



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, May 11 2010
01-409, 3:10 to 5:00pm

- I. Minutes: **Approval of minutes for Executive Committee meeting of April 20 2010: (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 Campus President:
 - F. ASI Representative:
 - G. Caucus Chairs:
 - H. Other:
- IV. Consent Agenda:
- V. Business Item(s):
 - A. **Approval of remaining CAFES representatives to Senate vacancies: (please bring names to the meeting).**
 - B. **Approval of Eric Mehiel, 2010-2011 caucus chair for CENG.**
 - C. **Academic Senate committee vacancies for 2010-2011: (p. 4).**
 - D. **University committee vacancies for 2010-2011: (pp. 4-7).**
 - E. **Approval of Bill Siembieda (C&RP), APR reviewer for Political Science academic program review: (material sent electronically).**
 - F. **Appointment of Academic Senate committee chairs: (p. 8).**
 - G. **Approval of Assigned Time for 2010-2011: (p. 9).**
 - H. **Resolution on Mandatory Early Start Programs: Kathryn Rummell, English Department (pp. 10-13).**
 - I. **Resolution on the Establishment of an Academic Senate General Education Governance Board: AS09-10GE Task Force (pp. 14-17).**
 - J. **Resolution on the Academic Senate Policy and Procedures for Reorganization of Academic Programs and Academic Units and Suspension of Programs: ASSpr10MSR Task Force (pp. 18-21).**
- VI. Discussion Item(s): **Orfalea College of Business proposal to offer MBA program in Santa Barbara: (pp. 22-23).**
- VII. Adjournment:

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

MINUTES OF
The Academic Senate Executive Committee
Tuesday, April 20, 2010
01-409, 3:10–5:00 p.m.

- I. Minutes: The revised minutes of April 6, 2010 were approved.
- II. Communications and Announcements: none.
- III. Reports:
 - A. Academic Senate Chair: Fernflores reported that the GE Task Force met with college deans and most of them are in support of the governance proposal that would make the GE Committee an Academic Senate Board.
 - B. President's Office: none.
 - C. Provost: Koob announced that student acceptance is right on track with 399 out of state students accepted. Koob added that the students are uniformly accepted across the curriculum.
 - D. Statewide Senate: LoCascio reported that the statewide committee continues its work with junior colleges for a better transfer of degrees. The legislature is introducing bills that indicate concern with the current status of higher education. Foroohar participated in a conference call during which graduation initiatives and student evaluation was discussed.
 - E. CFA Campus President: Saenz reported that the fact finding report for the 2008-2009 raises was released on Friday with the bottom line being no retroactive raises.
 - F. ASI Representative: Rugani reported that due to enrollment cut, some student-employee positions won't be filled next year. ASI elections voting days being May 5 & 6.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Items:
 - A. Approval of remaining CAFES senators and caucus chairs for 2010-2011: The following caucus chairs were approved:
 CSM - Steve Rein
 CAFES - Bob Delmore
 - B. Academic Senate committee vacancies for 2010-2011: the following appointments were made:

<u>Orfalea College of Business</u>	
Budget & Long-Range Planning	Jeff Danes, Marketing
Distinguished Scholarship Award	Colette Frayne, Management
Sustainability	Kate Lancaster, Accounting
 <u>College of Science and Mathematics</u>	
Budget & Long-Range Planning	Colleen Kirk, Mathematics
Distinguished Scholarship Award	Lawrence Sze, Mathematics
Distinguished Teaching Award	Nanine Van Draanen, Chemistry

Professional Consultative Services

Fairness Board

Research & Professional Development

Amie Hammond, Career Services

Marisa Ramirez, Library

- C. University committee vacancies for 2010-2011:
 - Athletics Governing Board Camille O'Bryant, Kinesiology
 - Committee on University Citizenship Samuel Calkins, Military Science
 - Deans Admissions Advisory Committee Dean Arakaki, Electrical Engineering
 - D. Approval of nominees to the Cal Poly Corporation Board of Directors:
The names of the two applicants Penny Bennett and Andrew Kean (first choice) were forwarded for consideration.
 - E. Appointment of Academic Senate committee Chairs: tabled
 - F. Approval of Assigned Time for 2010-2011: tabled
- VI. Discussion Items:
- A. Orfalea College of Business proposal to offer MBA program in Santa Barbara - due to lack of time, this issue was not discussed.
 - B. Senate elections: Paper vote or electronic vote – due to lack of time, this issue was not discussed.

VII. Adjournment: The meeting was adjourned at 5:00 p.m.

Submitted by,



Gladys Gregory
Academic Senate

ACADEMIC SENATE COMMITTEE VACANCIES

2010-2012

NOTE: # = Willingness to chair committee

College of Agriculture, Food and Environmental Science

CURRICULUM COMMITTEE

GRANTS REVIEW COMMITTEE

College of Architecture and Environmental Design

BUDGET AND LONG-RANGE PLANNING COMMITTEE

GRANTS REVIEW COMMITTEE – 2010-2011 term

INSTRUCTION COMMITTEE – 2010-2011 term

College of Engineering

CURRICULUM COMMITTEE – 2010-2011 term

College of Science and Mathematics

INSTRUCTION COMMITTEE – 2010-2011 term

UNIVERSITY COMMITTEES

ATHLETICS GOVERNING BOARD – SEE ATTACHED

CAL POLY HOUSING CORPORATION BOARD

CAL POLY PLAN STEERING COMMITTEE – 2 vacancies

CAMPUS FEE ADVISORY COMMITTEE

COORDINATING COMMITTEE ON AIDS AND HIV INFECTION

INFORMATION RESOURCE MANAGEMENT POLICY AND PLANNING COMMITTEE

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – CAED (2010-2013), CSM (2010-2011)

INTERNATIONAL EDUCATION AND PROGRAMS (IEP) COUNCIL

Kevin Fagan, Modern Languages and Lit (Tenure track – 9 years at Cal Poly)

I wish to serve on this Committee to offer my experience and expertise in the area of second language learning and study abroad programs, in order to promote Cal Poly's Diversity Learning Objectives.

I have directed Cal Poly Study Abroad Programs in Chile, Mexico and Spain.

I have participated as faculty in Cal Poly's summer program in Peru.

I began a new student exchange program in Chile and am exploring the possibility of a new program in Italy. I have advised both incoming and outgoing students on academic and off-campus issues.

I have taught all levels of Spanish language for nine years on campus, as well as elementary Italian the last four years.

I have graduate studies in applied linguistics and teach Introductory and Advanced Linguistics in Spanish courses.

In the IEP CSU, I have participated in on-campus interviews for participating students since I came to Cal Poly. I also completed an on-site report on CSU students studying in Santiago, Chile.

In the MLL Dept., I have been Major and Spanish Minor advisor, dealing with students who study outside the CSU and Cal Poly systems. I have been member of Search Committees for language faculty and department chair.

In my personal life, I have learnt, with different degrees of fluency, Gaelic, French, Latin, Greek, Spanish and Italian, besides residing in England, Spain, Italy, Mexico, Chile and Texas.

At Cal Poly, I have been Academic Senator for the College of Liberal Arts for the past two years.

I consider world language learning, study abroad experience and international students on-campus as essential to the University's achievement of its Diversity Learning Objective.

J. Michael Geringer, International Business (Tenured – 17 years at Cal Poly)

I have a PhD in international business, have worked in over 30 nations, lived in 4 nations, participated in study abroad, been the coordinator of the international business concentration for 15 years, taught at universities on 5 continents, advised over 1000 international business students, received the first Cal Poly International Educator Award, published in 4 languages. My life, my teaching, my research, my passion is international learning and helping others to understand and appreciate different cultures of this world.

Barry Jones, Construction Management (Tenured – 8 years at Cal Poly)

In the past 8 years led Cal Poly student groups to the UK - hosted students from different parts of the worlds at Cal Poly - and set up exchange agreement so very involved with international endeavors and the opportunities for Cal Poly students.

Gerry Ritchie, Food Science and Nutrition (Tenure track – 2.5 year at Cal Poly)

My motivation to serve on the IEP Council stems from my belief that international education opportunities and exchanges at the University level are crucial step in the maturation of young adults. I believe that it broadens people's outlook on life when they have the opportunity to study in other countries and live in a different culture. It leads to a better understanding and tolerance of other cultures which can result in less conflict and misunderstandings.

The strengths and skills that I could contribute to the committee are the previous experience I have had of living and teaching in other cultures. I have lived in many countries (Uganda, Kenya, India, UK, Australia, New Zealand, USA, Seychelles) as well as having travelled extensively. I have also taught or studied at universities in the UK, Australia, New Zealand as well as the US. I believe that this has benefited my outlook and my teaching. My background would provide experience that would be useful on the IEP Council. I also have a reading knowledge of French and a small amount of Spanish.

My commitment to the benefits of cross-cultural experiences is demonstrated by my recent application and acceptance to be a participant faculty for the Australia study program at the University of Adelaide in Australia. Unfortunately, I had to withdraw my application due to teaching commitments in Winter 2011. However, I plan to re-apply in the near future.

In addition, I organized a 4 week Summer Program on Wine and Sustainability for Wine & Viticulture students from Cal Poly, Fresno State and students from Switzerland, France, Italy, China and Russia. In 2009, they spent 4 weeks travelling around California in a bus learning about the winegrowing regions and winemaking practices and learning about each others cultures.

I have taught students from different countries and am very aware of the sensitivity one needs towards a different culture and how we may have to change our teaching methods to acknowledge those sensitivities. Such awareness is also important for students from Cal Poly when they study abroad. My goal would be to contribute to ensuring that all international education programs meet the educational needs of our students while helping them broaden their horizons about other ways of life. I believe this will make them better leaders of the future.

Xiaoying Rong, Graphic Communication – Incumbent (Tenure track – 5 years at Cal Poly)

I have been serving on International Education Council for two years. The IEP brings diversity to the university and brings students unique opportunity to learn from different cultures.

I have international background and currently hosting two international visiting scholars. I have experience in working with international students and professionals. In Summer 2008, I lead a group of students with another professor in our department to visit Beijing and Shanghai for an extended field trip.

My interests are bringing more international collaborations in our program. Advising and providing students opportunities in exploring culture differences and get them well prepared for globalized economy.

I am a dedicated faculty member in international program and exchanging. I believe that my experience and passion in international education and collaboration could contribute to the IEP program.

Peter Schuster, Mechanical Engineering (Tenured – 7 years at Cal Poly)

Prior to coming to Cal Poly, I worked at Ford Motor Company for 10 years. During that time, I worked extensively with engineers and managers from different cultures and nations. I also traveled and worked in several other countries. During my last eighteen months at Ford, I was located in England and led a team of engineers in England, Germany, Japan, and Sweden. As a result, I know first hand how essential an awareness and appreciation for different cultures is to success in the modern world.

As a student, I did not take advantage of my alma mater's international programs – to my later regret. But, this experience makes me more aware of the barriers – both real and imagined – which prevent student from taking on an international experience during their academic career (e.g. financial burdens, language barriers, progress toward degree).

In addition to my experience, I have another motivation for interest in this committee. My current professional development interest involves engineering design for the poor. Many of the activities for students in this area involve international travel. Although this many not include taking classes in a foreign country, the students involved still learn a considerable amount from the exposure to and interaction with those in another culture.

My goals as a member of the committee would be to encourage more Cal Poly students to engage in some type of international education experience, remove actual and perceived barriers to such experiences, and encourage simplified and streamlined processes for faculty initiating less structured international experiences.

UNIVERSITY UNION ADVISORY BOARD

ATHLETICS GOVERNING BOARD

Camille O'Bryant, Kinesiology (Tenured)

As a former NCAA Division I and III coach of swimming, diving, synchronized swimming and rowing as well as a faculty member who teaches courses related to sport in society; I am deeply interested in and committed to ensuring that the students in our NCAA programs have every opportunity to succeed in their classroom as well as on the "field of play". Moreover, the Kinesiology Department and Athletics Program share a storied history in higher education, in general, and at Cal Poly, in particular. We have common objectives in that our constituent members use human movement and physical activity as cornerstones for their educational growth and well-being. I am confident that I would bring a reasonable amount of knowledge related to the governance of intercollegiate sport in the United States and the "Role" and potential for intercollegiate athletics as part of the educational mission of our campus.

Julie Shaw, Athletics

In submitting my statement of interest for the Athletics Governing Board, I will attempt to be brief and candid about my interest. I believe that with the experience that I have obtained through my position as an Assistant Women's Basketball Coach here at Cal Poly, I am a valuable resource of information. Not only do the students here at Cal Poly thrive under the "Learn by Doing" philosophy, but from my experience, the staff and faculty do as well. With insight from the ground level of the athletic department I would like to assist in keeping the President and other administrators informed on what can be done to help not only Cal Poly athletics, but the institution as a whole keep true to its mission statement.

Currently, I am looking to expand responsibilities here on campus and increase my involvement to help, "provide opportunities to involve students in meaningful learning experiences related to their academic disciplines". I have always been an advocate not only for my student athletes, but for all student athletes. I see this position as an extension of this and plays well to my strengths. Organization, communication, and innovation are qualities that I value and possess. I hope that this experience will be an added tool for future goals of working in administration and will prepare me for more leadership positions. I will use the education that I have received here at Cal Poly as well after graduating with my master's in Educational Leadership and Administration. In addition to this, I am also a doctoral candidate in the UCSB Educational Leadership and Administration Doctoral program. The ability to handle a career and this educational goal serves as a representation as to what I aspire to be and that I am fully capable of responsibility, as well as my passion for education.

I do not ignore the fact that there will be much to learn, such as policies, budgetary concerns, and the inner workings of the athletic department, but that is what Cal Poly's entire mission statement encapsulates. I want to continue to be a part of the learn by doing philosophy and assist in any capacity to providing these students with the best academic and athletic experience as possible while here at Cal Poly.

Possible 2010-2011 Committee Chairs

Committee	Chair 09-10	Chair Since	Willing to Chair 10-11	09-10 Committee Member	College/Department
Budget and Long-Range Planning Committee	Eric Fisher	2009-2010	Eric Fisher Samuel Frame	No No	OCOB/Economics CSM/Statistics
Curriculum Committee	Dave Hannings	2006-2007	??		CAFES/Horti&Crop Science
Distinguished Scholarship Awards Committee	Don Choi	2005-2006	Don Choi Colette Frayne	Yes Yes	CAED/Architecture OCOB/Management
Distinguished Teaching Awards Committee	Mike Geringer	2003-2004	Mike Geringer Nanine Van Draanen	Yes Yes	CBUS/Management Area CSM/Chem & BioChem
Faculty Affairs Committee	Manzar Foroohar	2002-2003	Graham Archer	Yes	CAED/Architectural Engineering
Fairness Board	Craig Baltimore	2007-2008	Matthew Burd	Yes	CAFES/Animal Science
Grants Review Committee	Ken Griggs	2006-2007	Ken Griggs	Yes	CBUS/Management Area
Instruction Committee	Kevin Lertwachara	2009-2010	John Harris Nishan Havandjan Kevin Lertwachara	Yes Yes Yes	CAFES/NRM CLA/Journalism OCOB/Management
Research and Professional Development Committee	Franz Kurfess	2008-2009	Franz Kurfess Marc Neveu	Yes	CENG/Computer Science CAED/Architecture
Sustainability Committee	Kate Lancaster	2007-2008	Neal MacDougall	Yes	CAFES/Agribusiness

Assigned Time 2010-2011

Position/Committee	Possible 2010-2011 Chair Name	2010-2011 WTUs	2009-2010 WTUs	2008-2009 WTUs	2007-2008 WTUs	2006-2007 WTUs	2005-2006 WTUs
Academic Senate Chair	Rachel Fernflores	22.5	22.5	22.5	22.5	22.5	22.5
Academic Senate Vice-Chair	Camille O'Bryant	4	4	4	4	4	4
Budget and Long-Range Planning Committee		4	2	0	4	0	4
Curriculum Committee		12+2(?)	12	12	12	12	12
Distinguished Scholarship Awards Committee		4	4	4	4	4	0
Distinguished Teaching Awards Committee		4	4	4	4	4	4
Faculty Affairs Committee		4	4	4	4	4	4
Fairness Board		2	2	3	3	4	4
Grants Review Committee		4	4	4	4	4	0
Instruction Committee		4	4	4	4	4	4
Research & Professional Development Committee		4	4	4	4	4	4
Sustainability Committee		0	0	4	0	0	0
Academic Council on International Programs	James Keese	4	4	4	4	4	4
Senate Office Staff			4				
	Total Assigned	74.5	74.5	73.5	77.5 (4 saved for incentive pay)	74.5 (4 WTUs unassigned)	66.5

Adopted:

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

RESOLUTION ON MANDATORY EARLY START PROGRAMS

Background:

The CSU Board of Trustees has proposed Mandatory Early Start Programs beginning in the summer of 2012. All incoming students deficient in English and/or mathematics will be required to begin making up those deficiencies before matriculation.

Funding for these summer remediation courses is still unclear. The Board of Trustees has indicated that there will be no additional funding provided for this instruction.

The Academic Senate of the CSU and the English Council of the CSU have opposed implementation of the Mandatory Early Start Programs.

1 WHEREAS, The CSU Board of Trustees has proposed Mandatory Early Start Programs
2 beginning in the summer of 2012; and
3

4 WHEREAS, The Academic Senate of the CSU has identified the following concerns regarding
5 the Mandatory Early Start Programs that have been proposed by the CSU Board
6 of Trustees (AS-2895-09/APEP/AA):
7

- 8 • the (1) unilateral implementation by campuses which are “already moving toward
9 requiring”¹ FTF to engage in remediation and (2) doing so prior to Fall 2009
10 enrollment
- 11 • the legality of denying admission to fully qualified FTF;
- 12 • the limitation of access to economically disadvantaged students;
- 13 • the financial aid implications for students;
- 14 • the potential hardship for out-of-area students;
- 15 • the shift of mandatory instruction to a non-traditional instructional session;
- 16 • the presumed desirability of identifying a single or limited number of “early start”
17 programs for the CSU system;
- 18 • the paucity of evidence-based, longitudinal data on the effectiveness and social
19 impact of “early start” programs; and
20

21 WHEREAS, The Entry Level Mathematics (ELM) Exam and the English Placement Test
22 (EPT) were originally designed as placement instruments; and
23

24 WHEREAS, Many campuses, including Cal Poly, have very effective remediation programs;
25 therefore be it
26

27 RESOLVED: That the Academic Senate of Cal Poly oppose the implementation of “early start”
28 programs as a pre-condition for enrollment at the Cal Poly campus; and be it
29 further

- 30 RESOLVED: That the Academic Senate of Cal Poly urge that prior to any implementation the
 31 CSU ensure that serious attention be paid to the financial consequences—both to
 32 campuses and to individual students—resulting from the various “early start”
 33 approaches; and be it further
 34
- 35 RESOLVED: That the Academic Senate of Cal Poly oppose the use of tests, such as the ELM
 36 and the EPT, to either grant or deny otherwise qualified first-time freshmen (FTF)
 37 admission to Cal Poly; and be it further
 38
- 39 RESOLVED: That the Academic Senate of Cal Poly urge that Cal Poly faculty be fully engaged
 40 in any planning, teaching, and evaluating of Cal Poly “early start” programs; and
 41 be it further
 42
- 43 RESOLVED: That such “early start” programs supplement but not supplant already existing,
 44 successful models of proficiency attainment at Cal Poly and other campuses; and
 45 be it further
 46
- 47 RESOLVED: That success of the programs themselves be assessed over time to determine their
 48 effects upon such factors as retention rates and progress toward degree before the
 49 CSU considers mandating adoption of any “early-start” model system-wide; and
 50 be it further
 51
- 52 RESOLVED: That the Academic Senate of Cal Poly distribute this resolution to the CSU Board
 53 of Trustees, the Office of the Chancellor, the Chair of the Academic Senate of the
 54 CSU, campus Presidents, Provosts, and Academic Senate Chairs, the Chair of the
 55 English Council of the CSU, and the Chair of the Mathematics Council of the
 56 CSU.

Proposed by: Cal Poly English Department and Cal Poly
 Mathematics Department
 Date: May 4 2010

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Opposition to Impending Implementation of Mandatory Early Start Programs

AS-2895-09/APEP/AA

RESOLVED: The Academic Senate of the California State University (ASCSU) recognizes the value of diverse campus approaches to moving fully qualified first-time freshmen (FTF) who require additional skill acquisition (remediation) in English or mathematics to achieve proficiency either prior to, or during, their first year of enrollment; and be it further,

RESOLVED: That the ASCSU oppose the implementation of “early start” programs as a pre-condition for enrollment at any CSU campus until such time as a number of concerns, including but not limited to:

- the (1) unilateral implementation by campuses which are “already moving toward requiring” FTF to engage in remediation and (2) doing so prior to Fall 2009 enrollment;
- the legality of denying admission to fully qualified FTF;
- the limitation of access to economically disadvantaged students;
- the financial aid implications for students;
- the potential hardship for out-of-area students;
- the shift of mandatory instruction to a non-traditional instructional session;
- the presumed desirability of identifying a single or limited number of “early start” programs for the CSU system;
- the paucity of evidence-based, longitudinal data on the effectiveness and social impact of “early start” programs;

are addressed in the context of shared governance at both the local and systemwide levels; and be it further,

RESOLVED: That the ASCSU urge the CSU Board of Trustees, the CSU Office of the Chancellor, and campuses of the CSU, to explore other means to improve FTF proficiency, including but not limited to Directed Self Placement and credit-bearing stretch courses; and be it further,

RESOLVED: That this resolution be sent to the following CSU entities: the Board of Trustees, the Office of the Chancellor, campus Presidents, Provosts and Senate Chairs, the Chair of the English Council of the CSU, and the Chair of the Mathematics Council of the CSU.

1 Committee on Educational Policy. "Proficiency in English and Mathematics Before the First Year." Board of Trustees Agenda Item 3, May 12-13, 2009: p. 2 of 2.

RATIONALE: *The Board of Trustees of the CSU has an on-going commitment to require all fully eligible and admitted First Time Freshmen (FTF) to demonstrate college level proficiency in both English and mathematics no later than the end of their freshman year. The CSU has achieved this goal to a roughly 85% compliance rate but continues to seek more efficient approaches and identify best practices to assist students in their efforts.*

Faculty leadership has led campuses to invest in a number of "early start" programs to assist students in their efforts to demonstrate proficiency before the start of their freshman year. However, Agenda Item 3 of the Committee on Education Policy for the Board of Trustees' May 12-13, 2009 meeting features a resolution focusing on "Proficiency in English and Mathematics Before the First Year." The resolution authorizes the pilot testing of "early start" programs, including those considering mandatory involvement of FTF students anticipating matriculation in the fall of 2009, who have not demonstrated readiness for college work in either mathematics or English, or both. The resolution requires the CSU, by March of 2010, to use the reported results of these pilot tests to establish policies requiring a full-scale implementation of such pre-matriculation programs with a timetable throughout the CSU.

Approved – May 7-8, 2009

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Adopted:

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

AS-__-10

**RESOLUTION ON THE ESTABLISHMENT OF AN ACADEMIC SENATE
GENERAL EDUCATION GOVERNANCE BOARD**

- 1 RESOLVED: That the Academic Senate endorse the attached proposal for the establishment of
2 an Academic Senate General Education Governance Board.

Proposed by: Academic Senate 2009-10 GE Task Force
Date: May 4 2010

Academic Senate General Education Governing Board

(May 4 2010)

Responsibility:

Cal Poly's general education (GE) program is the administrative responsibility of the Academic Senate General Education Governing Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.

Charge:

The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision of general education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.

Duties of GEGB:

The GEGB assists the GE Chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties include:

1. Review and approve GE course proposals.
2. Place GE curriculum proposals on the Academic Senate consent agenda after consultation with the Academic Senate Curriculum Committee.
3. Act on internal and external petitions regarding GE requirements.
4. Manage articulation and transfer issues.
5. Engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
6. Conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.

Duties of GEGB Chair:

The GEGB Chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB Chair maintains strong oversight of the GE program for quality control at every level. He or she is a constant advocate for a high quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties include:

1. Be in regular communication and consultation with the GEGB.
2. Communicate with faculty and advisors to spread understanding of the GE program.
3. Be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
4. Be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee Chair.
5. Work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs, and the departments to understand where the demand for courses is.
6. Work collaboratively with the college deans, the Provost, and the GEGB to understand resources.
7. Establish ad hoc committees if the GEGB Chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.

Membership and Appointment Procedures of GEGB:

1. The GEGB will be comprised of two faculty members from CLA, two faculty members from CSM, four faculty members from the other four colleges with one from each college, one student, one member from Professional Consultative Services (PCS), and a GEGB Chair (all voting members, with the exception of the GEGB Chair, who has a tie breaking vote only).
2. The GEGB will also include one representative from the Office of the Registrar (ex officio, non-voting) and one representative from Academic Programs (ex officio, non-voting).
3. Faculty members and PCS representatives on the GEGB shall be members of the General Faculty, as defined in the Constitution of the Faculty.
4. The GEGB chair will serve four-year terms. The GEGB chair will be appointed by the Provost following a recommendation from the Academic Senate Executive Committee and the GEGB.
5. ASI representatives must be able to demonstrate developing expertise in at least one GE area. ASI representatives will be appointed by ASI for one-year terms.
6. All eligible voting members of the GEGB must be able to demonstrate expertise in at least one GE area. The GEGB chair must also be able to demonstrate extensive expertise in and experience with the GE program as a whole. In addition to demonstrable expertise regarding Cal Poly's GE program, all members should have knowledge of CSU GE standards and Title V.
7. GEGB members will serve three-year terms. Faculty members and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.
8. When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

Decisions made by the GEGB:

All GEGB curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the

GEGB will follow Academic Senate curriculum appeals processes. The GEGB Chair should be involved with any changes to Academic Senate curriculum appeals processes.

Adopted:

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

AS-__-10

**RESOLUTION ON THE ACADEMIC SENATE POLICY AND
PROCEDURES FOR REORGANIZATION OF ACADEMIC PROGRAMS
AND ACADEMIC UNITS AND SUSPENSION OF PROGRAMS**

- 1 RESOLVED: That the Academic Senate endorse the attached proposal for the Academic Senate
2 Policy and Procedures for Reorganization of Academic Programs and Academic
3 Units and Suspension of Programs.

Proposed by: Academic Senate Spring 2010 Mergers,
Suspension, and Reorganization Task Force
Date: May 4 2010

Academic Senate Policy and Procedures for Reorganization of Academic Programs and Academic Units and Suspension of Programs¹

(May 4 2010)

Policy Overview

Program or Unit Reorganization:

Reorganization of academic programs and academic units may result from regular program review, accreditation recommendations, resource and enrollment issues, or curricular considerations.

Reorganization of academic programs and units may include but is not limited to mergers, consolidations, divisions, separations or movements of either academic programs or units that affect how those programs or units are administered.

Program Suspension:

Suspension of an academic program may result from regular program review, accreditation recommendations, resource and enrollment issues, or a demonstrated need for faculty to review the curricular or administrative structure of the program.

Program suspension is not acceptable when the aim is program discontinuance. An academic program may not be suspended for a period of more than two full academic years. After this period the program is automatically reinstated unless a new proposal is submitted to either (a) continue the suspension for an additional two-year term or (b) discontinue the program.

Procedures

1. Initiation of Academic Program or Unit Reorganization or Program Suspension Proposals:

A proposal for the reorganization of academic programs or units, or suspension of an academic program, must be presented to the Provost and Vice Provost and the Academic Senate Chair by one or more of the following:

- A simple majority of the tenured and tenure track faculty of the affected program(s) or unit(s)
- The dean(s) of the college(s) involved in the academic programs or units to be reorganized, or programs to be suspended
- The Provost
- The President

¹ Definitions:

- A. Academic program: "An academic program is a structured grouping of coursework leading to a baccalaureate or graduate degree or to a teaching credential" (AS-700-10).
- B. Academic Unit: A department, school, college, or other administrative home for an academic program.

2. A proposal for the reorganization of an academic program or unit should be preceded by a full and open discussion with faculty members and staff in affected academic programs or units about the proposed changes. All proposals must include:

- A. A summary of the consultative procedures followed
- B. A summary of the three main reasons for the proposed changes

A proposal for the reorganization of an academic program or unit that is regarded to be non-contentious by the affected faculty, the Chair(s)/Head(s)/Director(s), and the appropriate administrators, only requires 2A and 2B, above. Non-contentious proposals will be reviewed by the Academic Senate Executive Committee on the earliest convenient date.

The Academic Senate Executive Committee will prepare a report either indicating agreement that the proposal is non-contentious or requiring a more detailed report. Proposals classified as non-contentious by the Academic Senate Executive Committee will be placed on the Academic Senate consent agenda along with the Academic Senate Executive Committee report. The Academic Senate will be notified of the consent agenda items. Consent agenda items resulting from this process will be subject to appeal by any senator. Pulled proposals will be placed on the next Academic Senate agenda as a business item in the first and second reading cycle.

A proposal for the reorganization of an academic program or unit that is regarded as contentious by affected faculty, Chair(s)/Head(s)/Director(s), appropriate administrators or the Academic Senate requires a detailed report that will include the following, in addition to 2A and 2B:

- C. A detailed account of the proposed administrative and curricular changes
- D. Compelling evidence to support the financial or academic benefits of any proposed reorganization or program suspension, relative to leaving the existing program or unit in place or unchanged.
- E. An explanation of the probable effects of the proposed changes relative to university-wide learning objectives, accreditation, and the university strategic plan
- F. A summary of the most recent program review and accreditation review, if applicable
- G. The number of students, the number of faculty at each rank, and the number of staff at each rank involved in the affected academic programs or units, and the most probable way(s) the proposed changes will affect them
- H. Student enrollment and application patterns for the academic program(s) or units during the previous five years, if applicable
- I. The means by which the affected students, faculty, and staff will be informed of the proposed changes
- J. An explanation as to how students currently enrolled in the programs or units will be accommodated until they complete the program
- K. If the proposal is submitted during the summer, a compelling explanation as to why it is being submitted during summer and not during the academic year

- L. Acknowledgement of the proposal from the relevant dean(s) and relevant Chair(s)/Head(s)/Director(s)

3. Any proposal that is calling for program suspension will include all of 2A-L, and:

- M. An explanation as to why program suspension, not program discontinuance, is being proposed
- N. The date when the proposed program suspension would take effect, and the date when it is anticipated that the program will be reinstated
- O. A plan for reinstating the program when the suspension period ends
- P. A complete list of courses that will not be taught if the affected program is suspended
- Q. The changes that would be necessary in order to reinstate the program

4. Proposal Review:

Upon receipt of contentious proposal(s) to reorganize academic programs or units, or to suspend academic programs, the Academic Senate Chair will form an *ad hoc* committee comprised of one faculty member from each college (none of whom are members of affected programs or units), one student (who may be from one of the affected programs or units), and when possible, two faculty members from affected programs or units.

The charge of the *ad hoc* committee will be to review the proposed changes and provide a report with recommendations to the Academic Senate.

Proposal review periods are not to exceed twelve (12) weeks.

5. Twelve Week Review Timeline:

Week One:	<i>Ad hoc</i> committee formed
Weeks Two-Five:	<i>Ad hoc</i> committee begins reviewing proposal, consulting with dean(s), chair(s)/head(s)/director(s), members of the affected programs or units, students in proposed affected programs or units
Week Six:	Academic Senate hosts one public meeting, <i>ad hoc</i> committee in attendance, to discuss proposed changes
Week Seven:	<i>Ad hoc</i> committee prepares and presents written report with recommendations to Academic Senate Chair
Week Eight:	Academic Senate Executive Committee considers <i>ad hoc</i> committee report, recommendations, and if appropriate, ² agendizes report for full Academic Senate consideration
Week Nine:	Academic Senate considers <i>ad hoc</i> committee report as a business item, first reading
Week Eleven:	Academic Senate considers <i>ad hoc</i> committee report as a business item, second reading
Week Twelve:	Academic Senate Chair submits <i>ad hoc</i> committee report and Academic Senate decision to Provost/Vice Provost

² During summer, the Academic Senate Executive Committee deliberates and legislates with the full weight of the Academic Senate (see *Bylaws of the Academic Senate*, VI.A.).

**Orfalea College of Business Graduate Programs
Proposal to the Academic Senate Curriculum Committee
for an off-site MBA in Santa Barbara**

*Approved by the Orfalea College of Business Graduate Programs Committee
February 9, 2010*

Bringing Cal Poly to Santa Barbara

Building on the success of its on-site full-time MBA program in San Luis Obispo, the Orfalea College of Business is planning to launch an off-site MBA in the Santa Barbara area. Cal Poly's Santa Barbara MBA will provide a part-time program that enables working professionals to complete an MBA in twenty-four months.

The 60-unit Santa Barbara MBA degree is a part-time, alternate location for the Orfalea College's full-time program in San Luis Obispo. The MBA curriculum is identical in both locations, and consists of fifteen 4-unit courses. Nine core courses are required, and the remaining six courses are taken from available electives. Santa Barbara electives will reflect local demand and faculty expertise.

Santa Barbara is a great market for working professionals seeking an MBA.

The Santa Barbara area, including the region from Ventura to Vandenberg, provides an underserved population base of working professionals who are seeking an MBA to enhance their career prospects and business expertise. There are no other on-site MBA programs presently offered in the Santa Barbara area.

The Cal Poly Santa Barbara MBA will offer a blended course delivery, 65% via live weekly class sessions and 35% via online learning that students can experience at their desktop.

Each 4-unit course will be taught with two and three quarters hours of on-site engaged instruction in Santa Barbara, complemented by additional instruction delivered in an online, asynchronous format that allows students to complete reading assignments, projects, homework, and group activities in the comfort and convenience of their own home or office.

Students who take two courses each quarter will have class for almost three hours on two different weekday evenings. Faculty who teach in the program will travel to Santa Barbara once a week for this live component of the course.

The Cal Poly Santa Barbara MBA will be financially self-supporting.

The Orfalea College of Business will deliver the Santa Barbara MBA through Continuing Education (CE), as it currently administers the Master's in Accounting – Taxation program in San Luis Obispo. CE programs are required to be financially self-supporting, so the tuition for the MBA program must cover its full costs.

Orfalea College of Business Faculty will initially teach courses in this program as part of their regular teaching load. In the future, off-load options will be considered.

In consultation with the area chairs, the Graduate Programs Director, and the Associate Dean, faculty members will be selected to teach in the program as part of their regular teaching load. In future years the option of teaching these courses for extra compensation will be explored. Faculty participation in the program is voluntary, and work assignments to cover the Santa Barbara MBA schedule will be established in consultation between area chairs, the Dean's office, and the individual faculty members.

Participation in the program will be limited to academically-qualified faculty who excel in the classroom, particularly with working professionals. Additional faculty will be recruited from the Santa Barbara area, as necessary, to teach courses that cannot be suitably covered by Orfalea faculty. Faculty teaching off-load or adjunct faculty will be compensated using the CE faculty compensation schedule.

Faculty who teach courses in the program as part of their regular teaching load will be reimbursed for travel costs to Santa Barbara, and will be given a standard meal expense fund. If course scheduling requires overnight accommodation for the faculty member, this expense will also be covered. Members of the Cal Poly faculty who teach in Santa Barbara will also receive a supplemental FAR stipend to support their professional development activities.

Major Components of Consideration:

- Approval of an off-site MBA program
- Approval of the program administered through Continuing Education (based on the model developed for the MSA-Tax)
- Approval of a blended-learning component with 2/3 of the contact hours face-to-face and 1/3 with asynchronous online delivery.
- Provided there is a sufficient pool of qualified applicants, the program will begin in Fall 2010.