

Academic Senate

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<http://academicsenate.calpoly.edu/>

Meeting of the Academic Senate Executive Committee

Tuesday, April 22 2014

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

- I. **Minutes:** Approval of minutes for the meetings of April 8 2014 (pp. 2-4).
- 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. **Approval of Calendar of Meetings 2014-2015:** (p. 5).
 - B. **Appointment of Peter Schuster, Mechanical Engineering Department, to the Academic Senate CENG caucus for 2014-2016.**
 - C. **Appointment of CAED, CAFES, OCOB, CENG, and CLA college caucus chairs for 2014-2015:** (please bring names).
 - D. **[TIME CERTAIN 4:15 pm] Resolution on New Masters of Science Degree in Fire Protection Engineering:** Andrew Schaffner, chair of Curriculum Committee and Christopher Pascual, Mechanical Engineering Department (pp. 6-11).
 - E. **[TIME CERTAIN 4:30 pm] Resolution on the Use of Conflict Minerals in the Democratic Republic of Congo:** Harvey Greenwald, professor of Mathematics and Katie Hoselton, 4th Year Political Science Student (pp. 12-13).
 - F. **Resolution on Sustainability:** Neal MacDougall, chair of Sustainability Committee and Josh Machamer, chair of GE Governance Board (pp. 14-15).
 - G. **Resolution Supporting the ASCSU Efforts to Reconsider the 120/180 Unit Limits for Science-Based Discipline Degrees:** Doris Derelian, Food Science and Nutrition Department (p. 16).
 - H. **Appointment of Academic Senate committee chairs for 2014-2015:** (p. 17).
 - I. **Appointment of nominees to University committees for 2014-2015:** (pp. 18-19).
 - J. **Appointment of nominees to Academic Senate committees for 2014-2016:** (pp. 20-26).
- V. **Discussion Item(s):**
- VI. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, April 8 2014
01-409, 3:10 to 5:00pm

- I. Minutes: The minutes from February 25 were approved as presented. The minutes from February 18 were approved with some minor corrections.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair:** (Rein) Provost requested the Academic Senate to appoint a faculty member to assist with the review and audit for the University Technology Governance Committee in May.
 - B. **President's Office:** (Kinsley) The Cal Poly Economic Impact Report will be publically announced fall quarter. The housing south approval process continues. Consultants are doing feasibility reports on the Hotel and Conference Center. If anyone has any questions concerning the Hotel and Conference Center, or the Economic Impact Report, please let me know. There is talk about future survey protocol so that surveys are more spaced out from one another.

Kinsley introduced Stan Nosek, Interim Vice President for Administration and Finance, who reported on parking. There are fewer students, faculty, and staff parking on campus. Cal Poly is looking at ways to fix the budget problem with parking due to a deficit in parking funds. There are considerations of increasing parking passes, a seven-day parking program, or a quarterly or annual public transit fee.
 - C. **Provost:** (Dicus) Students are applying for the Baker Endowment. There will be a selection committee with representatives from every college. There is an available one-time fund of \$50 million in the governor's budget that will be distributed between UC, CSU, and community colleges. Cal Poly will submit a request for a portion of the fund.
 - D. **Statewide Senate:** (Foroohar) There was a Statewide Senate meeting in Long Beach during finals week, where there were several resolutions approved. One of the resolutions is on shared governance. Another issue is the communication between ASCSU and individual campuses. This request will establish an independent and direct communication with all faculty. Also, another resolution is determining who is eligible for faculty scholarship and creative activities fund at a system wide fund. LoCascio mentioned the possibility about junior colleges offering bachelors degrees.

- E. **CFA Campus President:** none.
 - F. **ASI Representative:** (Colombini) ASI is launching a facility survey that will help us determine what Cal Poly wants to do with facilities on campus. ASI is cosponsoring a resolution to recognize student groups and the possibility to designate on campus housing.
- IV. Consent Agenda: none.
- V. Business Item(s):
- A. **Appointments to Academic Senate committees for 2013-2015:**
M/S/P to approve:
Instruction Committee: Corinne Lehr, CSM Chemistry
 - B. **Appointments of nominees to University committees for 2014-2015:**
M/S/P to approve:
Advisory Committee on Workplace Violence Prevention: Thomas Korman, CAED
Construction Management
Campus Safety & Risk Management: Bill Kellogg, CAFES AgEducation & Communication
Inclusive Excellence Council: Jennifer Teramoto Pedrotti, CLA Psychology and Child Development
 - C. **Approval of College Caucus Chairs for 2014-2015:**
M/S/P to approve:
CSM: Tom Gutierrez, Physics
PCS: Mark Bieraugel, Library
 - D. **Appointment of Academic Senate committee chairs for 2014-2015:**
M/S/P to approve:
Budget and Long-Range Planning Committee: Sean Hurley, CAFES Agribusiness
Curriculum Committee: Andrew Schaffner, CSM Statistics
Distinguished Teaching Awards Committee: Nanine Van Draanen, CSM Chemistry & Biochemistry
Grants Review Committee: Jeanine Scaramozzino, PCS Library
Instruction Committee: Dustin Stegner, CLA English
Research, Scholarship and Creative Activities: Thomas Korman, CAED Construction Management
Sustainability Committee: David Braun, CENG Electrical Engineering
 - E. **Appoint of nominees to Academic Senate committees for 2014-2016:**
M/S/P to approve:
College of Agriculture, Food and Environmental Sciences:
Fairness Boards: Fernando Campos-Chillon, Animal Science
Grants Review Committee: Lauren Garner, Horticulture & Crop Science

College of Architecture and Environmental Design:
Budget and Long-Range Planning Committee: Cesar Torres-Bustamante, Landscape Architecture

Curriculum Committee: Phillip Barlow, Construction Management
Distinguished Teaching Awards Committee: Umut Toker, City & Regional
Planning
Fairness Board: Jill Nelson, Architectural Engineering
GE Governance Board: Bruno Giberti, Architecture
Research, Scholarship and Creative Activities Committee: Thomas Korman,
Construction Management

Orfalea College of Business:

Budget and Long Range Planning Committee: Tad Miller, Accounting
Faculty Affairs Committee: John Dobson, Finance
GE Governance Board: Clare Battista, Economics

- F. **Approval of Distinguished Scholarship Awards Committee Procedures:** Brett Bodemer, chair of Distinguished Scholarship Awards Committee, presented the changes made to the Distinguished Scholarship Awards Committee Procedures. M/S/P to agdenize.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,



Melissa Rodriguez
Academic Senate Student Assistant

03.13.14 (gg)

Academic Senate Calendar of Meetings For 2014-2015

All Executive Committee meetings are held in 01-409 from 3:00 to 5:00pm unless otherwise noted. All Academic Senate meetings are held in UU220 unless otherwise noted.

<u>DATE</u>	<u>MEETING</u>
September 19, 2014 (Friday, 1:30 to 5:00pm, UU220)	Academic Senate Retreat
September 23	Executive Committee
October 7	Academic Senate
October 14	Executive Committee
October 28	Academic Senate
November 4	Executive Committee
November 18	Academic Senate
November 25	Executive Committee (if needed)
December 2	Academic Senate (if needed)
December 8 – January 4, 2015	Finals Week and Quarter Break
January 6	Executive Committee
January 13	Academic Senate
January 27	Executive Committee
February 10	Academic Senate
February 17	Executive Committee
February 24	Executive Committee (if needed)
March 3	Academic Senate
March 10	Academic Senate (if needed)
March 16 – March 29, 2015	Finals Week and Quarter Break
April 7	Executive Committee
April 21	Academic Senate
April 28	Executive Committee
May 5	Academic Senate
May 12	Executive Committee
May 19	Executive Committee (if needed)
May 26	Academic Senate
June 2	Academic Senate (if needed)
June 8 – June 14, 2015	Finals Week and Quarter Break

Adopted:

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

AS-__-14

**RESOLUTION ON
NEW MASTERS OF SCIENCE DEGREE IN
FIRE PROTECTION ENGINEERING**

- 1 WHEREAS, The College of Engineering is proposing the implementation of a Masters of
2 Science in Fire Protection Engineering; and
3
4 WHEREAS, The Masters of Science in Fire Protection Engineering has been a successful
5 pilot program for the past four years; and
6
7 WHEREAS, The College of Engineering now proposes to convert this program to permanent
8 status; and
9
10 WHEREAS, There are no Fire Protection Engineering Masters programs in the Western
11 United States; and
12
13 WHEREAS, There is significant industry demand and support for such a program at Cal
14 Poly; and
15
16 WHEREAS, The Academic Senate Curriculum Committee has carefully considered this
17 proposal and recommends its approval; and
18
19 WHEREAS, A summary of the proposal is attached to this resolution with the full proposal
20 available in the Academic Senate office; therefore be it
21
22 RESOLVED, That the Academic Senate of Cal Poly approve the proposal for a Masters of
23 Science in Fire Protection Engineering and that the proposal be sent to the
24 Chancellor's Office for final approval.

Proposed by: Academic Senate Curriculum Committee
Date: April 15 2015

Cal Poly, San Luis Obispo

**Summary Statement of Proposed New Degree Program for
Academic Senate**

April 9, 2014

1. Title of proposed program: MS in Fire Protection Engineering

2. Reason for proposing the program

Fire Protection Engineering is an interdisciplinary profession that applies engineering sciences, technologies and management techniques to help make the world safer from fire. Fire Protection Engineering is recognized as a unique discipline by the National Council of Examiners for Engineering and Surveying (NCEES), the nationally recognized organization dedicated to advancing professional licensure for engineers and surveyors. Currently, 46 states, including California, and the District of Columbia recognize professional licensure in the Fire Protection Engineering discipline. Despite this almost universal recognition in the United States of Fire Protection Engineering as a distinctly licensed engineering discipline, and its important role in reducing the impact of fire on society and the environment, Cal Poly is currently only one of three academic institutions with Fire Protection Engineering programs. The MS degree program in Fire Protection Engineering at Cal Poly is designed to build on the skills, knowledge, and broad engineering principles students acquire in an undergraduate engineering program or related technical field. The required and elective courses composing the MS degree in Fire Protection Engineering address the specific body of knowledge required by the fire protection engineering profession. Students completing the program will possess the technical knowledge, skills and tools required to practice fire protection engineering in a variety of local, national and international settings. Graduates will also possess the necessary knowledge and skills to pursue professional certification and licensure in the fire protection engineering discipline.

The Fire Protection Engineering MS degree program at Cal Poly was developed and approved during the 2009-2010 academic year as a self-support pilot program offered by the College of Engineering through Special Session. With this approval, the FPE MS degree program was launched during the Fall 2010 term. The FPE program is the first self-support graduate program offered through Special Session by the College of Engineering at Cal Poly. This program is also the first to be offered in a hybrid on-campus/online format, with some students attending classes on-campus and others attending classes online. Due to its successful implementation as a pilot program for the past four years, the FPE program is widely considered to be the prototype for other self-support and distance programs offered through Special Session at Cal Poly.

3. Expected student learning outcomes and methods for assessing outcomes

The educational objective of the Fire Protection Engineering program is to provide students with the knowledge, skills and tools needed to solve fire protection engineering problems and develop fire safety design solutions in a variety of professional settings. Upon completing the requirements for a Master of Science degree in Fire Protection Engineering, students should be able to:

- a) Identify relevant fire safety codes, standards and regulations, comprehend the fire safety performance objectives and criteria associated with these documents, and apply these fire safety objectives and criteria to a broad range of applications.
- b) Analyze the flammability characteristics of different materials, interpret the results of standard and non-standard fire test methods and evaluate the fire hazards associated with different materials in a range of anticipated settings.
- c) Analyze the dynamics of fires in and around buildings and other structures through the application of fundamental principles and the use of state-of-the-art computer-based fire simulation models.
- d) Explain how people interact with fire conditions in buildings and calculate evacuation times through the application of fundamental principles of people movement and the use of state-of-the-art computer-based evacuation models.
- e) Design and evaluate fire detection and alarm systems, fire suppression systems, smoke management systems, egress systems and structural fire protection to achieve specified performance objectives.
- f) Perform comprehensive fire and life safety evaluations of buildings and other structures through application of the knowledge, skills and tools acquired in this program and effectively communicate the results and findings of such evaluations.

Evaluation of the capstone project (FPE 596) is used as the primary assessment tool for the student learning outcomes. Capstone projects include elements of all the student learning outcomes; a scoring rubric has been developed to assess the proficiency of students in applying the different learning outcomes to their capstone projects. This scoring rubric is used by external FPE professionals from academia and industry invited to evaluate the students' final project. Program evaluation surveys are used as a tool for graduates to assess the achievement of the course learning objectives and the extent to which the course contributed to meeting the overall program goals and student learning outcomes. Program evaluation surveys are also used as a tool for employers to determine if curricular modifications are necessary to keep the program goals and courses aligned with the needs of the profession. Finally, the percentage of graduates who pursue and obtain professional engineering licensure in the fire protection engineering discipline or a related field will be used to assess achievement of the program goals.

4. Student Demand

The FPE program was launched in Fall 2010 with 27 students. In the current academic year, 2013-2014, there are 64 students matriculated in the MS program, 3 students in the graduate certificate program (FPE Applications), and 19 non-matriculated students. Most non-matriculated students end up applying and being admitted into the program.

The numbers provided below are based on data from the first four years of Fire Protection Engineering program operation as a pilot program along with the assumption that the program goal is to have 30 graduates from the MS degree program each year under steady state.

	Number of Students		
		3 years	5 years
	<u>at initiation</u>	<u>after initiation</u>	<u>after initiation</u>
Number of Majors	20	30	30
Number of Graduates	20	30	30

5. Indicate the kind of resource assessment used in developing the program proposal. If additional resources will be required, the summary should indicate the extent of department and/or college commitments(s) to allocate them

Because this is a pilot program conversion, all faculty positions, staff support positions, and operating budget needed to implement the Fire Protection Engineering program are already in place. Because the Fire Protection Engineering program is self-supporting, all program expenses are supported by revenues generated by the program.

6. Societal and Public Need

The Society of Fire Protection Engineers (SFPE) projects growing demand for qualified fire protection engineers especially in the western United States. This is due to increased retirements in the field, population growth and related development in the western part of the country, and new fire protection standards in California.

The Department of Fire Protection Engineering at the University of Maryland maintains a listing of available jobs on its website (<http://www.fpe.umd.edu/employment/jobs.html>). A recent review (March 2014) of this website indicated the availability of more than 45 post-graduate jobs across a broad spectrum of private and public sector employers. Since many of the graduates of the existing fire protection programs are hired directly out of school by a few well-known employers, these job postings provide an indication of the types of job opportunities that commonly go unfilled due to a lack of more fire protection engineering graduates.

It is difficult to quantify the demand for fire protection engineering graduates because many prospective employers have stopped trying to hire new graduates after years of unsuccessful attempts. More fire protection engineering graduates entering the work force, particularly on the West Coast, will be likely to reinvigorate the demand for fire protection engineers among those employers with a need but with little likelihood of success in the past.

The public sector in particular has been hampered by the lack of available fire protection engineering graduates. With the increasing use of performance-based building fire safety design and regulation, increasing demands are being placed on the technical qualifications of building and fire officials. Many jurisdictions would like to hire fire protection engineers, but have not been able to compete effectively in the marketplace due to the limited supply of graduates. Similarly, the fire service is a virtually untapped employment opportunity for fire protection engineers in the United States. This program will help to alleviate this shortage of qualified fire protection engineers in the public sector, particularly in California and other western states.

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

This program will not impede the successful operation and growth of existing programs on campus. As a special session program offered under Executive Order 1047, the program will be administratively and academically completely financially self-supporting. No general fund resources from either the College of Engineering or any other academic units will be used to support this program. The program's interdisciplinary structure, application of theory to practice, and outreach and engagement features support and advance the missions of Cal Poly, the College of Engineering, and Extended Education.

Cal Poly's Mission Statement

Cal Poly fosters teaching, scholarship, and service in a Learn by Doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

Mission Statement of the College of Engineering

The College of Engineering provides an excellent Learn by Doing education and graduates in-demand, Day One-ready professionals.

8. Attach a display of curriculum requirements

Required Courses	Units	Prerequisite
FPE 501 Fundamental Thermal Sciences	4	Grad Standing or consent
FPE 502 Fire Dynamics	4	FPE 501 or consent
FPE 503 Flammability Assessment Methods	4	FPE 502
FPE 504 Fire Modeling	4	FPE 502, FPE 503
FPE 521 Egress Analysis and Design	4	Grad Standing or consent
FPE 522 Fire Detection, Alarm and Communication Systems	4	Grad Standing or consent
FPE 523 Water-based Fire Suppression	4	Grad Standing or consent
FPE 524 Structural Fire Protection	4	Grad Standing or consent
FPE 596 Culminating Experience in Fire Protection Engineering	5	FPE 504, advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, & consent
FPE 599 Design Thesis (May be taken in lieu of FPE 596 and one elective course)	(9)	Advanced graduate standing, completion of, or concurrent enrollment in, engineering courses in program, & consent
TOTAL	37	
Elective Courses	Units	Prerequisite
FPE 551 Fire Safety Regulation and Management	4	Grad Standing or consent
FPE 552 Smoke Management and Special Hazards	4	FPE 502, FPE 504
FPE 554 Forensic Fire Analysis	4	Grad Standing or consent
FPE 555 Fire Protection Management in the Wildland-Urban Interface	4	Grad Standing or consent
Choose a total of 8 units from the elective courses	8	
TOTAL NUMBER NEEDED FOR DEGREE	45	

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

AS-___-13

**RESOLUTION ON THE USE OF CONFLICT MINERALS IN THE
DEMOCRATIC REPUBLIC OF CONGO**

- 1 WHEREAS, Cal Poly is committed to the principles of fair trade; and
- 2
- 3 WHEREAS, Cal Poly has a history of commitment to the preservation of the environment; and
- 4
- 5 WHEREAS, Cal Poly has declared its commitment to human rights and social justice in its
- 6 governance documents and policies and has taken affirmative steps throughout its
- 7 history to promote these values; and
- 8
- 9 WHEREAS, The Cal Poly Academic Senate endorsed the Code of Product Labor Principles
- 10 and Business Standards on May 23, 2000 with AS-542-00/HG; and
- 11
- 12 WHEREAS, The commitment to fundamental rights of all workers should apply to all goods
- 13 and services purchased by the University; and
- 14
- 15 WHEREAS, The United States Senate and the House of Representatives have found that armed
- 16 groups bear responsibility for massive atrocities in the eastern Congo; and
- 17
- 18 WHEREAS, Legislation signed into law (Section 1502 of the Dodd-Frank Wall Street Reform
- 19 Act of 2010) requires that companies submit an annual report to the Securities and
- 20 Exchange Commission disclosing whether their products contain gold, tin,
- 21 tantalum, or tungsten from the Congo or nearby areas; and
- 22
- 23 WHEREAS, The International Rescue Committee has found that more than 5.4 million
- 24 civilians have been killed and countless more remain at risk as a consequence of
- 25 attacks conducted by armed groups in eastern Congo; and
- 26
- 27 WHEREAS, The U.N. has urged the international community to weaken the aforementioned
- 28 armed groups, and to cooperate with a U.N. peacekeeping force authorized under
- 29 U.N. Security Council Resolution 1291; and
- 30
- 31 WHEREAS, Cal Poly spends an estimated \$2.39 million per year on computer hardware from
- 32 Dell and Apple and has significant investments in companies which use conflict
- 33 minerals from Democratic Republic of Congo in their supply chains; and
- 34
- 35 WHEREAS, Governor Jerry Brown signed SB 861 into law in October 2011, which prohibits
- 36 state agencies from signing contracts with companies that fail to comply with
- 37 federal regulations aimed at deterring business with armed groups in eastern
- 38 Congo; therefore be it

39 RESOLVED: That Cal Poly Office of Contract and Procurement Services will take into account
40 whether electronic products contain conflict minerals in future purchasing
41 decisions and, when available, will favor verifiably conflict-free products that
42 contain minerals from eastern Congo.; and be it further
43

44 RESOLVED: That the Office of Contract and Procurement Services publishes a statement on its
45 website stating its awareness of the conflict in Congo and its commitment to
46 purchasing conflict-free products when available; and be it further
47

48 RESOLVED: That the Office of Contract and Procurement Services of Cal Poly calls on
49 electronic companies and other industries to implement the necessary steps to
50 remove conflict minerals from their supply chain.

Proposed by: Katie Hoselton, 4th Year Political Science Student

Supporters: Dr. Ryan Alaniz, Professor of Sociology
Dr. Matthew Hopper, Professor of African History
Dr. Linda Vanasupa, Professor of Materials
Engineering
Dr. Kathy Chen, Chair of Materials Engineering
Department
Dr. Shelly Hurt, Professor of Political Science
Dr. Meg Streiff, Professor of Sociology
Dr. Harvey Greenwald, Professor of Mathematics
Dr. Benjamin Funston-Timms, Professor of
Geography

Date: April 8 2014

Adopted:

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

AS-__-14

RESOLUTION ON SUSTAINABILITY

- 1 WHEREAS, In May 2003, the Academic Senate endorsed the Talloires Declaration; and
2
- 3 WHEREAS, In August 2003 President Warren Baker signed the Talloires Declaration; and
4
- 5 WHEREAS, Provisions 3 and 4 of the Talloires Declaration focus on educating for
6 environmentally responsible citizenship and on fostering environmental literacy; and
7
- 8 WHEREAS, The University has as one of its University Learning Objectives that graduates of
9 Cal Poly should “Make reasoned decisions based on an understanding of ethics, a
10 respect for diversity, and an awareness of issues related to sustainability”; and
11
- 12 WHEREAS, The University has established Sustainability Learning Objectives which, among
13 other things, state that students should be able to “Define and apply sustainability
14 principles within their academic programs”; and
15
- 16 WHEREAS, Some Cal Poly students graduate without satisfying the sustainability element of
17 the University Learning Objectives nor the Sustainability Learning Objectives; and
18
- 19 WHEREAS, Cal Poly has a responsibility to ensure that its graduates meet the sustainability
20 element of the University Learning Objectives and the Sustainability Learning
21 Objectives; and
22
- 23 WHEREAS, Some Cal Poly students will be employed in jobs requiring an understanding of
24 sustainability; and
25
- 26 WHEREAS, There is a need to refine and develop more classes to help students meet the
27 sustainability element of the University Learning Objectives and to meet the
28 Sustainability Learning Objectives; and
29
- 30 WHEREAS, There is not currently an established system that designates and communicates
31 whether a class meets the Sustainability Learning Objectives; and
32
- 33 WHEREAS, A list of University sustainability classes would be helpful to students and faculty;
34 and

- 35
36 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to
37 incorporate sustainability into their curricula; and
38
- 39 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags
40 for these classes; and
41
- 42 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a
43 procedure to determine whether a class meets the Sustainability Learning Objectives;
44 therefore be it
45
- 46 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list of
47 classes based on an assessment process that meet the Sustainability Learning Objectives
48 and, by extension, the relevant portion of the University Learning Objectives; and be it
49 further
50
- 51 RESOLVED: That faculty should be encouraged to develop new sustainability classes and
52 to modify existing courses by including sustainability, especially interdisciplinary
53 courses as well as courses satisfying General Education requirements; and be it further
54
- 55 RESOLVED: That the Academic Senate Sustainability Committee in conjunction with the Center for
56 Teaching and Learning shall provide support for faculty seeking to teach classes
57 involving sustainability; and be it further
58
- 59 RESOLVED: That the Academic Senate Sustainability Committee be directed to work with
60 student and campus organizations, as well as Facilities, to identify opportunities to
61 promote alternative approaches to sustainability education on campus that would
62 further facilitate students explicitly meeting the learning objectives addressing
63 sustainability.

Proposed by: Sustainability Committee and Josh
Machamer, Chair of the GE
Governance Board
Date: April 15, 2014

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

AS-__-14

RESOLUTION SUPPORTING THE ASCSU EFFORTS TO RECONSIDER THE
120/180 UNIT LIMITS FOR SCIENCE-BASED DISCIPLINE DEGREES

- 1 WHEREAS, The Academic Senate of Cal Poly is committed to the principles of
- 2 shared governance and the primacy of the faculty in determining
- 3 curriculum in the CSU; and
- 4
- 5 WHEREAS, The CSU Board of Trustee’s Collegiality Statement affirms, in part,
- 6 “Collegial governance assigns primary responsibility to the faculty
- 7 for the educational functions of the institution in accordance with
- 8 basic policy as determined by the Board of Trustees. This includes
- 9 admission and degree requirements, the curriculum and methods
- 10 of teaching...” And
- 11
- 12 WHEREAS, Individual autonomy among CSU campuses for faculty decision-
- 13 making within a department/discipline has been widely upheld,
- 14 and,
- 15
- 16 WHEREAS, Many science-based disciplines are governed by external
- 17 accrediting agencies that mandate curricular components and limit
- 18 freedom of faculty to deviate from proscribed outcomes such that
- 19 that an additional curtailment to 180 quarter units is unrealistic and
- 20 not in the best interests of students; and
- 21
- 22 WHEREAS, There is little to no evidence that the selection of 180 quarter units’
- 23 proposed benefits i.e., shortened time to graduation, can or will be
- 24 achieved; and
- 25
- 26 WHEREAS, Science-based disciplines have been and continue to be increasingly
- 27 more intellectually dense, more profoundly inclusive to new content
- 28 and more specialty focused; therefore be it
- 29
- 30 RESOLVED That the Cal Poly Academic Senate communicate to the ASCSU its
- 31 support of efforts to re-establish appropriate unit designations for
- 32 science-based disciplines up to 198 quarter units; and be it further
- 33
- 34 RESOLVED That a copy of this resolution be forwarded to the ASCSU Chair,
- 35 President Jeffery Armstrong, and CSU Campus Senate Chairs.

Proposed by: Academic Senate Executive Committee
Date: April 16, 2014

2014-2015 Committee Chairs

Committee	Chair 2013-2014	Chair Since	Possible Chair 2014-2015	2014-2015 Committee Member	College/Department
Distinguished Scholarship Awards Committee	Brett Bodemer	11-12	Don Kuhn-Choi	Yes	CAED – Architecture
Faculty Affairs Committee	Ken Brown	12-13	Ken Brown John Dobson	??? Yes	CLA – Philosophy OCOB – Finance
Fairness Board	Jonathan Shapiro	12-13	Fernando Campos Jonathan Shapiro	Yes Yes	CAFES – Animal Science CSM – Mathematics
GE Governance Board	Josh Machamer	11-12	Bruno Giberti Brenda Helmbrecht Doug Keesey	Yes Yes No	CAED – Architecture CLA – English CLA – English
Research, Scholarship and Creative Activities Committee	Franz Kurfess	08-09			

Nominations Received for 2014-2015 University Committee Vacancies

Academic Assessment Council (2 vacancies) – CAED (2014-2016) and CENG (2014-2016)

Academic Council for International Programs (2014-2017) – **ONE VACANCY**

Charles Chadwell, Civil & Environmental Engineering (10 years at Cal Poly) Tenured - Incumbent

I began service on the Academic Council for International Programs (ACIP) in AY2011-12 in an interim capacity for Mike Granger (College of Business). During my tenure on this committee: I streamlined the interview process making greater use of technology, opened up student candidate interview opportunities to faculty throughout the university via a campus wide email, and proposed a modification to the struggling Querétaro, Mexico CSU study abroad program to focus on a Sophomore Engineering lock step type student experience.

I have attended all meetings at the CSU level and am an active participant on the Academic and Fiscal Affairs standing Committee (AFAC). I greatly enjoy this committee and work well with the Cal Poly International Center (CPIC) as the liaison to the CSU International Programs. I look forward to my future involvement in this committee and nurturing the Study Engineering Abroad to be a success with expansion of the program beyond Mexico.

Stephen R. Lloyd-Moffett, Philosophy (9 years at Cal Poly) Tenured

In my undergraduate academic journey, studying abroad proved to be the pivotal moment for me personally and academically. I arrived in Greece a double major in Economics and Film Studies, but there I discovered an interest in the academic study of religion which eventually led me to complete two masters degrees and a PhD in the subject. It also introduced a thirst for travel that led to visiting 60 countries before I was 25. Looking back, my academic program was tremendously rigorous, culturally expanding, and well-organized compared to many others. Ever since, I have advocated for students to study abroad, though I recognize that not all programs have offered the rich experience that changed my life. My interest in this committee is grounded in a hope to influence Cal Poly's programs in a positive way. In the winter of 2012, I taught in Cal Poly's Australia program. At the time, I didn't realize that my duties really included organizing the students' experiences while there, but I found I enjoyed that aspect as well. Not only did I work with the folks at University of Adelaide to ensure a rich experience but we added several "optional" trips that most of the students participated in. I also thought extensively about how to adjust my courses for the abroad experience, including relevant information and local experiences. This experience gives me the background to understand and support Cal Poly's programs.

In addition, I have been on various GE committees and proposed over 10 courses during my time at Cal Poly. So I am familiar with the process of course development and the process of linking the course to specific learning outcomes pursuant to the abroad experience.

ASI Board of Directors (Academic Senate Chair or Designee)

Athletics Advisory Board (2014-2017)

Brand Governance Committee (Academic Senate Chair or Designee)

Campus Dining Advisory Committee

Campus Fee Advisory Committee (Academic Senate Chair or Designee)

Campus Safety and Risk Management Committee - (2014-2015)

Coordinating Committee on AIDS and HIV Infection

Disability Access and Compliance Committee (2014-2016)

Health Services Oversight Committee (also serves on the Student Health Advisory Committee)

Institutional Animal Care and Use Committee (2014-2016)

Intellectual Property Review Committee (4 vacancies – one each for CAFES, CENG, OCOB, and PCS) (2014-2017)

Bing Anderson, Finance (9 year at Cal Poly) Tenured – Incumbent

I am currently the chair of the Intellectual Property Review Committee. This is my third term as the chair of that committee. I have accumulated much experience and expertise in my years serving as a member and as the chair of this committee. I hope to be able to continue to utilize the experience and expertise to serve and lead this committee.

Lee Burgunder, Accounting (30 years at Cal Poly) Tenured – (received after the deadline)

I served on the Intellectual Property Rights Committee from 1995-1997 and served as chair from 2001-2002. I have research expertise in intellectual property, and have written a textbook, now in its 5th edition, that substantially deals with intellectual property.

Student Health Advisory Committee (also serves on the Health Services Oversight Committee)

Student Success Fee Allocation Advisory Committee (Academic Senate Chair or Designee)

Sustainability Advisory Committee (2014-2016)

University Union Advisory Board

Nominations Received for 2014-2016 Academic Senate Committees

*Indicates willingness to chair if release time is available

College of Agriculture, Food and Environmental Sciences

Curriculum Committee
Distinguished Teaching Awards Committee
GE Governance Board
Instruction Committee

College of Architecture and Environmental Design

Grants Review Committee (2014-2015)

Orfalea College of Business

Curriculum Committee
Distinguished Scholarship Awards Committee
Instruction Committee
Sustainability Committee

College of Engineering

Distinguished Teaching Awards Committee

Linda Vanasupa, Materials Engineering (24 years at Cal Poly) Tenured – Incumbent (received after the deadline)

I am a past recipient of the DTA and would like to serve the university in helping to identify future recipients.

Instruction Committee

Trevor Harding, Materials Engineering (8 years at Cal Poly) Tenured – Incumbent

This has been my first year on the committee. As such I am just getting the hang of what the committee's tasks and responsibilities are. I would like to continue to serve on this committee in order to make a greater contribution during the coming year.

Sustainability Committee

David Braun, Electrical Engineering (17.5 years at Cal Poly) Tenured - Incumbent *

My motivation to serve on the Sustainability Committee stems from a concern that quality of life for humans and millions of other species depends on humanity pursuing more sustainable practices. Education provides one key route to disseminate knowledge regarding sustainability and how to achieve a sustainable condition using interdisciplinary strategies based on social and political equity, economic, environmental, ecological, technical, and ethical considerations. During the 2008-2009 academic year, I worked with Sustainability Committee members to develop the Sustainability Learning Objectives that resulted in Academic Senate Resolution 688-09, approved by President Baker on June 22, 2009. With Sustainability Committee members, I helped organize and presented as a member of a panel at the CTL Workshop titled Teaching Sustainability in Your Existing Courses on January 23, 2009 and the Teaching Well Workshop on Integrating Sustainability on November 13, 2009.

During the 2009-2010 academic year, I worked with Sustainability Committee members and ULO coordinators to develop assessment instruments and an assessment program for the Sustainability Learning Objectives. During the 2010-2011 academic year, I worked with Sustainability Committee members to develop and pilot an online instrument to identify which course learning objectives map to the Sustainability Learning Objectives. During the 2012-2013 academic year, I worked with the Sustainability Committee members to develop and pilot various instruments to assess the Sustainability Learning Objectives. During this academic year, I am working with the committee on its various tasks, including efforts to inform students about what courses could help them make progress toward achieving the SLOs. I would like to remain on the committee to continue this work and the assessment work, which will likely extend beyond 2015.

My teaching efforts have extensively emphasized sustainability learning objectives in highly technical electrical and computer engineering courses:

I teach students how to analyze sustainability issues associated with electronics lab experiments using instructions developed to teach students how to prepare lab reports in a format suitable for submission to IEEE journals. See

<http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE346-Reports.doc>

<http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE347-Reports.doc>

<http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE422-Reports.doc>

I incorporated sustainability analysis writing assignments into EE 306, EE 413, and EE 460. See

<http://courseware.ee.calpoly.edu/~dbraun/courses/ee306/SustainabilityAnalysis.html>

<http://courseware.ee.calpoly.edu/~dbraun/courses/ee413/SustainabilityAnalysis.html>

<http://courseware.ee.calpoly.edu/~dbraun/courses/ee460/SrProjPlan.html#ABETSrProjAnalysis>

I incorporated a student and instructor-generated wiki into EE 346, EE 347, and EE 422 to foster online learning about sustainability issues related to electronics. See

<http://sustainability-and-ics.pbworks.com/>

College of Liberal Arts

Budget and Long Range Planning Committee

James Tejani, History (5 years at Cal Poly) Tenure track

My interest in serving as a member of this committee stems from my desire to contribute to discussions of fiscal priorities within the university and CLA. The process of budgeting and finance is the sine qua non of life at Cal Poly, as it provides the foundation for all basic functions of the university (including teaching, research, service, administration, and student life) and their evolution to meet future opportunities and challenges.

My interest also stems from past experience with public-sector finance. Prior to joining the faculty of Cal Poly, I worked on water budgeting, water-use accounting, and regulatory compliance for the City of Long Beach (California) Water Department. As part of this work, in 2007 I completed at CSU Long Beach a master's-level course in "Public Budgets and Finance," which focused on analysis of data, budget politics, and the drafting of strategic plans. I believe this experience will allow me to work productively alongside administrators and representatives from other colleges to advance the health and security of our university community.

Curriculum Committee

Distinguished Scholarship Awards Committee

Faculty Affairs Committee

D. Kenneth Brown, Philosophy (7 years at Cal Poly) Tenured - Incumbent*

I have served on the FAC for a two year term, and now am concluding a two year term chairing FAC. I would like to continue for another term, especially in virtue of the key point on our current charge will require work that will continue into next academic year. We are revising

the University Faculty Personnel Actions document in light of recent moves to affirm the commitment of the faculty to the Teacher/Scholar model. We are doing so in light of recent revisions to college level personnel policies for RPT. This is an important charge, and perhaps a change of chair of the FAC might slow the process down.

GE Governance Board (2014-2017)

Bill Loving, Journalism (5 years at Cal Poly) Tenured

I've taught at 6 different universities in roles ranging from lecturer to professor and department chair. I've seen how General Education courses are approached and changes made in content and delivery under different systems. I have experience in undergraduate advising including several years of working with freshman cohorts. One thing that I believe is important is giving students a perspective on the GE system so they see that it is more than the units that they are compelled to take.

Instruction Committee

Michael Latner, Political Science (7 years at Cal Poly) Tenure track - Incumbent

My class instruction includes a variety of interactive and engaged learning technology, and I am constantly seeking to improve the learning environment for my students. I have also worked for several years on curriculum and assessment at the departmental level, and will be able to contribute to instructional design at the university level.

Research, Scholarship and Creative Activities Committee

Howard Vogl, Graphic Communication (3 years at Cal Poly) Tenure track

I am interested in serving on the Research, Scholarship, and Creative Activities Committee. Coming from a research institution (Rochester Institute of Technology) I have seen the value of research at the university. At RIT I authored numerous research projects for the Sloan School of Printing.

At Cal Poly I currently manage senior research projects for our department. Last year, I managed a joint student, faculty research project with Adobe Systems that resulted in the worldwide distribution of test files intended for variable data publishing. Currently, several of my students are working on joint projects with the Center for Entrepreneurship. My hope is to create at Cal Poly a climate for continued student, faculty research.

Sustainability Committee

Daniel Levi, Psychology & Child Development (30 years at Cal Poly) Tenured – Incumbent

I teach Environmental Psychology, which is a GE course that meets the University's Sustainability Learning Objectives. While being on the Sustainability Committee, I worked with students to measure students' attitudes, knowledge, and behaviors related to sustainability. I have worked with the Committee to develop an evaluation process to identify sustainability classes, which may be an important function of the Committee in the future.

College of Science and Math

Budget and Long Range Planning Committee

Steve Rein, Statistics (received after the deadline)

Distinguished Scholarship Awards Committee

Nanine Van Draanen, Chemistry & Biochemistry (18 years at Cal Poly) Tenured – Incumbent *

I have served on the Distinguished Teaching Award Committee for two terms and as the chair for the last two years. I love serving on this committee and would like to continue. The process of evaluating the nominations, attending the finalists' classes, and working collaboratively with colleagues from across campus to determine the winners is uniquely satisfying. I believe I've done a good job chairing the committee, introducing document sharing to streamline the selection process. The greatest challenge in this committee is increasing the number of nominations received. This year we tried a social media approach to reach more students; in the future, I would like to expand on that effort. This year we also defined the award more clearly and created a purpose statement for the DTA website. Because the membership of the committee changes frequently, further work on defining the selection process to make it consistent from year to year would be a high priority for me if reappointed to this committee. Although chairing and serving on the committee requires a tremendous investment of time, particularly for making all the classroom visits, it is among my favorite of my professional obligations, and I hope to continue.

GE Governance Board (2014-2017)

Camille O'Bryant, Kinesiology (14 years at Cal Poly) Tenured – Incumbent

I am currently serving on the GE Governance Board (GEGB) and am really amazed at how much we have been able to accomplish in the short time that the GEGB has been in existence. We are currently at a very critical point in the history of the GEGB as we have begun the self-study that is part of GE Program Review. One reason I am submitting this statement of interest is that I feel we need some level of continuity as there are many members currently slated to rotate off. As new members join the GEGB, those who are continuing on will help ensure that we move forward from as informed a point of view as possible. Additionally, I have participated in self-study and program review three times in the Kinesiology Department and have been teaching GE courses (upper division in Area D) for ten years. These experiences along with my intellectual and philosophical commitment to liberal (general) education in a comprehensive, polytechnic university provide me with the insight, patience and perseverance to ensure that we continue to find ways to transform and update general education in a way that is relevant for students in the 21st century.

Grants Review Committee

Antonio F. Garcia, Physics (12.5 years at Cal Poly) Tenured - Incumbent

I am motivated to continue serving on the Academic Senate Grants review committee because the contributions I have made on this committee are very satisfying. I believe that connecting with my colleagues by assessing their research proposals helps build the academic community at Cal Poly, and I want to maintain this connection with my colleagues. I have also greatly enjoyed judging the student research competition. Each year I look forward to reading papers written by talented students and witnessing their presentations. I also value highly playing even a small role in providing guidance for these students. Rewarding these students for their accomplishments by helping decide which students advance to the system-wide, CSU Student Research Competition is a responsibility that I am very grateful to have.

I am well qualified for the Academic Senate Grants review committee position because throughout my career at Cal Poly I have sustained an active research program that has consistently produced publications in peer-reviewed journals. In my 12.5 years at Cal Poly I have published a paper in a geologic journal every 2 to 3 years, and in some cases more than one paper every 2 or 3 years. Results of my penultimate project were accepted for publication in February 2014, and the second and final field season of the current project will be undertaken in March and July 2014. I am familiar with what is possible, and more importantly, what is necessary to accomplish research at Cal Poly while fulfilling the enormous teaching obligations that are fundamental to the Cal Poly experience for tenure track and tenured faculty. Below is a

list of publications completed during my career at Cal Poly (I started at Cal Poly in Fall 2001, directly after completing my PhD in June 2001).

List of peer-reviewed journal publications produced while at Cal Poly, and a poster presented at a national conference as an example of ongoing research.

García, A. F., and Mahan, S. A., in press. The notion of climate-driven strath-terrace genesis assessed via dissimilar stream-process response to late Quaternary climate. To be published in the journal *Geomorphology*.

García, A. F., and Mahan, S. A., 2012. The influence of upper-crust lithology on topographic development in the central Coast Ranges of California. *Geomorphology* v. 138, p. 243-262. doi:10.1016/j.geomorph.2011.09.009.

García, A. F., and Mahan, S. A., 2009. Sediment storage and transport in Pancho Rico Valley during and after the Pleistocene-Holocene transition, Coast Ranges of central California (Monterey County). *Earth Surface Processes and Landforms*, v. 34, p. 1136-1150.

Stokes, M., and García, A. F., 2009. Late Quaternary sedimentation and erosion patterns along the Rancho Marino coastal range front, Cambria, central-southern Pacific Coast Ranges, California, USA. *Journal of Quaternary Science* v. 24, p. 728-746. DOI: 10.1002/jqs.1243

García, A. F., 2006. Thresholds of strath genesis deduced from landscape response to stream piracy by Pancho Rico Creek in the Coast Ranges of central California. *American Journal of Science*. V. 306, p.655-681

García, A. F., and Stokes, M., 2006. Late Pleistocene highstand and recession of a small, high altitude pluvial lake, Jakes Valley, central Great Basin, USA. *Quaternary Research*, v. 65, p. 179-186.

García, A. F., Zhu, Z., Ku, T.L., Chadwick, O.A., and Chacón Montero, J., 2004. An incision wave in the geologic record, Alpujarran Corridor, southern Spain (Almería). *Geomorphology*, v. 60, p. 37-72.

García, A. F., Zhu, Z., Ku, T.L., Sanz de Galdeano, C., Chadwick, O.A., and Chacón Montero, J., 2003. Tectonically driven landscape development within the eastern Alpujarran Corridor, Betic Cordillera, SE Spain (Almería). *Geomorphology*, v. 50, p. 83-110.

Research, Scholarship and Creative Activities Committee

Suzanne Phelan, Kinesiology (6 years at Cal Poly) Tenured - Incumbent

I spend the majority of my time in research capacity, managing grants, working with students, preparing manuscripts and developing new studies. I am excited to continue contributing to the activities of this committee focused on increasing cross-collaborations, grant-funded activities, and student involvement in research.

Sustainability Committee

Jonathan Fernsler, Physics (7 years at Cal Poly) Tenured

I am interested in sustainability from my own carbon footprint to the university's. I often bring up the physics of environmental issues in my classes to educate and encourage sustainability. I am especially interested in opportunities in the committee to improve the efficiency of the new Baker Science building.

Professional Consultative Services

Distinguished Teaching Awards Committee (2014-2015)

Faculty Affairs Committee

Fairness Board

Bradley Kyker, Advising- CAFES (10+ years at Cal Poly) Incumbent

My main motivation for serving is to contribute to important proceedings for the campus community. My expertise is in student development, and I believe the efforts of the Fairness

Board should be developmental for students first and foremost.

I take a very holistic approach to my work in counseling students, equipping and informing them of their rights, responsibilities, and available resources. My hope is to always challenge and advocate, but never to enable their helplessness or abdication of their responsibilities.

I value the work of the Fairness Board, as it is the mechanism for due process of academically related concerns for students and instructors. It is a vital piece of ensuring a healthy and equitable learning environment for our students. I frequently refer students to utilize the Board as a means of resolving their concerns of unfair grading practices of their instructors. In my capacity as an academic counselor, I am often privy to student misconduct and work with other campus resources to create a developmental response that promotes better academic integrity of our students. I believe that sensibility and experience will do well for me as I contribute to Fairness Board matters.

Instruction Committee (2014-2015)

Research, Scholarship and Creative Activities Committee

David Beales, Library (2 years at Cal Poly) Tenure track – Incumbent

The committee is charged with investigating the interpretation of the Teacher Scholar Model and how we can enable and encourage faculty to subscribe to this model.

As a member of the library faculty I have a particular interest in understanding how we can support faculty in non-STEM subjects to evaluate their own professional impact.

I currently provide 1:1 support to engineering faculty on how they can measure their impact in traditional ways for grant funding and for the RPT process and am developing my expertise in altmetrics to support faculty further and provide training through CTLT in this emerging area. I am also leading an internal library program (as the Program Review Librarian) to enable library managers to take an outcomes-based approach to understanding their programs' impacts on student success. The methods I am employing to do this can be transferable to other disciplines.

Curriculum Appeals Committee

Dave Hannings, Horticulture & Crop Science (40 years at Cal Poly) FERP - Incumbent*

I have done this for several years now.

It is a challenge, particularly last year, but interesting.

I was Senate Chair for 2 terms, and Curriculum Committee chair for 10 years, so experienced and interested in curriculum.

Being in my 4th year as a FERP, I am far enough removed from my direct involvement in curriculum to know nothing about current controversies, so I can be a disinterested party.

Hopefully there will be no need for this committee to meet, but if asked, I will serve.

Doug Keesey, English (26 years at Cal Poly) Tenured - Incumbent*

I would be happy to continue serving on this committee.

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

Jim Mueller, Mathematics (34 years at Cal Poly) FERP - Incumbent

I have been involved in curriculum related issues for at least 30 years.

I served as the chair of my departmental curriculum committee for over twenty years, and spent an equal amount of time as my department's representative on the college curriculum committee. I also served for many years (at least three or four curriculum cycles) at the CSM representative to the University Curriculum Committee. In addition, I was on the committee that created GE 2001, and served as a member of the GE governing board and as the chair of the Area B/F GE subcommittee for about a decade.

I am now completing my second term on the Curriculum Appeals Committee.

I am a careful listener, and willing to objectively consider all viewpoints before reaching a decision. I also understand the curriculum process thoroughly. My primary objective in serving on this committee is to do what is in the best interest of our students.

I believe that my background qualifies me to serve on the Curriculum Appeals Committee.