Meeting of the Academic Senate Executive Committee
Thursday, June 2, 2022
3:10 to 4:00pm

https://calpoly.zoom.us/j/81346553611

I. Minutes: May 10, 2022, Minutes (pp. 2-3)

II. Business Item(s):
A. Approval of Allison Myers, Art & Design, as CLA rep on the Distinguished Scholarship Awards Committee for the 2022-2024 term
B. Approval of Stern Neill, OCOB, as substitute for Jacqueline Doremus for the 2022-2023 Academic Year
C. Approval of Jason Peters, CLA, as Sustainability Chair for the 2022-2023 AY
D. Appointments to Academic Senate Committees for 2022-2024 Term: (p. 4)
E. Approval of Senate appointments to the Semester Conversion Task Force: (pp. 5-12)
Meeting of the Academic Senate Executive Committee  
Tuesday, May 10, 2022  
3:10 to 5:00pm  
https://calpoly.zoom.us/j/84279634805

I. Minutes: April 19, 2022, Minutes. M/S/P to approve the minutes for April 19, 2022.

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

III. Reports:  
A. Academic Senate Chair: Thomas Gutierrez, Academic Senate Chair, encourages people to e-vote on the School of Applied Computing. Reminded the Executive Committee that on May 26th there is a special session to discuss a new university committee that is being proposed.

B. President’s Office: Jessica Darin, Representative for the President’s Office, announced that they are doing a second round of interviews to find the Vice President for Diversity, Equity and Inclusion. There are 4 days scheduled for interviews to find this candidate. The dates are May 23, 27, 31 and June 1st.

C. Provost: Written report can be found here.

D. Statewide Senate: None

E. CFA: None

F. ASI: Written report can be found here.

IV. Business Item(s):  
A. Approval of 8 WTU’s for Academic Senate USCP Chair, Grace Yeh, for 2022-2023 Academic Year  
   i. The USCP Chair requires 8 WTU rather than 4 WTU for AY 2022-23 because work for USCP from AY 2021-2022 is rolling into next year: USCP recertifications that were just submitted will be reviewed in the fall; some departments (e.g., Ethnic Studies, which had quite a number of upper division D courses) deferred some of their USCP certifications until next year. M/S/P to approve 8 WTU’s for Academic Senate USCP Chair, Grace Yeh, for 2022-2023 Academic Year.

B. Appointments to Academic Senate Committees for 2022-2024 Term: M/S/P to appoint Academic Senate Committees for 2022-2024 Term.

   College of Agriculture, Food, and Science  
   Jeremy James, Natural Resources Management  
   Instruction Committee

   College of Liberal Arts  
   Linh Dao, Art and Design  
   Sustainability Committee

   College of Business  
   Bradford Anderson, Accounting and Law  
   Financial Advisory Committee

C. Resolution to Establish Processes for Curriculum and Academic Program Review for Conversion to Semesters: Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair.
M/S/P to agendize the resolution to Establish Processes for Curriculum and Academic Program Review for Conversion to Semesters.

D. Resolution on Units of Credit and Time Patterns on Semester Terms: Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair. M/S/P to agendize the resolution on Units of Credit and Time Patterns on Semester Terms.

E. Resolution on Timely Adoption of Courseware in Support of Affordability and Transparency: John Hagen, Academic Senate Instruction Committee Chair. M/S/P to agendize the resolution on Timely Adoption of Courseware in Support of Affordability and Transparency.

F. Resolution on Cal Poly Values: Steven Rein, Academic Senate Budget and Long-Range Planning Committee Chair. M/S/P to agendize the resolution on Cal Poly values.

V. Discussion Item(s):

A. Commencement Grand Marshalls: Keith Humphrey, Vice President for Student Affairs and Tessa Espinoza, Senior Director of External Relations and Director of Development for Student Affairs. M/S/P to endorse Commencement Grand Marshall.

VI. Adjournment: 5:03 pm.

Submitted by,

Sessa Renfrew
Academic Senate Student Assistant
06/1/22

Statements of Interest Received for
2022-2024 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Architecture and Environmental Design**
Curriculum Committee 2022-2024
DTA 2022-2024
Diversity 2022-2024
Instruction 2021-2023
RSCA 2022-2024

**College of Agriculture, Food and Environmental Sciences**
Sustainability 2021-2023

**College of Engineering**
Distinguished Teaching Awards Committee 2022-2024
GEGB 2022-2025
Instruction 2022-2024

**College of Liberal Arts**
DSA 2022-2024

*Allison Myers, Art & Design (2 years at Cal Poly) Tenure Track*
As a recent hire at Cal Poly, this will be my first non-departmental committee. I chose to apply to the DSA because it will help me become more familiar with faculty scholarship happening across campus. I've served on multi-disciplinary awards committees before, while I was a grad student at UT Austin. Members of these committees must be able to compare (as objectively as possible) the accomplishment and impact of applicants' scholarship across different fields. As an art historian, I'm well-equipped to consider both the creative processes and the social and institutional impacts that qualify research as significant.

**College of Science and Math**
None

**Orfalea College of Business**
Budget and Long Range Planning 2022-2024
DTA 2021-2023
Diversity 2022-2024
GEGB 2020-2023
Grants 2022-2024

**Professional Consultative Services**
Curriculum Committee 2021-2023
DTA 2021-2023
Fairness 2022-2024
Sustainability 2021-2023
Statements of Interest Received for
2022-2023 University Committee Vacancies
(All appointments are for 1-year unless noted below)

Academic Assessment Council:
- CAED (2022-2025)
- CAFES (2022-2025)
- PCS (2021-2024)

Commencement Policy Committee
- CAED – (2022-2024)
- CAFES – (2021-2023)
- CENG – (2021-2023)

Disability Access and Inclusion Committee: Two vacancies (2022-2024 and 2022-2024)

Graduation Writing Requirement (GWR) Advisory Board:
- CAED (2022-2024)
- CLA (2022-2024)
- OCOB (2022-2024)
- PCS (2022-2024)

Intellectual Property Review Committee:
- CLA – (2022-2025)

Semester Conversion Steering Task Force:
- CAED

CAFES
Ann De Lay, Agricultural Education and Communication (14 years at Cal Poly) Tenured
I have been tasked as the CAFES Faculty Fellow, responsible for communication and direction on the quarter to semester transition. I believe this falls under my directive.

Bwalya Malama, Food and Environmental Sciences (8 years at Cal Poly) Tenured
I am interested in contributing to the semester conversion. I am interested in learning how other programs are remapping their respective curricula to inform how I and my colleagues can rework the Environmental Earth & Soil Science curriculum. My experience is limited to new course development and service on the GE board.

CENG
James Mealy, Computer Engineering (18 years at Cal Poly) Tenured
I’ve been closely watching the “quarters to semester” (Q2S) conversion process. I feel that the Q2S is an idea that has been building up momentum, but still lacks a solid foundation for eventual success. My goal as a Task Force member would be to help provide that foundation, particularly in area of time-critical direction and support for faculty.
The faculty are the entities primarily responsible for making a smooth transition from quarters to semesters. I feel my mission as a task force member would be to ensure all faculty members understand the process in order to help make the process efficient. Some of the areas critical to having an informed faculty are having a faculty who understand the milestones in the process, who know their individual responsibilities in the process, and know in advance how they will be compensated for their work. Success in the Q2S conversion is based on including all faculty in the process, which necessitates published and realistic goals at every phase of the process, particularly at the start of the process.

Another concern regarding Q2S conversion is the “feature creep” aspect of the process. Moving forward with the Q2S conversion first requires defining the process. I’m currently seeing the Q2S process expand from a conversion process to now include “curricular enhancements”. Improving the curriculum is always good, but such enhancements represent an increased workload for faculty and should be factored into compensation models.

My focus as a Cal Poly employee has been to ensure all new and/or changing processes are fair, equitable, and inclusive to everyone involved. I’ve been able to apply this focus as the CENG representative to the Faculty Affairs Committee (FAC) and the Computer Engineering representative to the CENG CFPP committee (tasked with the updating of the CENG faculty policies and procedures document). Working on these committees has given me a significant amount of perspective writing procedural-type documents that are clear, concise, and unambiguous in order to increase the chances the documents are applied fairly.

Additionally, another focus as a committee member of any various committees I’ve served on is to ensure that the committee operates in a transparent manner (whenever possible) in order to enhance the inclusive nature of the committee’s charge.

**Eric Mehiel, Aerospace Engineering (18 years at Cal Poly) Tenured**

For the past four years I have served as AD for CENG and have therefore not been particularly active with the AS. Prior to my role as AD I was a Senator and served on various AS committees, including the Executive Committee. I have always enjoyed this work and would like to get involved again.

As the representative from CENG, I want to be involved in discussions and innovation in GE as we transition from quarters to semesters. I have good working relationships with many colleagues from all colleges and am comfortable working across colleges. I want to find ways to emphasize the importance of a general education for engineering students. I also have ideas on how to better connect the accreditation requirements of our programs (via ABET) and how GE can help our students achieve those outcomes.

**Lubomir Stanchev, Computer Science and Software Engineering (7 years at Cal Poly) Tenured**

I have experience at different Universities, including being tenure-track and tenured faculty at a university with 15 week semesters. I also got my Ph.D. at a university that
had 14 week semesters. Having been part of different universities with different length of semesters, I can advise on the strengths and weaknesses of different proposals related to the conversion.

**Siddharth Vyas, Electrical Engineering (5 years at Cal Poly) Lecturer**

I am a full-time lecturer in the Electrical Engineering Department. I currently serve in the IDEAS subcommittee of JEDI. I would also like to serve in the Quarter to Semester conversion committee as well.

**CLA**

**Thanayi Jackson, History (3 years at Cal Poly) Tenure Track**

I am interested in the conversion to semester. I have experience with both the semester and quarter systems and have some ideas about how to best serve students with this transition as well as strong practical knowledge of the way that this conversion could impact CLA in particular.

**Jason Peters, English (7 years at Cal Poly) Tenured**

As of AY 2021-22, I serve as the coordinator for 200+ sections of first-year writing for the English department, aligning and scaffolding the curriculum across all sections of A2 and A3. I also support the professional development of the 20+ lecturing faculty who primarily teach these courses. In 2018-19, I served on the Academic Senate's GE Area A Working Group to revise the educational outcomes for Area A. As first-year composition coordinator, I am also an ex officio member of the GWR Advisory Board. In 2022-23, I will be chairing the AS Sustainability Committee, one of the goals of which is to explore opportunities for cultivating sustainability literacy throughout the curriculum and for centering social justice as an important component of sustainability work. One of my goals for serving on the Semester Conversion Steering Task Force will be to understand and respond to the challenges of semester conversion for general education.

**Xiaoying Rong, Graphic Communication (17 years at Cal Poly) Tenured**

I am currently on the CLA Curriculum Committee and the chair of the department curriculum committee. I am also on Academic Assessment Council, AS DEI Committee, representing CLA. I have a long history of working with curriculum revision, development, and assessment during my entire career at Cal Poly.

I believe I represent CLA in two aspects. One is that I am familiar with the CLA curriculum through my work with the CLA Curriculum Committee. The college serves a large number of GE courses. CLA is unique in its own curriculum development and shaping the future of Cal Poly's graduates. Another aspect is that I am familiar with the curriculum that requires hands-on experiences through labs and activities. I personally teach many courses that include labs and activities in a Bachelor of Science program. Some disciplines, such as GrC, JOUR, ART, TH, and more, all require specific practical sections. It is critical to maintain the integrity of such programs and continue to provide students with valuable hands-on experiences, in the meanwhile, to maintain a reasonable flow for students to graduate on time.

Besides serving on various academic committees, I am also an active student advisor, including advising to ICMAs, minors, international students, and our own majors. It is a valuable experience that provides me an opportunity to think from students' points of view.
I appreciate the consideration and look forward to the opportunity to serve.

CSM
Efstathios Charalampidis (3 years at Cal Poly) Tenure Track
I am very much happy to participate in this effort. I have substantial experience in semester-based mathematics courses per my previous position at UMass Amherst together with the fact that I was the undergraduate coordinator and academic advisor for math majors at the same Institution. I believe such an experience will be an asset in this effort.

Thank you for your consideration.

Samuel Frame – Statistics (16 years at Cal Poly) Tenured
I am currently a member of GEGB and will be serving my second term on GEGB during the semester conversion. I am familiar with the GE curriculum, potential future changes, and the resolutions coming from GEGB regarding the semester conversion. I believe that I work well with key individuals (ie Dustin and Rachel) and I have worked well/productively with them in the past as well as our partners in academic affairs.

I also teach GE courses that serve a broad student audience and teach MSBA courses in OCOB. In the past, I have served on various MPP consultative search committees, in the Academic Senate, and on other senate/university committees related to the budget (eg. BLRP and the Academic Affairs Budget Planning Committee). I believe that I have broad institutional knowledge.

I also clearly understand the scope of work for this group, and I am fully committed to see the work through to the end regardless of the workload.

Thank you for your time and consideration.

Adam Groves – Chemistry and Biochemistry (5 years at Cal Poly) Lecturer
I am very interested in joining this committee since I have taught and been in semesters my whole career until I started teaching here 5 years ago. I feel like it will be great for professional development to be on a committee such as this. It will also allow me to get an insight into the further workings of the rest of the university and how they are working on the transition. I have been on committees in the past to further update course curricula and would love the opportunity to help the rest of the university. I am currently working in two different Chemistry groups (General and Biochemistry) to help in our transition to semesters. I feel like my main goal to join this committee is to bring a different viewpoint on the transition process due to being a lecturer in the university. It is my opinion that having representation from all forms of faculty and staff would be best for a committee such as this.

Clint Hahlbeck, Math (17 years at Cal Poly) Lecturer
The work of this task force will greatly impact the College of Science and Math as well as the University. The Math Department is a service department for the University, so whatever changes are made will be highly consequential to my department. Many departments offer courses in which math is a prerequisite, which I know well. Part of my duties as the Math Placement Coordinator are to articulate courses from other universities for incoming freshman, continuing and transfer students. To carry out my
duties, I work with various departments across campus including the Mustang Success Center, Admissions, the Registrar’s Office, Extended Education, the Honors Program, and each college’s advising centers. In my 10+ years as Math Placement Coordinator the CSU has made several changes that have caused great change in Cal Poly’s developmental math program. First came in 2012 with the Early Start experience for students in need of additional support prior to their first Fall quarter. This was then followed by Executive Order 1110 which prohibited campuses from offering pre-baccalaureate courses to college students. With each directive I had to help create, modify and eliminate courses while working with various different groups on campus. Additionally, the CSU and COVID-19 have greatly impacted the math placement of new first time freshman. With the pivot to online testing and the removal of the SAT/ACT testing requirement for admission, we needed to modify how we offered the MAPE (Math Placement Exam) so that it could be proctored virtually and to a much greater audience (we went from proctoring about 100 in person tests per year pre-pandemic to over 1,000 tests virtually over the summer of 2021). This process involved tremendous outreach to incoming students and their parents. Recently, I’ve been tasked with studying how the change in SAT requirements has affected student placement in Area B4 GE courses and ways in which math can modify its curricular prerequisites in response to pandemic created budget cuts. Lastly, as a lecturer, I’ve taught for multiple years in both the Math and Statistics Departments and have covered the material in almost all of the lower division courses.

For all the aforementioned reasons, I feel I would be a good representative for CSM with great experience in areas that will be affected by this conversion.

Joni Roberts, Kinesiology and Public Health (3 years at Cal Poly) Tenure Track
I am interested in serving on this committee as a diversity cluster hire who has previously taught at two institutions on semester systems prior to coming to Cal Poly. I am familiar with intercessions, semester planning, and programmatic accreditation approval processes. As a new faculty member who is also a person of color and a cluster hire, I am interested in ensuring that we are creating equitable practices during this conversion process. While I do not have substantial experience of institutional change I do have substantial curriculum planning experience and believe my lens and perspective would be a great asset to this committee.

OCOB
Benjamin Alexander, Management, HR and Information Services (7 years at Cal Poly) Tenured
I hope to continue serving Cal Poly at the university-level as we undertake the semester conversion. I see this process as both a challenge and a unique opportunity to increase our potential and become more resilient. I have been closely engaged with this transformation process through my membership on the Academic Senate’s Ad Hoc Semester Conversion Committee and as a member of the Academic Senate’s Executive Committee. In working on various semester conversion resolutions, I have drawn on my prior experience as a concentration coordinator for Management & HR, my years of service on the Academic Senate, my governance activities at the area and college levels, and my discipline, management.
My research and practical experience have often related to institutional change. Among my projects, I have been involved with the implementation of a regional health information exchange and a community transitioning from a more collectivist economic system to higher levels of privatization. I also have experience with non-profit organizations undergoing changing levels of professionalization. In all of my work, I am sensitive to the delicate nature of complex social systems undergoing significant changes and the central role of collaboration in successful transformation efforts.

PCS

Tiffany Kwapnoski, University Advising – Retention (9 years at Cal Poly)

I would like to express my interest in joining the Semester Conversion Steering Task Force. As a two-time Cal Poly graduate as well as a staff member for the past nine years, I will bring a breadth of institutional knowledge to the task force. My prior experience as an academic advisor provided me a strong understanding of the curriculum at Cal Poly, as well as the intersection between curriculum and institutional policies. I can offer a unique perspective on the interplay between these two factors and their impact on student success and retention. In my current role as a retention specialist, I connect with students who are at risk of or are currently detaching from the university, and I analyze and interpret data to better understand what inhibits student success. I care deeply about the student experience and constantly work to remove barriers and increase support; I previously served on two committees whose work directly lead to the establishment of the Dream Center (UndocuAlly Working Group) and the Transfer Center (Transfer Student Working Group). As part of the task force, I would work to minimize semester transition risk-factors that may jeopardize student success and adversely impact retention. To that end, I can facilitate the implementation of data in decision-making by providing benchmarks and insight on student groups who may be disproportionately impacted by this change. I see the semester conversion as an opportunity for the university to grow and improve, and I would be delighted to be a part of the task force to make that happen.

Patricia Ponce, Student Ombuds Services (32 years at Cal Poly)

I am interested in serving on the Semester Conversion Steering Task Force. As a long time, CP staff member, I am committed to supporting the future success of the university. I have worked collaboratively across campus with both Academic Affairs and Student Affairs for many years. I served on a GE subcommittee, Assessment Council, and had oversight responsibilities for summer term several years ago. More recently, I have served on campus wide committees such as Inclusive Excellence, the Status of Women and Campus Parking and Transportation. While working in Student Affairs, I lead the First Year Initiative that developed learning outcomes that supported student learning in and out of the classroom. I have worked as an academic advisor and currently as the Student Ombuds, both of which required knowledge of university policy and academic deadlines. In all of my Cal Poly experiences, listening, being open, and attentive to details has proven to be key qualities in serving the institution and creating pathways for solutions and success. Practicing these professional qualities will most certainly be present if selected to serve on the Semester Conversion Steering Task Force.
Part time lecturer
Thomas DePasqule, Art and Design (7 years at Cal Poly) Lecturer
As a lecture who has taught art history courses in the Department of Art and Design at Cal Poly for several years, I am interested in the upcoming conversion to semesters, both for the impact it will have on my own teaching and the experience of my students, and out of curiosity about a process that will pose many complex administrative challenges. I have been looking for an opportunity to gain service experience at Cal Poly and contribute to university life outside the classroom. If chosen for a place on the steering committee, I would represent the interests of lecturers and the wider campus community with patience and integrity.

Nicole Jacobs, English Department (13 years at Cal Poly) Lecturer
In my 13 years at Cal Poly as a part-time lecturer, I have been actively involved with the university and larger CSU system on matters of curriculum, accessibility, and inclusivity. I have served on the WGQS Curriculum and Scholarship committees for multiple years. I have organized and facilitated many on-campus events including most recently “The State of Disability” as a collaboration between the Multicultural Center and the ASI recognized student organization Disability Alliance at Cal Poly, for which I am the faculty advisor. I am currently working with a team at the Chancellor’s Office, including Jeff Gold (Assistant Vice Chancellor for Student Success), Ray Murillo (Systemwide Director of Student Affairs), and Elka Lacno (Student Success Dashboard Data Scientist), in collaboration with Cal Poly's DRC and Institutional Research, including Amy Gode and Mauricio Saavedra, to pilot the addition of students with disabilities’ equity gap data for the Graduation Initiative 2025.

I have actively sought to increase instruction in writing across the curriculum; I successfully proposed my WGS 301 Ecofeminism class as a GWR-granting class through the GWR committee and have certified over 100 students for GWR credit through this course since first piloting it. I have remained current with pedagogical development and issues of course accessibility through CTLT course trainings in 2021 and 2022, including Introduction to Online Teaching and Learning and Creating Accessible Course Materials. I have worked with faculty across the university in the Disability Faculty-Staff Association, and I have successfully petitioned facilities for compliance with the Americans with Disabilities Act in the parking spaces and signage surrounding the Frost Center construction zone.

I am active in scholarship and publication, having published my monograph Bees in Early Modern Transatlantic Literature: Sovereign Colony (Routledge 2021), 7 peer-reviewed articles, and multiple reviews, reference works, and curations. I believe I would work effectively with this large and wide-ranging committee, and I am able to commit to multiple years of work toward a successful transition to semesters.

Nathan Perry, History (6 years at Cal Poly) Lecturer
I'm interested in university service broadly. While I remain engaged at the department level, there aren't many opportunities for lecturers aside from attending department meetings and offering feedback. At Cal Poly I have worked with the Honors Program to evaluate applicants according to their criteria. At my previous university I served as lecturer representative on a campus-wide committee on GE requirements; I served on several department committees as a graduate student. Having worked at university with both semester and quarter programs I feel qualified to be a valuable member of the committee. I'm
very interested in the semester conversion process and would be delighted to work toward this goal.

Status of Women Committee:
CENG – (2021-2023)
OCOB – (2022-2024)

University Union Advisory Board: One vacancy (2022-2023)