I. **Minutes:** Approval of February 26, 2019 minutes (pp. 2-3).

II. **Communication(s) and Announcement(s):**

III. **Reports:**
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. **Business Item(s):**
A. Appointments to Academic Senate Committees for the 2019-2021 term: (pp. 4-8)
B. Appointments to University Committees for the 2019-2020 academic year: (pp. 9-16)
C. Appointments of Academic Senate Committee Chairs for 2019-2020: (p. 17).
D. Approval of Assigned Time for the Academic Senate Officers and Committee Chairs for 2019-2020 Academic Year: (pp. 18)
F. Appointment of Bruno de Silva, Computer Science and Software Engineering to the Academic Senate CENG caucus for Spring quarter 2019 only.
G. Appointment of Greg Starzyk, Construction Management and Adrienne Greve, City and Regional Planning to the Academic Senate CAED caucus for 2019-2020 academic year.
H. Appointment of CLA representative to the e-Learning Task Force: (pp. 19-20)
I. Resolution on Template for General Education 2020: Gary Laver, General Education Governance Board (pp. 21-24)
J. Review and Consider “University Faculty Personnel Policies Chapter 8: Evaluation of Teaching and Professional Services Subchapter 8.4: Student Evaluation of Instruction to Appear as Consent Agenda Item: Ken Brown, Faculty Affairs Committee (pp. 25-29)

V. **Discussion Item(s):**
A. Statewide Senate GE Task Force: Dustin Stegner, Academic Senate Chair
B. Campus Advisory Council Membership: Dustin Stegner, Academic Senate Chair

VI. **Adjournment:**
Meeting of the Academic Senate Executive Committee  
Tuesday, February 26, 2019  
01-409, 3:10 to 5:00pm

I. **Minutes**: M/S/P to approve the January 8, 2019 Academic Senate Executive Committee minutes.

II. **Communication(s) and Announcement(s)**: Dustin Stegner, Academic Senate Chair, announced that there would be a General Education Open Forum on March 7th in the Advanced Technologies Lab (ATL) lead by Gary Laver, General Education Governance Board Chair. He also asked Caucus Chairs to continue to seek Faculty Statement of Interest forms for Academic Senate and University-wide Committees.

III. **Reports**:
A. Academic Senate Chair: None.
B. President’s Office: None.
C. Provost: None.
D. Statewide Senate: Jim LoCascio and Gary Laver, Statewide Senators, discussed topics of General Education amongst the Statewide Senate.
E. CFA: None.
F. ASI: Mark Borges, ASI Board of Directors Chair, provided an update on the ASI Elections. He also reported that the Board would be reviewing the Inclusive Excellence Action Plan at its next meeting on March 6th.

IV. **Business Item(s)**:
A. **Appointments to GWR Advisory Board**: M/S/P to approve the following individuals to the GWR Advisory Board:
   - Jerusha Greenwood, Experience Industry Management – College of Ag, Food and Envmtl Science
   - Doug Jackson, Architecture – College of Architecture and Environmental Design
   - Rebekah Oulton, Civil and Environmental Engineering – College of Engineering
   - Grace Yeh, Ethnic Studies – College of Liberal Arts
   - Kaila Bussert, Academic Services – Professional Consultative Services
B. **Appointment to Curriculum Committee**: M/S/P to approve Louise Torgerson, University Advising, to the Curriculum Committee for the 2019 term.
C. **Retiring of Resolution on Definition of “Close Relative” AS-261-87/PPC**: Dustin Stegner, Academic Senate Chair, proposed retiring the Resolution on Definition of “Close Relative” AS-261-87/PPC because the information presented in the resolution no longer applies, per CSU admissions policy. M/S/P to place the Resolution on Definition of “Close Relative” AS-261-87/PPC on the consent agenda.
D. **Review and Consider “University Faculty Personnel Policies Chapter 8: Evaluation of Teaching and Professional Services Subchapter 8.4: Student Evaluation of Instruction to Appear as Consent Agenda Item**. Brett Bodemer, Faculty Affairs Committee member, introduced the document, “University Faculty Personnel Policies,” Chapter 8: Evaluation of Teaching and Professional Services Subchapter 8.4: Student Evaluation of Instruction as a proposed item to the Consent Agenda. This document will return to the Executive Committee.
E. **Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes**: Brett Bodemer, Faculty Affairs Committee member, introduced the Resolution on University Faculty Personnel Policies
Chapter 5: Evaluation Processes. M/S/P to agendize the Resolution on University Faculty Personnel Policies Chapter 5: Evaluation Processes.

F. Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns. Brett Bodemer, Faculty Affairs Committee member, introduced the Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns. M/S/P to agendize the Resolution on University Faculty Personnel Policies Chapter 6: Evaluation Cycle Patterns.

G. Resolution on Supporting Library Collections Necessary for Faculty and Student Success. Brett Bodemer, Faculty Affairs Committee member, introduced a resolution that would support the CSU Academic Senate’s resolution asking for increased funding for the Electronic Core Collection (ECC). The resolution also asks that the Dean of Library services be invited to address the Academic Senate annually to provide a report on the state of collections expenditures at both the centralized and local levels. M/S/P to agendize the Resolution on Supporting Library Collections Necessary for Faculty and Student Success.

H. Resolution to Reinforce Sustainability in the Cal Poly Strategic Plan. Jonathan Reich, Academic Senate Sustainability Committee Chair, proposed a resolution asking that the 2018-23 Cal Poly Strategic Plan be revised to more accurately reflect Cal Poly’s commitment to the Tallories Declaration, the CSU Sustainability Policy, and the AASHE-STARS framework and that the plan include a new strategic priority: Priority 8: “Foster comprehensive sustainability.” The Resolution to Reinforce Sustainability in the Cal Poly Strategic Plan was not agendized. The Academic Senate Sustainability Committee will work with the Budget and Long-Range Planning Committee to ensure a framework of sustainability is built into the metrics of the 2018-23 Cal Poly Strategic Plan.

V. Discussion Item(s):
   A. Extended Education Programs: Dustin Stegner, Academic Senate Chair, discussed how to best receive consultation from Extended Education with departments prior to creation of new offerings. This discussion item will return to the Executive Committee.

VI. Adjournment: 5:00 PM

Submitted by,

Mark Borges
Academic Senate Student Assistant
Statements of Interest Received for
2019-2021 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

College of Agriculture, Food and Environmental Sciences
Budget and Long-Range Planning Committee
Distinguished Scholarship Awards Committee
Distinguished Teaching Awards Committee (2019-2020)
Faculty Affairs Committee

Eivis Qenani, Agribusiness (16 years at Cal Poly) Tenured – Incumbent
I would like to continue to serve on the Faculty Affairs committee as I have found it very interesting and productive. Thank you.

GE Governance Board (2019-2022)
Instruction Committee (2019-2020)
Research, Scholarship, and Creative Activities Committee

Keri Schwab, Experience Industry Management (5.5 years at Cal Poly) Tenured – Incumbent
We reviewed the Exceptional Service requests this year and I expect we will again next year. We worked to more broadly define what type of work is research, scholarly, and creative activities, but not sure we accomplished that.

Sustainability Committee

College of Architecture and Environmental Design
Curriculum Committee
Distinguished Scholarship Awards Committee
Faculty Affairs Committee
Grants Review Committee
Instruction Committee
Sustainability Committee

Jonathan Riech, Architecture (18 years at Cal Poly) Tenured – Incumbent
I would like to continue to contribute to Cal Poly’s evolution to having greater emphasis on sustainability integrated throughout the curriculum and the university as a whole. My 2 years as chair of the Academic Senate Sustainability Committee will be completed this year and I want to continue as a highly motivated, well-informed committee member to continue initiatives begun during that time and to assist the new chair to maintain and improve our activities.

Since Winter of 2002 I have been the lead teacher in CAED’s interdisciplinary award-winning “Sustainable Environments” Minor courses EDES.406 & EDES.408. Through this I have become well-acquainted with every aspect of sustainability at Cal Poly. The “Sustainable Environments” minor program in the College of Architecture and Environmental Design (CAED) won statewide recognition and “Best Practice Award” for “Sustainability in Academics” from the California Higher Education Sustainability Conference (CHESC) in 2015.

For 22 years CAED’s “Sustainable Environments” program has offered Cal Poly students an opportunity to shape their own education informed about principles and problems of sustainable environmental design with global, regional and local perspectives and concepts – and then to attempt to implement sustainable practices locally. The program provides students from across all majors at the university with knowledge and abilities needed to integrate concerns for ecology, social equity and economics within the context of human and natural resource systems and the built environment. The required backbone of the Sustainable Environments minor is a two-quarter, team-taught interdisciplinary sequence of “EDES” courses that has served as a model nationally and internationally for inter-disciplinary undergraduate core education in sustainability. The Sustainable Environments core courses have led to a number of initiatives, entities, practices and completed projects at Cal Poly and in the surrounding communities. Over 1,400 students, including students from every college at Cal Poly, have graduated with the “Sustainable Environments” minor and many of them have become very influential in the field of sustainability in their various disciplines.
In 2005 the Sustainable Environments program won the top national award for “Ecological Literacy in Architectural Education” from the American Institute of Architects and in 2013 the program won a regional Green Award from the Central Coast Chapter of the U.S. Green Building Council (USGBC C4). In 2011 I was awarded a Senior Fulbright Scholar grant to teach a version of the Sustainable Environments core courses at the University of Camerino in Ascoli Piceno Italy.

**Orfalea College of Business**

Distinguished Teaching Awards Committee
Fairness Board
GE Governance Board (2019-2020)
Research, Scholarship, and Creative Activities Committee

Carlos Flores, Economics (6 years at Cal Poly) Tenured – Incumbent

I want to express my interest in continuing to be a member of the Research, Scholarship, and Creative Activities Committee. I am currently a Professor in the Department of Economics at the Orfalea College of Business. I joined the Cal Poly faculty in 2013, after eight years as an Assistant Professor at the University of Miami. I want to continue being a member of this committee because I strongly believe that the success of a university heavily depends on the research and scholarship of its members, and I would like to help this committee to ensure those activities are fostered at Cal Poly. I am also research active, with publications in top journals in my field and experience with research grants (e.g., from the NSF and NIH), which I believe makes me a good fit for this committee.

Sustainability Committee (2019-2020)

**College of Engineering**

Budget and Long-Range Planning Committee
Curriculum Committee
Distinguished Scholarship Awards Committee

Lubomir Stranchev, Computer Science (3.5 years at Cal Poly) Tenure Track – Incumbent

I have published one textbook, written around 40 peer-reviewed papers, and I have received grants for above $300,000 from different government agencies. I have served on the Distinguished Scholarship Committee for the last few years and I want to extend my service. I am also willing to chair the committee (I am currently in the process of applying for Tenure and Promotion to Full Professor).

Faculty Affairs Committee

Hugh Smith, Computer Science (19 years at Cal Poly) Tenured – Incumbent

In the past year we have made many positive steps on updating the RPT documentation. I would like to continue this process. After 19 years in CENG, I believe I have the experience needed to represent my college

Fairness Board

Hasmik Gharibyan, Computer Science (20.5 years at Cal Poly) Tenured – Incumbent

I am a full professor with 35 years of university teaching experience. Honesty, fairness, and integrity are essential for me. Particularly, equal and fair treatment of students have always been at the center of my attention throughout my whole academic life. I greatly appreciate the opportunity to help resolve conflicts and grievances that arise between students and professors at Cal Poly. I would love the opportunity to continue my service at Fairness Board.

GE Governance Board (2019-2022)

Grants Review Committee
Research, Scholarship, and Creative Activities Committee

Damian Kachlakev, Civil and Environmental Engineering (19 years at Cal Poly) Tenured – Incumbent

I have substantial interest and experience in research and scholarships activities. During my academic career I have conducted research totaling few million dollars. Currently I am on sabbatical in Europe working with doctoral students and leading the Innocenter Bulgaria national group that unites the construction and design groups from academia, design and heavy construction.
College of Liberal Arts
Distinguished Teaching Awards Committee

Brian Kennelly, World Languages and Culture (13 years at Cal Poly) Tenured – Incumbent
This is my second year serving on the DTA committee, which rewards faculty colleagues deserving of praise for their teaching responsibilities. Despite the huge time commitment that this committee requires of its members, it has been a privilege to see the good work that many of our finalist colleagues do in their classrooms and to be a member of the committee honoring the awardees.

Fairness Board
David Zoller, Philosophy (8 years at Cal Poly) Tenure Track
Aside from the usual experiences an instructor has in dealing with issues of fairness, I have spent considerable time coaching students to listen to a multiplicity of perspectives as the coach of the Philosophy Department's Ethics Bowl debate program. I have taught highly writing-intensive courses over the past 12 years as a Philosophy instructor both at Cal Poly and at my prior teaching job, and have dealt from the instructor's side with a number of plagiarism and fairness cases in that name. I am interested in ensuring that student voices are heard, while maintaining Cal Poly's rigorous academic standards.

Grants Review Committee
GE Governance Board (2019-2022)
Instruction Committee (2019-2021)

College of Science and Math
Curriculum Committee
John Walker, Statistics (18 years at Cal Poly) Tenure Track – Incumbent
My service on curriculum committees at the Department, College, and University level for many years has given me significant expertise in curriculum policy, development, and review. Since membership on one's College Curriculum Committee is a requirement for ASCC membership, there is a limited pool of available replacements with the College of Science & Mathematics. I am happy to continue to serve as the CSM representative to the ASCC, and I feel that I am effective at representing the College's interests on this committee. If someone else from the CSM Curriculum Committee steps forward, I would be willing to defer, but recently no one else on that committee has shown an interest in serving at the University level.

Faculty Affairs Committee
Fairness Board
Corinne Leher, Chemistry and Biochemistry (13 years at Cal Poly) Tenured, Incumbent
No statement provided

Instruction Committee
Kris Jankovitz, Kinesiology & Public Health (25 years at Cal Poly) Tenured – Incumbent
I am interested in continuing service to the university on the Academic Senate Instruction Committee. My interest in service on the Instruction Committee stems from my commitment to policies and practices in support of instruction, delivery of the curriculum, teaching and learning. Many of the policy commendations reviewed and proposed by the instruction committee impact students, faculty and staff through the day to day operations of instructional departments serving the primary mission of the university. My experience at Cal Poly includes being a student, support staff member and a tenured faculty member. Part of facilitating student success involves practices, procedures and policies that are; well developed, evidenced by best practices, can be easily understood for compliance, and can be implemented successfully. The Instruction Committee generates effective policy recommendations by reaching out to campus stakeholders and gathering as much information as possible about the nature of problems that the policy seeks to remedy and gathering a range of potential solutions with an eye toward understanding the practical and logistical implications for different instructional programs. I believe that my experience as an Academic Senator, 3 years as Vice-Chair of the Academic Senate has provided me a foundational understanding of how the university operates. As a faculty member, I have experience where the “rubber hits the road” when it comes to practices and policies that influence teaching and learning, adhering to campus policies regarding communication with students, providing clear expectations for and evaluation of student achievement with compliant syllabi, being available to students through office hours, the support that is needed for effective use of learning management systems, technology in the classroom, transitioning to on-line teaching, etc. As a Department Chair I have had the responsibility to manage the logistics of policy implementation, particularly as it relates to making sure that conditions exist for faculty and students to be successful in teaching and learning. I also have the responsibility to make sure that new faculty are made aware of policies and expected practices. As a Department Chair I have experience with the class scheduling process and the challenges of meeting demand for classes, block scheduling, enrollment planning and management, hiring and onboarding and
supervising temporary faculty. I have experience complying with (and navigating) policies recommended by the Instruction Committee. Another component of policy recommendation is an understanding that all change, even good changes, are disruptive to the organization and that the successful adoption of policy requires the right combination of support and pressure and enough time to troubleshoot those factors that will go wrong before things go right. I believe that my background and experience on campus can bring a perspective that will contribute to the work of the Instruction Committee. Some of those experiences include service on other committees (Substance Abuse Advisory Committee, Strategic Planning Committees, department facilities and safety committee, department curriculum and assessment committee); successfully proposing a new degree program; served as lead on program review, self-study and action planning; served as a graduate coordinator for 6 years, service on college professional leave committee and PRC committees, 8 years of service on the Academic Senate; 3 years as Vice-Chair. I respectfully request your consideration of my qualifications to serve on the Academic Senate Instruction Committee and I would consider it a privilege to serve.

Professional Consultative Services
Budget and Long-Range Planning Committee
Curriculum Committee

Ryan Hubbard, Campus Health and Wellbeing (1 year at Cal Poly)
I am a physician in the Campus Health Center. I have a passion for education and am keenly interested in how we can best prepare our students for future success in our rapidly changing world. I believe that updated and continuously evolving education will be the requirement in the future and am interested in how this can evolve in universities.

Louise Torgerson, Mustang Success Center (4.75 years at Cal Poly) - Incumbent
I am interested in continuing on the Academic Senate Curriculum Committee (ASCC) for a few reasons. I recently joined ASCC Winter quarter 2019, filling a vacancy, and am interested in continuing to be involved and serve on the committee for the 2019-2021 period.

As an academic advisor with the Mustang Success Center, my role specifically is serving the NCAA student-athlete population. I meet with students from nearly all degree programs and across all six colleges. The unique viewpoint from my role has provided me insight into the details involved in Cal Poly’s curriculum and graduation requirements. Given that my strengths include being diligent, thorough and detail-oriented, I am interested in continuing to serve on the ASCC to offer consultation and contribute to discussions that the ASCC has surrounding graduation requirements, general education, learning objectives, cultural pluralism and curriculum matters. I monitor and track the intricacies of Cal Poly degree requirements for student-athletes that span across all majors at the University. I will continue contribute to the ASCC given this lens that I understand Cal Poly graduation requirements and general education with. My goal of joining the ASCC continues to be to offer my perspective as an advisor who works with students from all disciplines, provide insight on students in their pursuit of graduation requirements and further contribute to collaboration across campus.

My career within higher education has spanned nearly 13 years and has focused on academic advising and student support services. My master’s degree in Higher Education Administration has also prepared me to serve on a committee such as the ASCC. Now in my fifth year at Cal Poly, I have been fortunate to work with a number of college advising staffs, faculty members, and the evaluations unit within the Registrar’s Office. These relationships and partnerships have further provided me an appreciation and knowledge of the complexities of Cal Poly graduation requirements and curriculum. I have been a member of the following committees and workgroups at Cal Poly:
  Coordinated Community Response Team
  Student Affairs Diversity and Inclusivity Workgroup
  Academic Support Network Initiative Workgroup
  Graduation Initiative 2025 Advising Workgroup

I look forward to the opportunity to continue to expand and develop campus relationships with faculty and staff through renewing my position on the ASCC and work together to make recommendations to the Academic Senate. It is with great excitement and gratitude that I write this statement of interest to continue with the ASCC. I look forward to collaborating with faculty and staff and having a positive impact on the work the ASCC puts forward to the Academic Senate.
Sarah Lester, Library (1 year at Cal Poly) – Incumbent
As a recent addition to the Grants Review Committee, I would like the opportunity to continue my service. As a tenure track faculty, I am interested in the opportunity to gain more background into the research activity here at Cal Poly. As a librarian an information specialist comfortable with the literature in a variety of fields, I bring a unique perspective to evaluating research. I previously have served as a peer reviewer for the ASEE annual conferences well as reviewing and recruiting officers for the Engineering Libraries Division.

Instruction Committee
Zach Vowell, Library (5 years at Cal Poly)
I am interested in joining the Instruction Committee so that I can provide a library perspective to instruction, academic calendar, grading, and admissions issues that arise at Cal Poly. I have participated in library instruction and curriculum support, and hope to increase my role in these areas in the next few years. With such a background, I am confident I can contribute substantially to the committee's work.

Research, Scholarship and Creative Activities Committee (2019-2020)
Sustainability Committee
Statements of Interest Received for
2019-2021 University Committee Vacancies
(All appointments are for 1-year unless noted below)


ASI BOARD OF DIRECTORS – Academic Senate Chair or Designee

ATHLETICS ADVISORY BOARD – 1 vacancy: (2019-2022)

Bill Hendricks, Experience Industry Management (24 years at Cal Poly) Tenured – Incumbent
As an incumbent, I would like to serve in my final year of a three-year term on the Athletics
Advisory Board. With a high number of student athletes in the RPTA major, the goals of the
committee are relevant to student success in our program.

Adam Bordeman, Accounting (4 years at Cal Poly) Tenure Track
I am expressing my interest in serving on the Athletics Advisory Board. As an assistant professor
of accounting in OCOB, I believe I can contribute to the shared goal of a robust and sustainable
athletics program. With my background I am versed in financial planning, with a long term focus.
I have also worked within my own area on developing strategy alongside stakeholders both
internal and external. Further, I value the goal of equal opportunity for all our athletes. Finally, I
am committed to the academic excellence of our students. They represent Cal Poly as both
students and athletes. Their athletic endeavors require significant commitment and sacrifice and
the advisory board can help maintain policies and procedures to ensure they do not fall behind
academically. I look forward to the opportunity to help these members of our community achieve
success both on and off the field of play.

CAL POLY CORPORATION BOARD OF DIRECTORS – 1 vacancy: (2019-2022) – must choose 2
names to be forwarded on to Cal Poly Corporation.

Brett Bodemer, Library (9 years at Cal Poly) Tenured
== Statement 1 ==
I have been actively involved with campus governance since my arrival at Cal Poly in 2009. I
have served twice as chair of committees, and can point to the following chronological list of
campus service: 2009-2011, Academic Senate Sustainability Committee; 2011, Academic Senate
GE Task Force; 2011-12, University Learning Objectives (ULO) Consultant; 2011-14, Chair,
Academic Senate Distinguished Scholarship Awards Committee; 2015-present, Academic Senate
Faculty Affairs Committee, 2016-17,Chair, Learn by Doing Scholarship Awards Committee;
2016-17, Honors Advisory Council; 2018-19, Consultative Search Committee for the Dean of
Liberal Arts. I'd like to point out several salient accomplishments from these activities. As chair
of the Distinguished Scholarship Awards Committee, I successfully spearheaded the effort to
increase the number of awards from two to three through passage of an Academic Senate resolution, and as member of the Faculty Affairs committee I am currently spearheading another Academic Senate resolution effort to pressure the Chancellor's Office to up the ante on supporting electronic collections for all campuses. As the University Learning Objectives Consultant in 2011I played an important role in creating, implementing and working with a team to analyze an assessment instrument for information literacy that WASC in highlighted as particularly meaningful. The GE Task Force I served on in 2011, among other accomplishments, made a recommendation for a Governance Board that is now well established. I have also participated in workshops forwarding consistency in the assessment of Academic Programs, and a series of campus-wide sessions in 2017-18 to envisage an Academic Support Network that would create a centralized space (virtual and/or physical) for students to easily determine all the modes of support and help that are available to them to support their academic success.

== Statement 2 ==

In the above statement I pointed to Academic Senate Resolutions I have spearheaded. To suggest further effectiveness in working productively as a member of a governing body I will point to my experience at the library, campus, and professional organization level. I have served on the Library Faculty Council's Executive Committee, once as Chair, twice as Vice-Chair, and currently as recorder. As Chair I marshaled the effort to revise our Handbook, adjudicating various voices but making sure policies were in conformity with existing campus policies and the CBA. Beyond palpable accomplishments, however, I worked hard to create a positive, collegial environment, and developed an informal but well-received document that highlighted what comportments helped us to work most productively - a document which we now all review together for a few moments at the start of each academic year. In 2012-14 I served a two-year term on the Board of Directors for the California Association of Research and Academic Libraries as the CSU Director at large, and during this term worked on a team to explore the possibility of launching a journal. Although the decision was made NOT to launch a journal, that decision was founded on the recommendations of our team's conscientious exploration. While the Faculty Affairs Committee on which I have served is not technically a governing body, our work there has steered us into analyzing current policies and making recommendations for changes, and also proposing language for new policies as needed. One of our major tasks has been the creation of a university-wide level faculty personnel policies document, and this has required a deep dive into CAM, CAP, CBA and existing documentation to arrive at a document that will, when fully passed by the Academic Senate and approved by the Administration, accomplish the goal of creating a uniform template and clearly delineated set of policies across all Colleges. We have also taken on the task of formulating the language for policies regarding online evaluations of teaching, online Working Personnel Action files, and office hours. The experience working with faculty colleagues on this committee has given me a much richer understanding of faculty across all colleges, and a basic comprehension of the complexity of shared campus governance. In the most recent academic year I served on the Consultative Search Committee for the Dean of Liberal Arts - twice. Working with the many department chairs, the Dean of CAED, and the representative from Academic Personnel, Al Liddicot, gave me even further insight into campus concerns, processes, and policies.

== Statement 3 ==

After nearly ten years at Cal Poly serving in multiple, simultaneous capacities in Kennedy Library, and in the campus service capacities listed above, I can bring a unique breadth and depth of insight to this position. As the Head of Reference since 2011I have had chances to work with students and faculty across all disciplines and in all colleges, including graduate programs and the EOP program. Working with the Honors Program I helped shape and now teach a credit-bearing Honors course on information and library skills. As the founder and first director of the library's lower division GE Al-A3 program, I have had even more opportunities to work with thousands of students, in the process learning much about their opinions and outlook. As the founder of the LibRAT program in 2009, in which we hire first year students, most of whom stay until graduation, and as their supervisor during their entire student career, I work shoulder to shoulder with them for multiple years, mentoring them for success, but also being mentored by them, for I am constantly learning about their concerns, aspirations, and outlook. This close student contact can inform my insights to be shared with the Board. My vested interest in their success, and the
success of their successors, is the chief motivating reason for wishing to be considered for this position, as the Cal Poly Corporation touches on so many aspects of student life. Similarly, the services of the Cal Poly Corporation touch equally on the entire Cal Poly Community. This is also a particularly crucial and exciting time for the Board, as the Strategic Plan has just been approved, and I feel I can bring to the board an open mind, a breadth of experience of things Cal Poly, and the desire to share what I can toward the goal of continuous improvement in alignment with the new strategic plan.

Sean Hurley, Agribusiness (17 years at Cal Poly) Tenured

== Statement 1 ==
Statement indicating consistent history of active involvement with an interest in University affairs
Over my last seventeen years at Cal Poly, I have been a very active citizen in University affairs at Cal Poly, which spans many different areas of the University. I am currently the Chair of two major University/Senate committees-the Learning and Research Technology Workgroup (formerly known as the Faculty Advisory Committee on Technology) and the Budget and Long Range Planning Committee (BLRP). I have served on these committees for at least the last seven years, chairing each for multiple years. As the BLRP Chair, I have developed a couple of resolutions that helped facilitate the improvement of the University's strategic plan. I have also participated as a committee member of the President's Advisory Council on Planning, Process, and Budget. I have been the Academic Senate Caucus Chair for CAFES for four out of the five years that I have served. I have served on the search committee for the Dean of Business and the Chief Information Officer. Early in my career at Cal Poly, I was a member on one of the four WASC accreditation work groups.

== Statement 2 ==
Statement of demonstrated ability to work productively as a member of a governing body
I believe the many different committee roles I have done at the University has allowed me to be an effective and informed voice in the decision-making process. As a Caucus Chair for CAFES, I have had a direct role in guiding the direction of the Senate working on the Executive Committee. As the Chair of BLRP, I have been successful working with administrators, faculty, staff, and students to move forward the strategic planning process. I have also recently finished a two year fellowship with the Food Systems Leadership Institute, which is an academic leadership program that develops a core set of abilities to help individuals take leadership roles in academic institutions. Through this program, I have learned a tremendous amount about the skills that are needed to govern an institution through its continuous change process. These skills should assist me with being a productive member of the Board.

== Statement 3 ==
Statement indicating why membership on the Board is of interest.
There are three main reasons I have interests participating on the Corporation Board. First and foremost, I would like to continue serving the University in moving forward Cal Poly's Learn by Doing mission and vision. Second, I would like to better understand the Corporation since it is a very important entity for the campus. As an active researcher and a faculty in CAFES, I know the importance of the services that the Corporation offers Cal Poly. Third, I believe my past experiences serving the University will make me a valuable voice as the faculty representative for the Senate.

Neal MacDougall, Agribusiness (21+ years at Cal Poly) Tenured

== Statement 1 ==
I have served on numerous university committees including the inaugural faculty research award committee (two years), the Campus Dining Committee, the Sustainability Committee (including having served as Chair), the Academic Assessment Committee, the General Education and Breadth (GEB) committee (which I currently serve on) and the Search Committee for the VP of AFD. I have extensive experience grading the Writing Proficiency Exam (WPE), I have participated in a number of professional learning communities such as WINGED, Universal Design for Learning, Hybrid Teaching, the Critical Thinking Working Group. I have also worked
extensively in the general area of sustainability on campus. More recently, I have been active on the Executive Board of the Cal Poly Chapter of the California Faculty Association (CFA) having served as Treasurer and currently serving as the chapter representative to the statewide Council for Affirmative Action and as the chair of the Faculty Rights Committee which assists faculty with issues connected to their rights under the collective bargaining agreement and under HEERA. I have also been active in work encompassing diversity and inclusivity having been involved with BEACON and the BEACON Mentors Program. I have also been an active participant in the Cal Poly Inclusivity Group - a group of faculty and staff working to improve the campus climate and making it more inviting for minority and underrepresented faculty, staff and students.

== Statement 2 ==
Aside from great success working within my department (I have received the two awards for faculty service, the Western Ag Services and the Sunwest Foods awards), the formal governance work has been through my eighteen-year involvement with CCOF (California Certified Organic Farmers), the largest organic certifier in the country. I have served as an officer at the San Luis Obispo chapter level (chair of the certification committee and president), I have served on headquarter level committees (member and chair of the Certification Standards Committee) and I have served on the Board of Directors of CCOF, Inc. (I was the chapter representative and served as the Treasurer of the Board which means I also served on the Board's Executive Committee and I was the chair of the Finance Committee which handles budgets and other financial issues). Because I am not a certified grower, I was also able to serve on the Management Committee of the CCOF Certification Services LLC for four years in which I participated in the oversight and advising of the certification arm of CCOF, Inc. During the last two years of my service on the Management Committee, I was the Chair of the Management Committee in which I oversaw the functioning of the committee and met regularly with the President of Certification Services to address ongoing strategic plan and management issues. This involvement has given me a complete experience in the governance of a very successful corporate entity. As mentioned above, I have been active on the Executive Board of the Cal Poly Chapter of the California Faculty Association (CFA) having served as Treasurer and currently serving as the chapter representative to the statewide Council for Affirmative Action and as the chair of the Faculty Rights Committee which assists faculty with issues connected to their rights under the collective bargaining agreement and under HEERA.

== Statement 3 ==
I have striven to learn as much about how Cal Poly works so that I can be a better contributing member of the Cal Poly community. I have a strong belief that engagement at all levels of the university results in a better performing and more impactful institution - especially on the educational side. My service on committees and in the areas of teaching (see above) has taught me quite a bit. My time on the Campus Dining Committee started to give me additional insight into how Cal Poly Corporation works and I am eager to learn more and help wherever I can. I think that with my CCOF experience, I can bring some insights into the position as a member of the CPC board and I can hit the ground running. Also, having served as a member of the Search Committee of the VP for AFD, I have become familiar with the workings of Corporation. I strongly believe that someone with a varied background like mine which covers both managerial issues as well as issues involving diversity and inclusivity can add an important voice any point of view that can help the Corporation to navigate the changes that have been impacting Cal Poly. The Corporation needs to adopt a stronger and more proactive stance with regards to facilitating the change that is coming to Cal Poly and I believe that I am well positioned to help Corporation do that having straddled the areas of business and advocacy. Lastly, this is my fourth time I have applied to be a member of the Board having submitted statements of interest in 2013, 2015 and 2016. This displays a consistent interest in the position.

Cyrus Ramezani, Finance (20 years at Cal Poly)

== Statement 1 ==
I have been a faculty at Cal Poly since Fall of 1999 and have served on many OCOB and University committees since my arrival. These include ad-hoc and appointed committees, Senate committees, and recruitment committees, including for executive positions at the Cal Poly
CAMPUS ADMINISTRATIVE POLICY (CAP) COMMITTEE – 1 vacancy - Academic Senate Chair or Designee: (2019-2020)

Bing Anderson, Finance (14 years at Cal Poly) Tenured – Incumbent
I have served on the Campus Dining Advisory Committee for a few years by now. I have brought a lot of suggestions and feedbacks to the committee. I eat several times on campus every week, and have first-hand information and exposure to the different dining venues on campus. I love food. I want good food, and want them to be as cheap as possible. If re-appointed, I will continue the work, and try to bring feedbacks and suggestions, and try to push for the food to be good-tasting, and as cheap as possible for the students and the faculty.

CAMPUS FEE ADVISORY COMMITTEE – 1 vacancy - Academic Senate Chair or Designee (2019-2020)

CAMPUS PARKING AND TRANSPORTATION ADVISORY COMMITTEE – 1 vacancy: (2019-2021)

Greg Wynn, Architecture (18 years at Cal Poly) Lecturer – Incumbent
As an alum and faculty member, I have spent many years participating in the campus growth. As part of the architecture faculty, I understand the implications of building and spaces and have a keen sense of how to improve our campus and students. Years ago, I have served as a representative of the Campus Architect role, and have designed projects for the campus.

In a similar role, I have served 8 years on the SLO City Architectural Review Commission, implementing the built-environment goals of the City Council, and I can act as a voice to bridge the town-gown interface if needed.

Lastly, I am a champion of Cal Poly and I have a self-serving interest to make our campus the best in the CSU system. I hope to continue to serve as a member of the Campus Planning Committee, and be an active advisor to the the President and his team.

Beverly Bass, Landscape Architecture (10.5 years at Cal Poly) Tenured - Incumbent
I am writing to express my interest in continuing for an additional term on the Campus Planning Committee. I have a great interest in what happens with the planning of the campus and as a
licensed landscape architect, have expertise that I can share with the committee. Spacial planning is what we do and I believe that my experience and training would be of great value to the campus. I have experience with campus planning exercises prior to coming to Cal Poly, namely a project on the campus of my alma mater, University of Arizona, in a redesign of the campus mall, an iconic feature of that campus. I understand that my role on the Academic Senate Executive Committee is to review and provide comment and feedback about ongoing campus initiatives, including the master plan and other projects on campus. I look forward to serving another term on this committee if the favor of this request should be granted.

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE – 1 vacancy: (2019-2021)

John Lawson, Architectural Engineering (9 years at Cal Poly) Tenured – Incumbent
As a licensed structural engineer, a professor in architectural engineering, and a FEMA Urban Search & Rescue volunteer for building disasters, I feel comfortable evaluating situations where life-safety may be a concern in the built environment. Additionally, as an expert witness in various court cases, I am aware of the collateral issues of liability and the dangers it can create. My expectations are that the committee will be called upon where the university is looking for outside comments/perspectives on safety issues and risk issues it may face.


FACULTY ADVISORY COMMITTEE ON LIBRARY – 1 vacancy: (2019-2021)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – (2019-2022)

Heather Liwanag, Biological Sciences (3.5 years at Cal Poly) Tenure Track – Incumbent
As an animal researcher myself, I have a keen interest in contributing to the humane and scientifically sound use of animals. I understand that the purpose of the IACUC is to maintain the standards of the animal research facilities on campus, and to ensure that the animal research performed at Cal Poly is both scientifically and ethically robust. Because my research program includes experiments with marine mammals, I am familiar with state and federal permitting procedures for the use of protected species. I also study lizards, so I have experience with animal husbandry standards as well. I have a genuine concern for the welfare of research animals, and I understand the value of animal research from a scientist’s perspective. This allows me to review protocols with an awareness and appreciation for what is at stake. I have served on the IACUC Committee here at Cal Poly for 3 years and also at my previous institution (Adelphi University) for 2 years. I enjoy serving on the IACUC, and believe it is an important and rewarding way to contribute my service to the university.

Dan Peterson, Animal Science (15 years at Cal Poly) Tenured – Incumbent
I have served on the IACUC since 2005 and been chair since 2006. In my 13 years as chair the committee's workload has increased several-fold and we continue to meet our responsibilities. I've authored the past three versions of our Animal Welfare Assurance filed with the US Public Health Service and worked to streamline several aspects of our animal care and use program. I am willing to continue my service through the next term if that is the wish of the University and the Institutional Official responsible for IACUC oversight.


Daniel Knight, Construction Management (3 years at Cal Poly) Lecturer – Incumbent
I am a practicing attorney in addition to instructor, and have experience and a particular interest in copyright and intellectual property issues as a private and academic author. I wish to help bring balance to the competing interests regarding academic intellectual property.
Nathaniel Martinez, Biological Sciences (5 years at Cal Poly) Tenured – Incumbent

I am currently an Assistant Professor in the Biological Science Department (2014-present) where I teach a diverse array of upper and lower division courses including: General microbiology, Public Health microbiology, Immunology, Non-major intro-microbiology and a Medical Virology seminar. In addition to teaching, I am the PI of an active research laboratory composed of both graduate (x1) and undergraduate (x12) students.

My training as a physician-scientist provides me with a unique perspective for critically reviewing proposals that may have a translational medicine, bench-to-bedside application. As a faculty member that has successfully submitted three (3) patent proposals* under the auspices of CalPoly, I bring experience and understanding of the types of projects that would be innovative and successful candidates for intellectual property coverage. Motivation to serve on this committee stems from my interest in projects that have the potential for marketability and thus require IP protection and I wish to gain further expertise in the IP review and filing process. Furthermore, I believe this to be an excellent opportunity to get a better picture of the diverse and novel research that is taking place on campus, which may lead to possible future collaborations with my own research interests.

My research interests include integrative and collaborative projects such as: the development of inexpensive point-of-use diagnostics, the development of novel biomaterials for use in cell-culture and tissue engineering, the design and development of all-in-one bioassays and the study of the HIV-1 virus particle assembly. In addition to the two patent proposals, I have successfully collaborated with CalPoly Faculty and undergraduate students from multiple departments (Chemistry & Biochemistry, BioResource & Agricultural Engineering) on a variety of funded proposals including a Center for Applications in Biotechnology Grant 2014-2015 ($18,506), a CSUPERB-New Investigator Award 2016-2017 ($15,000), four (4) Baker-Koob Endowment student collaboration awards 2016-2019 ($5,000 each), a RSCA award 2018-2019 ($16,000) and an NSF-RUI award (Proposal #1709740) 2017-2020 ($390,000).

I currently serve on the University International Programs Committee (2015-present), as Chair of the Biological Sciences Safety Committee (2018-present) and as the Microbiology area coordinator for the Biological Sciences Department (2016-present). These experiences have provided me with a more in-depth experience of the time-commitment and expectations of University-wide committees. In addition, serving on these committees has allowed for collaborative interactions with many colleagues, with whom I would never really have found the opportunity to meet.

I truly look forward to the opportunity of serving on the Intellectual Property Review Committee and continuing to engage and participate as an active member of the University community.

* Filed Patents:
1. Biomaterial Having Decreased Surface Area, Degradable Scaffolds of Same, and Methods of Making.- Submitted to USPTO on 3/29/2018
2. Assay Devices and Methods - Submitted to USPTO on 8/16/2016
3. Reagent-Loaded Pencils and Methods – Submitted to USPTO on 8/25/2015

INTERNATIONAL PROGRAMS COMMITTEE – 1 vacancy: (2019-2021)

John Thompson, World Languages and Cultures (20 years at Cal Poly) Tenured – Incumbent

I have a long record of service to students and faculty at Cal Poly promoting international programs. Highlights include a one-year appointment as CSU-wide International Programs Resident Director in France, chairing the World Languages and Cultures Department for eight years, serving on the recruitment committee for the current director of the International Center, and annual service on the International Center's student scholarship committees. Most recently, I have served as the Academic Senate's representative on the International Programs Committee as a one-year replacement (ending in 2019), as well as serving on this same committee as a regularly appointed member from 2014 to 2017 (serving as committee chair in 14-15). In addition, I have volunteered to do two interim one-year replacements on the International Advisory Council,
where I participated as a planner and as a speaker at two Internationalization Symposia on campus. As part of these efforts, I was also appointed to the special Curriculum Internationalization Task Force in 2015. Most recently, this year I was awarded "assigned time for exceptional service to students" to spend more time advising those planning on going abroad and to work with the Registrar's Office to continue articulating coursework taken abroad. Last but not least, as a recent member of the Academic Senate, my appointment as this body's representative on the International Programs Committee will allow me to dovetail my experiences with the University's wider concerns with the specific charges of the International Programs Committee in its promotion of student and faculty internationalization endeavors, especially in the areas of curriculum and diversity.

STUDENT HEALTH ADVISORY COMMITTEE – 1 vacancy: (2019-2020)

STUDENT SUCCESS FEE ALLOCATION ADVISORY COMMITTEE – 1 vacancy: (2019-2020)
Academic Senate Chair or Designee

SUBSTANCE USE AND ABUSE ADVISORY COMMITTEE – 1 vacancy: (2019-2021)

UNIVERSITY UNION ADVISORY BOARD – 1 vacancy: (2019-2020)
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* Termed out in 2019  
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## Assigned Time for 2019-2020

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**Curriculum Committee Members**

Catalog years=60 WTUs (10 each) -- Non-catalog years=36 WTUs (6 each)

Provided by Provost Enz Finken

Approved by Provost on 06.10.14


2016-17 - * For F2016/vacant during W2017 & S2017

2017-18 - * 2 units for Bohr and 8 units for Self

2017-2018 - ** F-Barlow2/W&S-Olsen4
Statement of Interest

Name: Kelly Bennion College: College of Liberal Arts

Department: Psychology and Child Development

Status – please check one:
[X] Tenure track  [ ] Lecturer
[ ] Tenured  [ ] FERP

Number of Years at Cal Poly: 3
(began Fall 2016)

Which committee do you wish to serve on? E-Learning Task Force

Senate committees ONLY
Would you be willing to chair the committee if released time was available? [X*] Yes [ ] No
*but I imagine someone with more experience on similar committees (or experience chairing) should chair

Incumbent? [ ] Yes [X] No
If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest
Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee’s charge.

I am interested in serving on the e-Learning Task Force because I am passionate about the committee’s mission to remain current in eLearning. Given the recent increase in the number of hybrid and fully online courses offered at Cal Poly, it is extremely important to ensure that these courses are of high quality and reflect effective pedagogy. Due to various difficulties of face-to-face classes (e.g., lack of space, students who wish to take Cal Poly classes over the summer but cannot afford rent in San Luis Obispo), our online classes are and will continue to be increasingly utilized by students. Therefore, I would greatly appreciate the opportunity to be on this task force and help make a difference in the quality of our students’ online education.

I believe I would contribute strongly to this committee partly because I have been participating in the Quality Online Teaching Academy (QOTA) run by Catherine Hillman of the CTLT since Summer 2018; I have been diligently preparing to teach PSY 340 (Biopsychology) during Summer 2019. Catherine Hillman’s summer course (Introduction to Online Teaching and Learning) was particularly influential because it taught me how little I knew about online teaching at the time. Despite making effective use of online tools in face-to-face classes (e.g., discussion posts and forums, peer discussion, online assignments and quizzes, the occasional Zoom class when away at a conference), I have since learned an immense amount about critical ways in which online teaching and learning differs from face-to-face teaching and learning. I also am familiar with Cal Poly’s current eLearning policies (e.g., I have prepared and submitted an eLearning addendum) and therefore could give input from experience.

I was a conscientious and effective member of the previous Senate committee I served on (i.e., Exceptional Student Service Committee, Winter 2018), and I would greatly look forward to the opportunity to serve on another committee – this time giving input on policies that would result in our online offerings being of utmost quality. Thank you very much for your consideration.

3/20/2019
Statement of Interest

Name: Bethany Conway-Silva

College: College of Liberal Arts

Department: Communication Studies

Status – please check one:
- [X] Tenure track
- [ ] Lecturer
- [ ] Tenured
- [ ] FERP

Number of Years at Cal Poly: 4

Which committee do you wish to serve on? _E-Learning Addendum Revision Task Force_

Senate committees ONLY

Would you be willing to chair the committee if released time was available? [   ] Yes [ X ] No

Incumbent? [   ] Yes [ X ] No

If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest

Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee’s charge.

It has come to my attention that the CLA is currently not represented on the Academic Senate e-Learning Task Force. Thus, I submit my name for this vacancy. As an assistant professor in the CLA, I participated in the Online Learning Fellowship through the CTLT from June 2016 – June 2017. This included completing the summer Online Teaching and Learning Workshop and the QOLT Springboard Workshop, as well as participating in the Online and Hybrid Learning Community over the 2016-2017 academic year. In November 2016, I completed the e-Learning Addendum and officially launched the online version of COMS 386: Communication, Media, and Politics in the summer of 2017. This summer, I will teach this GE D5 course for the third time. Thus, I am familiar with the course approval process faculty must go through to adapt and launch and online course. Like many of the instructors who attended the Learning Community, I am also concerned about intellectual property rights in an online setting – rights which, from what I understand, are still shrouded in ambiguity. Finally, I think we need to find creative ways to support faculty as they continue to research and update their eLearning practices.

Along with my first-hand experience with the task at hand, my service history speaks to my ability to contribute at the university level. I recently completed work for the Academic Senate’s GE Area D/E Work Group, tasked with revising learning outcomes and learning criteria for GE areas D1-E. Prior to that, I served as a member of the University Learning Objectives Oral Communication Committee and a participant in the University Learning Objectives Information Literacy Committee.

Guidelines for writing a Statement of Interest available at:

3/28/2019
RESOLUTION ON TEMPLATE FOR GENERAL EDUCATION 2020

WHEREAS, Cal Poly’s current General Education template was created over two decades ago; and

WHEREAS, Executive Order 1100-Revised, imposed on the CSU campuses in August 2017, mandates modification of Cal Poly’s current General Education template; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached Template for General Education 2020.

Proposed by: General Education Governance Board
Date: April 2, 2019
**TEMPLATE FOR GENERAL EDUCATION 2020**

**Standard Template**

The template includes the following distribution of courses:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Oral Communication</td>
</tr>
<tr>
<td>A2 Written Communication</td>
</tr>
<tr>
<td>A3 Critical Thinking</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Physical Science</td>
</tr>
<tr>
<td>B2 Life Science</td>
</tr>
<tr>
<td>B3 Laboratory Activity in B1 or B2</td>
</tr>
<tr>
<td>B4 Mathematics/Quantitative Reasoning</td>
</tr>
<tr>
<td>Upper-Division B</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-division courses in Area C must come from three different prefixes.</td>
</tr>
<tr>
<td>C1 Arts: Arts, Cinema, Dance, Music, Theater</td>
</tr>
<tr>
<td>C2 Humanities: Literature, Philosophy, Languages other than English</td>
</tr>
<tr>
<td>Lower-Division C Elective</td>
</tr>
<tr>
<td>Upper-Division C</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 American Institutions (Title 5, Section 40404 Requirement)</td>
</tr>
<tr>
<td>D2 Lower-Division D – Select courses from two different prefixes</td>
</tr>
<tr>
<td>Upper-Division D</td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GE Elective in Area B, C, and D</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Electives – Select courses from two different areas</td>
</tr>
<tr>
<td><strong>Total Units for GE Elective</strong></td>
</tr>
</tbody>
</table>

**Total Units in General Education Program**            | **72** |
## Template for High-Unit Programs

The template includes the following distribution of courses for qualifying high-unit programs:

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Oral Communication</td>
<td>4</td>
</tr>
<tr>
<td>A</td>
<td>Written Communication</td>
<td>4</td>
</tr>
<tr>
<td>A</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Units in Area A</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Life Science</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Laboratory Activity</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Mathematics/Quantitative Reasoning</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Upper-Division B</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Area B Electives</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>Lower-division C Elective</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>Upper-Division C</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Units in Area C</td>
<td>16</td>
</tr>
<tr>
<td>D</td>
<td>American Institutions (Title 5, Section 40404 Requirement)</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>Lower-Division D</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>Area D Elective: 1 Lower-Division or 1 Upper-Division Course</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>Lower-Division E</td>
<td>4</td>
</tr>
</tbody>
</table>
High-Unit Programs

Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly’s definition of a high-unit program in the GE template included herein is equivalent to our definition of “engineering programs” from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.

Writing Component

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. The writing component may take different forms according to the subject matter and the purpose of a course. Outside of the GE areas specified below, at least 10% of the grade in all GE courses must be based on appropriate written work (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

GE areas A2, A3, Upper-Division C, and Upper-Division D are designated as Writing Intensive. All courses in these areas must include a minimum of 3,000 words of writing and base 50% or more of a student’s grade on written work. GE area C2 is also designated as Writing Intensive, but all courses in this area must include a minimum of 2,000 words of writing and base 50% of more of a student’s grade on written work. All Writing Intensive courses must include process-oriented writing instruction in which faculty provide ongoing feedback to students to help them grasp the effectiveness of their writing in various disciplinary contexts. The kind and amount of writing must be a factor in determining class sizes.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies. This process specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies on the Senate consent agenda.

The guiding principles in reforming the UFPA into the new UFPP are the following:

- **Clarify existing policies** that are common and already in place across the university.
- **Standardize procedures** for faculty evaluation at the university level.
- **Set baseline expectations and offer guiding principles** with directives to the colleges and departments to specify their criteria accordingly attuned to the disciplinary considerations specific to their programs.
- **Establish a common structure for all personnel policy documents across campus.**

The Senate has approved a resolution (AS-859-18) establishing the general structure of the UFPP in the form of its main chapter divisions, each containing thematically unified selections of policy:

1. Preface
2. Faculty Appointments
3. Personnel Files
4. Responsibilities in Faculty Evaluation Processes
5. Evaluation Processes
6. Evaluation Cycle Patterns
7. Personnel Action Eligibility and Criteria
8. Evaluation of Teaching and Professional Services
9. Evaluation of Professional Development
10. Evaluation of Service
11. Governance
12. Workload
13. Appendices

FAC is placing existing policies about student evaluation of instruction into UFPP as a subchapter of Chapter 8. **This action of moving existing policy into UFPP is non-controversial and so FAC recommends that it should be placed on the Senate consent agenda.** This proposal takes the form of an incomplete draft of Chapter 8, including its summary sections, the proposed text of subchapter 8.4, and placeholders for sections 8.2 and 8.3 subject to future drafting.
Summary of Subchapter 8.4: Student Evaluation of Instruction

Chapter 8 of UFPP concerns the evaluation of teaching for instructional faculty and professional services for librarian, counseling, and coaching faculty. For instructional faculty the conducting of student evaluation of instruction and the filing of its results is mandated by the Collective Bargaining Agreement (CBA). Cal Poly has various university-level policies about student evaluation originating in Academic Senate resolutions, administrative memos, and the University Faculty Personnel Actions (UFPA) document. This subchapter gathers all those policies into one place and simplifies and updates the formulation of those policies.

Impact on Existing Policy

This action of consolidating, simplifying, and updating the language of existing policies imposes no change of policy.

Implementation

There is no implementation of the policies in question since they remain in effect. Subsequent lower-level policies (e.g. faculty unit policy documents) would need to update their citations to university-level policy documents.

Feedback from Faculty Units

When proposing personnel policies, FAC consults with faculty units about the proposed change so the faculty units may offer feedback on the proposal. FAC then considers this feedback when revising the proposed policy and sending it to the Senate.

This proposal warrants no specific consultation with faculty units as it implements something already advertised as part of the process the Senate has approved for creating the UFPP by merely relocating current university-level personnel policies into UFPP and then advertising this change to the rest of the university.

What follows is the proposed text of Chapter 8 consisting of its summary section and policy text for subchapter 8.4, with placeholders for subchapters not contained in this proposed edit of UFPP...
8. Evaluation of Teaching and Professional Services

8.1. Summary

8.1.1. This chapter includes general requirements and guiding principles for how the evaluation of teaching for instructional faculty and professional services for other faculty should be conducted by evaluating bodies. University level policies for conducting student evaluation of instruction are also included in this section. Colleges and departments would expand on these requirements presented in this chapter and apply its principles to offer concrete guidance and clear expectations for how teaching would be evaluated. Library, Counseling and Coaches would do likewise for the evaluation of their relevant professional services.

8.1.2. [CITATION OF FOUNDATIONAL SENATE ACTION].

8.2. [Reserved for requirements in the evaluation of teaching/professional service]

8.3. [Reserved for general principles and criteria for evaluation of teaching/professional service]

8.4. Student Evaluation of Instruction

8.4.1. [CITATION OF FOUNDATIONAL SENATE ACTION FOR SUBCHAPTER 8.4]

8.4.2. Student Evaluation Instruments

8.4.2.1. The requirements for student evaluation instruments were established by AS-759-13. The formulation in this subchapter supersedes that resolution.

8.4.2.2. All student evaluation instruments must include the following two prompts with responses on an agreement scale:
   - “Overall, this instructor was educationally effective,”
   - “Overall, this course was educationally effective.”

8.4.2.3. All student evaluation instruments must include an opportunity for students to provide narrative comments. Student evaluation instruments may include additional prompts and opportunities for comments at the discretion of departments and colleges. All student evaluation instruments must be proposed by the department and approved by the college and the office of academic personnel.

8.4.3. General Criteria for Conducting Student Evaluations

8.4.3.1. The criteria for conducting student evaluations is established in CBA 15.15-15.19, which allows for Campus Presidents to exempt some courses from student evaluations. Memo from Provost February 22, 2013, available on the Academic Personnel website, establishes the exceptions for Cal Poly. This subchapter presents those exceptions.

8.4.3.2. Student evaluations are required for all classes taught by each faculty unit employee except for the following:
   - Courses with low enrollment (fewer than five students) such as individual senior projects and independent study.
   - Capstone senior project classes will be evaluated if there are more than 5 students enrolled.
   - Student evaluations will not be administered for individually supervised senior projects.
   - Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic departments or the
Career Services Office may use a survey to evaluate the students’ co-op experience, but this is not part of the student evaluation process.

- Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor’s personnel files with a memo indicating that the course was team-taught. Faculty team teaching a course will have the opportunity to write narrative descriptions to accompany the student evaluation results for the team-taught course to add context to the results. Faculty who team-teach a course and believe that the results are not representative of their contributions to the course may request that the dean not include the results associated with this team-taught course in their PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course shall be placed in the instructor’s file.

8.4.4. **Procedure for Conducting Student Evaluation of Instruction**

8.4.4.1. The procedure for conducting student evaluation of instruction was established by AS-821-16. This subchapter presents those procedures and supersedes that resolution.

8.4.4.2. Student evaluations of instruction occur during the last week of instruction as defined by the official academic calendar. The evaluation period opens the weekend immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction. The last week of instruction and final exam week are defined by the official academic calendar. This period may be adjusted on an ad hoc basis to accommodate for academic holidays.

8.4.4.3. For courses whose official final assessment is during the last week of instruction according to the academic calendar (e.g. labs or activities with their own final exam or assessment), their evaluation period may be the penultimate week of instruction according to the academic calendar. Requesting the earlier timeline for the evaluation of courses with early final assessments should occur by means of standard procedures of scheduling evaluations as determined by the office of Academic Personnel and communicated to the relevant college and/or program department staff.

8.4.4.4. Students shall receive notifications of the opening and closing of the evaluation period, and reminders at appropriate intervals during the evaluation period.

8.4.4.5. Faculty shall receive response rate reports for their evaluated courses during the evaluation period.

8.4.4.6. Faculty are encouraged to announce to their classes that the evaluation period is underway, and to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.

8.4.4.7. Faculty may at their discretion reserve time in class for students to complete the evaluation on the student’s own computer, phone or tablet. Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms. Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

8.4.5. **Student Evaluation Results**

8.4.5.1. Placement of student evaluation results in Personnel Action Files is governed by CBA 11.1, 15.15, 15.17.
8.4.5.2. Results of student evaluations shall be stored in electronic format and incorporated by extension into the Personnel Action File. The dean is the custodian of the PAF and will provide secure access to this information.