, are considered instructional staff for the purposes of this Policy.

As used in this Policy, an amorous relationship exists when, without the benefit of marriage, two persons as ~~consenting~~ partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.

As used in this Policy, to "evaluate or supervise" means:

- a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any instructionally conferred right, benefit or opportunity, or
- b. To oversee, manage or direct one's academic or other institutionally prescribed activities.

### IV. AMOROUS RELATIONSHIPS OUTSIDE THE INSTRUCTIONAL CONTEXT

Amorous relationships between faculty members or other members of the instructional staff and students occurring outside the instructional context may also lead to difficulties. Particularly when the individual and the student are in the same academic unit or in units that are academically allied, relationships that the involved parties view as consensual may be disruptive to unit activities and appear to others to be exploitative. Further, in these and other situations, the faculty or instructional staff member may face serious conflicts of interest. In any such situation, therefore, faculty or instructional staff members should be most careful to remove themselves from involvement with any decisions that may reward or penalize the student.

### V. PROCESS AND SANCTIONS

Because of the sensitive nature of such relationships, every reasonable effort should be made

to resolve alleged Policy violations on an informal basis if possible. Concerns about problems related to this Policy may be taken to the administrative official most directly involved, excluding the person alleged to have violated this Policy, or to one of the individuals listed below in Section VIII.

Any remedial actions taken through informal procedures by the administrative official most directly concerned, assuming s/he is not the person alleged to have violated this Policy, will depend on the totality of the circumstances. Efforts should be made to be constructively educational and to be corrective rather than punitive if a Policy violation is found: an acknowledgment of the violation and a commitment not to violate the Policy in the future, along with a warning or other appropriate action directed toward the faculty or other instructional staff member, may be sufficient resolution. In cases where further action is deemed appropriate, sanctions may range from a letter of reprimand to dismissal of faculty, all in accordance with applicable University procedures as identified in Articles 18 and 19 of the Collective Bargaining Agreement.

## VI. APPEALS

If not satisfied with the administrative official's decision, the faculty member or other member of the instructional staff accused of a Policy violation may proceed, in accordance with established procedures, to the grievance or hearings committees to which he or she otherwise has access.

## VII. ABUSE OF THIS POLICY

Complaints found to have been intentionally dishonest or made in willful disregard of the truth may subject the complainant to disciplinary action, with possible sanctions ranging from a letter of reprimand to dismissal.

## VIII. RESOURCES FOR ASSISTANCE AND INFORMATION

Questions concerning this Policy may be addressed to the University's Director of Affirmative Action (756-2062), Women's Program/Student Life and Activities (756-2476), the Sexual Harassment Advisors (names and numbers are available from Director of Affirmative Action), the Vice President of Student Affairs (756-1521), and the Vice President of Academic Affairs (756-2186).

Copies of the Policy are available from Department Chairs and from the offices listed above. These offices are also prepared to help people understand what the Policy means and what options for resolution are available if they believe they have experienced a problem related to this Policy in connection with their academic study or work at the University.

CHAPTER FOUR  
OFFICE OF THE PRESIDENT

420        EQUAL OPPORTUNITY

420.1      Administration

Under the general direction of the director of University Diversity and Inclusivity, the director of Equal Opportunity is responsible for implementing and maintaining employment policies and procedures that comply with applicable state and federal non-discrimination and Affirmative Action obligations, laws, and regulations.

420.2      Mission

The mission of the Office of Equal Opportunity is to expand, strengthen, and support inclusive excellence, and to increase respect for differences, multiculturalism, and collaboration within Cal Poly's work and educational communities. In support of the Cal Poly mission, the Equal Opportunity staff members are committed to promoting a culture that values individual and organizational integrity, civility, and diversity.

In order to accomplish this mission, we:

- Ensure University adherence to Equal Employment Opportunity (EEO) laws and regulations;
- Serve as campus Americans with Disabilities Act (ADA) and Section 504 compliance officer, supporting the efforts of Cal Poly to comply with all relevant disability laws;
- Serve as campus Title IX Coordinator, overseeing Cal Poly's handling of Title IX complaints, education and compliance efforts;
- Conduct investigations of alleged CSU or Cal Poly policy violations related to protected class status, whistleblowing, and/or other Equal Opportunity issues;
- Participate in campuswide efforts to increase inclusivity, assess and enhance campus climate;
- Provide direction on the implementation of the California Child Abuse and Neglect Reporting Act ("CANRA"), the requirement for mandatory reporting of child abuse and neglect; and
- Facilitate Conflict of Interest training, and assist with employee filings of the annual Form 700.

420.3      Sexual Harassment



Cal Poly is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the University environment, all individuals are entitled to benefit from University programs and activities without having to tolerate inappropriate behavior because of their gender.

This policy applies to all members of the University community and everyone is expected to give the subject the serious attention it requires. Sexual harassment violates University policy, seriously threatens the academic environment, is contrary to law, and will not be tolerated. The University also will not tolerate sexually harassing conduct by a non-employee toward any member of the University community where the non-employee and the member of the University community are participating in University activities. Independent contractors, vendors, and others who do business with the University or on University premises are expected to comply with this policy, and the University will take appropriate action if they fail to do so.

420.4 Amorous Relationships between Students and Faculty or Instructional Staff Who Evaluate or Supervise

420.4.1 Positions of Authority

It is recognized that faculty or instructional staff hold positions of authority that involve the legitimate exercise of power over others. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power. The issue of appropriate and inappropriate relationships between students and faculty or instructional staff is very complex. It is the responsibility of Cal Poly faculty to maintain the highest standards of professional ethics. Cal Poly's Faculty Code of Ethics and the American Association of University Professors Statement on Professional Ethics affirm that: "professors adhere to their proper roles as intellectual guides and counselors; they make every reasonable effort to assure that their evaluations of students reflect each student's true merit; and they avoid any exploitation of students."

420.4.2 Academic Senate Resolution AS-471-96

On November 26, 1996, the Cal Poly Academic Senate adopted Academic Senate Resolution AS-471-96/SWC, Resolution on Amorous Relationships. On March 24, 1997, the resolution was approved by the President with a minor modification. This Policy was originally issued via Administrative Bulletin 98-1 to promulgate the policy, effective as of March 24, 1997.



## References for CAP 420:

1. Date approved by the President: March 7, 2014
2. Effective Date: March 7, 2014
3. Responsible Department/Office: Equal Opportunity
4. Revision History: May 22, 2014 editorial name change, February 10, 2015 references updated.
5. Related University Policies, Procedures, Manuals and/or Documents:
  - a. Equal Opportunity website.
  - b. Campus Administrative Bulletin 98-1: Cal Poly Policy on Amorous Relationships Between Students and Faculty or Instructional Staff Who Evaluate or Supervise Them.
  - c. CSU Executive Order 926, California State University Board of Trustees Policy on Disability Support and Accommodations and its successors.
  - d. CSU Executive Order 929, Reporting Procedures for Protected Disclosure of Improper Governmental Activities and/or Significant Threats to Health or Safety (Whistleblower Complaints) and its successors.
  - e. CSU Executive Order 1058, Complaint procedure for CSU employees, former employees and applicants for specific CSU employment who believe they have been retaliated against for making a protected disclosure (Whistleblower Retaliation) and its successors.
  - f. CSU Executive Order 1095, Implementation of Title IX, VAWA/Campus SaVE Act, and Related Sex Discrimination, Sexual Harassment and Sexual Violence Legislation and its successors.
  - g. CSU Executive Order 1098, Student Conduct Procedures and its successors.
  - h. CSU Executive Order 1097, Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Students and Systemwide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students and its successors.
  - i. Executive Order 1083, Systemwide policy which provides direction on the implementation of the California Child Abuse and Neglect Reporting Act ("CANRA") (Penal Code 11164-11174.3), the requirement for mandatory reporting of child abuse and neglect and its successors.
  - j. Executive Order 1088, Reaffirms California State University's commitment to maintaining and implementing employment policies and procedures that comply with applicable affirmative action laws and regulations and its successors. Previously, the Systemwide affirmative action policy was combined with the nondiscrimination policy in one executive order. For clarity, the two policies are now articulated in two separate executive orders. This executive order supersedes Executive Order 883 and articulates the Systemwide affirmative action policy.
  - k. Executive Order 1096, Systemwide Policy Prohibiting Discrimination, Harassment and Retaliation Against Employees and Third Parties and Procedures for Handling Discrimination, Harassment and Retaliation Allegations by Employees and Third Parties and its successors.

- l. The Federal Genetic Information Nondiscrimination Act (GINA): The CSU, in its HR Technical Letter HR/EEO 2011-02, Summary of the mandates of the law provides a copy of the Federal Register, Part III, EEOC 29 CFR Part 1635, "Regulations Under the Genetic Information Nondiscrimination Act of 2008; Final Rule."
  - m. The CSU Systemwide Employment Discrimination Complaint Procedure, Outlines by unit/employee group which employment discrimination complaint policy (if any) applies to their group and the appropriate procedures.
  - n. The California Political Reform Act of 1974, Requires the University to adopt and communicate Conflict of Interest (COI) codes. In addition, the code requires employees in designated positions to file a Statement of Economic Interest (Form 700) annually, and complete Ethics Training within 6 months of assuming office and every two years thereafter.
6. Laws, Regulations and/or Codes of practice referred to herein or related to this policy:
  - a. Title VII of the Federal 1964 Civil Rights Act: Title 42 U.S.C. Section 2000 et seq.
  - b. Title IX of the Federal Education Amendments of 1972: Title 20 U.S.C. Section 1681 et seq.
  - c. The Federal Genetic Information Nondiscrimination Act of 2008: Title 42, U.S.C. Section 2000ff.
  - d. The Federal Age Discrimination in Employment Act of 1967, Title 29 U.S.C. Section 633a(c).
  - e. The Federal Rehabilitation Act, Sections 501, 502, 503, 504 and 508: 29 U.S.C. Section 791.
  - f. The Federal Americans with Disabilities Act of 1990, Titles I, II, III, and IV, and the ADA Amendments Act of 2008: 42 U.S.C. Section 12101 et seq.
  - g. The Federal Family and Medical Leave Act of 1993: Title 29 U.S.C. Sections 2611 – 2615.
  - h. The Federal Pregnancy Discrimination Act: Title 42 U.S.C. Section 2000e(k).
  - i. The Federal statute prohibiting discrimination in employment against military service members and veterans, Title 38 U.S.C. Section 4311.
  - j. The California Fair Employment and Housing Act (FEHA): California Government Code Section 12940 et seq.
  - k. The California Whistleblower Protection Act: California Government Code Section 8547.
  - l. The California Political Reform Act of 1974: California Code of Regulations Section 81000 et seq.
  - m. California Government Code Section 12950.1.

## CSU Policy on Consensual Relationships

A CSU Employee shall not enter into a consensual relationship with a Student or Employee over whom s/he exercises or influences direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each Campus shall develop a procedure to reassign such authority to avoid violations of this policy.

Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the University community may begin as consensual, they may evolve into situations that lead to Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence, or Stalking subject to this policy.

The Campus Policy on Consensual Relationships can be found here: [Executive Order 1096 \(pdf\)](#). Questions concerning the policy may be addressed to the Office of Equal Opportunity (756-6770).

## Non-Discrimination Policy

It is the policy of the CSU to prohibit discrimination against faculty members on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, marital status, pregnancy, age, disability, or veteran status. Cal Poly will not tolerate acts of racism or discrimination of any type. The University is committed to being a community enriched by individual differences, in which diversity is valued and respected and in which all members live and work free from harassment, abuse, mockery, and discrimination.

## Drug-Free Environment

Cal Poly is fully committed to achieving an alcohol and drug-free environment for its students and employees. Federal law requires that Cal Poly create and maintain a drug-free environment and implement a prevention program for students and employees.

The University recognizes that alcohol and other drug dependencies are treatable conditions. Employees who suffer from a substance abuse problem are encouraged to get help immediately. Employee health insurance plans often defray part of the cost of rehabilitation programs. Cal Poly will also accommodate employees by allowing the use of sick leave or unpaid time off to participate in such programs.

A list of organizations which provide alcohol and other drug dependency treatment services may be obtained through the Employee Assistance Program anytime by visiting [www.liveandworkwell.com](http://www.liveandworkwell.com). You will be asked to either create a confidential personal login

## **Executive Order 1096 Procedure Timeline**

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Executive Order 1096 provides a systemwide procedure for handling allegations of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating and Domestic Violence, and Stalking by certain individuals (see Article III C. 1. Filing a Complaint.) Below is a summary of the Executive Order 1096 procedure timeline. For a full understanding and complete text, please consult Executive Order 1096.

- **Immediately following an act/action/incident that falls under Executive Order 1096** or as soon as possible thereafter, Complainants who believe they are or may have been victims of Discrimination, Harassment, Retaliation, Sexual Misconduct, Dating or Domestic Violence or Stalking, may initiate the **Article III. Campus Procedure for Responding to Complaints** to receive information about the procedures that exist for resolving such matters. All incidents should be reported even if a significant amount of time has passed. However, delaying a report or Complaint may impede the ability to conduct an investigation or take appropriate remedial actions.

**For the purpose of this Executive Order, Working Days** are defined as Monday through Friday, excluding all official holidays or Campus closures at the Campus where the Complaint originated or at the Chancellor's Office (CO) where the Complaint Appeal is reviewed.

- **Within ten (10) Working Days after receipt of a Complaint**, an intake interview shall be conducted with the Complainant.
- **Within ten (10) Working Days** after reviewing all written Complaints and the information received during the intake interview, the Discrimination/Harassment/Retaliation (DHR) Administrator or Title IX Coordinator will notify the Complainant that the Complaint has been accepted for investigation and the timeline for completion of the investigation. If the DHR Administrator or Title IX Coordinator determines the Complainant has failed to state a Complaint within the scope of this Executive Order, s/he will provide the Complainant with written notice of this determination within **ten (10) Working Days**. The DHR Administrator or Title IX Coordinator will also inform the Complainant that if additional information is provided, the Complaint will be reviewed again.
- **Within sixty (60) Working Days after the intake interview**, the Investigator shall complete the investigation, write and submit an investigation report to the campus designated DHR Administrator or Title IX Coordinator. If this timeline is extended pursuant to Article V. E, it shall not be extended for a period longer than an additional **thirty (30) Working Days** from the original due date.
- **Within ten (10) Working Days of receiving the investigation report**, the DHR Administrator or Title IX Coordinator shall review the investigation report and notify the Parties in writing of the investigation outcome. If the DHR Administrator or Title IX Coordinator performed the investigation, s/he shall notify the Parties in writing of the investigation outcome within **ten (10) Working Days** of completing the investigation report. The Notice shall indicate whether or not this Executive Order was violated and the Complainant's and Respondent's right to file an Appeal under this policy.

## **Executive Order 1096 Procedure Timeline**

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- **Within ten (10) Working Days after the date of the Notice of Investigation Outcome**, the Complainant may file a written appeal with the CO.
- **Within thirty (30) Working Days after receipt of the written Appeal**, the CO designee shall respond to the appealing party, unless the timeline has been extended pursuant to Article IV. G or Article V. E. A separate notification shall be provided to the non-appealing party, indicating whether or not the allegations were substantiated on Appeal by a Preponderance of the Evidence.
- **Closure.** The CO Appeal Response is final and concludes the Complaint and Appeal process under this Executive Order.

**Pursuant to EO 1096, Article V. E. the timelines noted above may be extended as follows:**

The timeline for the procedures contained within this Executive Order may be extended for any reason deemed to be legitimate by the Campus investigator/CO Appeal reviewer or by mutual agreement of the Parties. The timelines stated within this Executive Order will be automatically adjusted for a reasonable time period that should not exceed an additional **thirty (30) Working Days** for a Campus investigation or an additional **thirty (30) Working Days** for a reopened Campus investigation under Article IV. The Complainant and Respondent shall receive written notification of any period of extension.

### **CHAPTER THREE ADMINISTRATION AND FINANCE**

- 334.1.3 Slacklining Policy
- 334.1.3.1 All slacklining activity must comply with this policy as well as campus policy in whole.
- 334.1.3.2 Slacklining is defined as an activity in which the participant walks on a span of nylon climbing or slackline webbing, positioned horizontally with the ground below and securely anchored at two fixed points.
- 334.1.3.3 Slacklining is permitted between the hours of sunrise and sunset. To provide for the safety of the campus community the following guidelines have been established:
  - 334.1.3.3.1 Slacklining is solely permitted in designated locations on campus.
  - 334.1.3.3.2 Slacklines are only permitted to be affixed to specially installed poles within the designated locations.
  - 334.1.3.3.3 Participants and spectators assume any and all risk associated with this activity. For participants, the risks include but are not limited to, death, paralysis, and serious injury. Participants and spectators take full responsibility for following this section and best safety practices within this activity.
  - 334.1.3.3.4 All slacklines may be affixed on a temporary basis while in use by a responsible person and slacklines must be removed when not in use. The owner of the slacklining equipment is responsible for setting up and taking down the equipment by sunset each day and may not leave equipment unattended.  
Unattended slacklining equipment may be removed and stored without notice.
  - 334.1.3.3.5 All equipment associated with the practice of slacklining should be maintained in an operable and safe condition, which is the sole responsibility of the participants. Spotters are strongly recommended.
  - 334.1.3.3.6 This policy may be enforced by the University Police department for the safety of the community and to protect University property. University Police will respond and take appropriate action. Violations of this policy may result in both University sanctions and/or criminal prosecution.
  - 334.1.3.3.7 Slacklines may not be attached to campus trees, and may not be affixed to any other campus fixture, including but not limited to, buildings, bike racks, handrails, art objects, fences or light poles.
  - 334.1.3.3.8 The slackline may not be elevated to a height of more than 4 feet at the center of the span.
  - 334.1.3.3.9 University Police may direct that equipment which appears to be unsafe or improperly set up be removed.
  - 334.1.3.3.10 Participants may not be under the influence of drugs or alcoholic beverages.

- 334.1.3.3.11 At the direction of University Police, for any reason, the activity must be curtailed and all equipment removed immediately.
- 334.1.4 Hammocking is defined as an activity in which a hanging, easily swung length of canvas or heavy netting suspended between two trees or other supports and used as a seat or bed.
- 334.1.4.1 Hammocking is prohibited on Cal Poly property. This policy may be enforced by the University Police Department for the safety of the community and to protect University property. University Police will respond and take appropriate action. Violations of this policy may result in both University sanctions and/or criminal prosecution.