

CAL POLY

Academic Senate

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Meeting of the Academic Senate Executive Committee

Tuesday, January 28 2014

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

- I. **Minutes:** Approval of minutes for the meeting of January 7 2014 (pp. 2-3).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. **Business Item(s):**
 - A. **Appointments to Academic Senate committees for 2013-2015:** (pp. 4-6).
 - B. **Appointments to university committee vacancies for 2013-2014:** (p. 7).
 - C. **Appointment of Academic Senate replacement for Wayne Howard, CAFES.**
 - D. **Resolution on Proposal to Establish the Center for Solutions Through Research in Diet and Exercise (STRIDE):** A. Nazmi, Food Science and Nutrition Department and Interim Director, STRIDE, K. Taylor, Kinesiology Department, and R. Fernflores, Philosophy Department (pp. 8-19).
 - E. **Resolution on Conflict of Interest in the Assignment of Course Material:** Stegner, chair of the Instruction Committee (pp. 20-21).
- V. **Discussion Item(s):**

Additional WTUs to the Grants Review Committee Chair due to an increase in the scope of responsibilities.
- VI. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, January 7 2014
01-409, 3:10 to 5:00pm

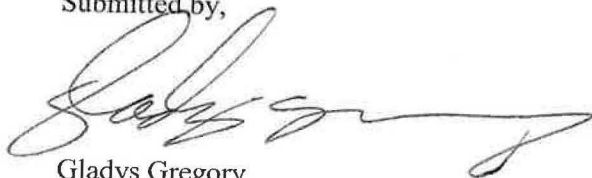
- I. Minutes: The minutes of November 5 and November 12 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: Two issues were discussed. First, Rein announced Margaret Camuso's retirement in December and discussed staffing changes taking place in the Senate office. The possibility of finding someone interested in serving as Academic Senate Secretary to assist with meeting minutes is being considered. Second, Rein said that Mary Pedersen and Bruno Giberti have identified a handful of issues for the Academic Senate to consider after their review of WASC documents. For this year, one of the issues is the writing requirement and how it affects graduation. A task force will be formed and charged with reviewing the issues and proposing recommendations.
 - B. President's Office: Kinsley announced that President Armstrong and Provost Enz Finken are working on spring listening sessions. More information will follow. The campus climate survey will be available February 19. The review of CAP is ongoing and some of the policies to be reviewed this quarter include catering and sexual harassment.
 - C. Provost: Enz Finken reported on several issues. The Cal Poly Corporation has purchased a property located on the corner of Slack and Grand Ave. Options being considered for the long-term use of the property include campus expansion facilities such as student housing, alumni or welcome center, and police substation. A call has gone out to faculty members looking for research space in Building 52. The Honors Program is doing well running the current program and designing a new program. Candidates are being identified and interviews scheduled for Dean - Orfalea College of Business, Dean - College of Agriculture, Food, and Environmental Sciences, Vice President for Research and Economic Development, and Vice President for Administration and Finance.
 - D. Statewide Senate: none.
 - E. CFA Campus President: none.
 - F. ASI Representative: Colombini reported that ASI passed Resolution #14-02 ASI Board of Directors' Support to Remain on Quarter System on December 4 2013.

- IV. Consent Agenda: none.
- V. Business Item(s):
- A. **Appointments to Academic Senate committee vacancies for 2013-2015:** No appointments were made.
 - B. **Appointments to university committee vacancies for 2013-2014:** No appointments were made.
 - C. **Appointment of Academic Senate replacement for Wayne Howard, CAFES:** None.
 - D. **Approval of Instruction Committee's recommendations for the 2015-2016 Academic Calendar:** Stegner, chair of the Instruction Committee, asked that the Academic Senate approve the committee's recommendation for the 2014-2015 academic calendar. Please see pages 7-18 of the 01.07.14 Executive Committee meeting agenda for details. M/S/P to approve the recommendation.
 - E. **Resolution on Proposal to Establish the Strawberry Sustainability Research and Education Center:** Rachel Fernflores, Philosophy Department, and Mark Shelton, Associate Dean CAFES, presented the resolution which requests the endorsement of the proposal for the establishment of the Strawberry Sustainability Research and Education Center. M/S/P to agendize the resolution.
 - F. **Resolution on Supporting ASI's Reaffirmation of Cal Poly San Luis Obispo's Commitment to the Quarter System:** Fernflores presented the resolution that requests that the Academic Senate reaffirm its commitment to the quarter system by supporting ASI's resolution #14-02 "ASI Board of Directors' Support to Remain on Quarter System" The following friendly amendment was added:

RESOLVED: That a copy of this resolution be forwarded to Chancellor White.

M/S/P to agendize the resolution.
- VI. Discussion Item(s): none.
- VII. Adjournment: 5:00 pm

Submitted by,



Gladys Gregory
Academic Senate

01.22.14 (gg)

Vacancies for 2013-2015 Academic Senate Committees

College of Agriculture, Food and Environmental Sciences

GE GOVERNANCE BOARD 2013-2016
INSTRUCTION COMMITTEE 2013-2014

College of Architecture and Environmental Design

FACULTY AFFAIRS COMMITTEE
GRANTS REVIEW COMMITTEE

College of Engineering

FACULTY AFFAIRS COMMITTEE

Shikha Rahman, Tenured (6.5 years at Cal Poly)

As a representative of the College of Engineering I am very happy to state my interests to serve on the Faculty Affairs Committee. I have served as Academic Senator for 5 years from 2008-2013. In addition to other committees, I have served as a member of Curriculum Committee, Graduate Studies Committee, and currently serving as a member of Student Awards & Scholarships Committee, and Faculty Hearing Panel.

My interest to serve as a member of the Faculty Affairs Committee relates to the charges of the committee. I am very concerned and enthusiastic to address the class evaluation techniques currently used and how those can be improved. As a representative of the College of Engineering, current RPT policies as well as the Teacher-Scholar Model aspects in the RPT guidelines are of great interest to me as the CENG RPT policies are being modified almost every AY at the department level. Online education is being pursued by more universities nationwide and being emphasized at Cal Poly as well. Since online/ hybrid courses is difficult to administer for some of the engineering disciplines though it is an area I and some of my colleagues are interested about, I feel serving at this committee would provide me great understanding of the possibilities or opportunities in this area.

GE GOVERNANCE BOARD 2013-2016

Dianne DeTurris, Aerospace Engineering (15 years at Cal Poly) Tenured

I am interested in joining the GE Governance Board because I understand how important GE is to the education of engineers and I have never had the opportunity to get to think about the college curriculum from the university level perspective. I recently started a research project on ways to include global competency for engineers into the curriculum and although I understand how CENG approaches curriculum, I do not know how the GE board makes decisions and this would be very helpful to know. I am very interested in learning how the governance system works with representatives from all colleges. I hope to be able to represent CENG in a positive and collaborative way. Thank you for the opportunity to serve the college on this important board.

Gregg Fiegel, Civil & Environmental Engineering (18.5 years at Cal Poly) Tenured

I am a Cal Poly engineering graduate (B.S.C.E. 1990). While a student, I enjoyed many of my required General Education courses, and I believe experiences in these courses were instrumental in me becoming a successful engineer and instructor. I am interested in serving Cal Poly, the Academic Senate, and the General Education Governance Board by helping to ensure a high quality GE program continues to be available for our students. In August 2013, I was appointed Interim Director of the University Honors Program. The Honors Program collaborates closely with various departments on campus to provide Honors course offerings (in primarily General Education) for its students. Over the past four months, I have had numerous opportunities to speak and work with students and faculty members regarding the Honors program and its curriculum.

In addition, I have worked closely with the Honors Task Force in developing plans for improving the program. The hope is to have an improved program reviewed during 2014-15 with a rollout goal of 2015-15. My experience with the Honors Program has been challenging and rewarding. I have especially enjoyed the opportunity to meet and work with students, faculty, and staff from different colleges across campus. Serving on the General Education Governance Board will allow me to continue to learn about Cal Poly's GE program, which will help me to better serve the students and faculty members involved in the Honors Program. In addition, working with GE advocates will likely spark new ideas for Honors programming and collaborations with other campus groups.

I have served as a faculty member in the Civil and Environmental Engineering Department since 1995. I have extensive experience in course, curriculum, and program development, which prepared me for my leadership position in the Honors Program. I believe my experience would also benefit the GE Governance Board. As an example, in 2006 I led a team of civil engineering faculty in the development of our new Civil Engineering Senior Design course. This course has many moving parts, involving over 30 local engineering professionals and serving over 150 Cal Poly civil engineering seniors each year. In 2008-09 and 2010-11 I served as the Senior Design Coordinator, 1/16/2014 teaching the course and mentoring the six-person design teams. I co-authored several papers detailing the development and assessment of this course. In 2010, the course was recognized by the National Council of Examiners for Engineering and Surveying (NCEES) with an "Engineering Award."

In addition, I have experience in program assessment and am prepared to assist the GE Governance Board with its ongoing assessment/evaluation efforts. I am working closely with the Honors Program as it articulates student/program outcomes and develops future assessment and continuous improvement strategies. My background in this area comes from serving as the Civil Engineering Program Assessment Coordinator (2005-09). In this role, I authored the ABET Self-Study Report for the Civil Engineering Program and led both the Civil and Environmental Engineering programs through successful accreditation visits in 2008. In addition, I have experience as an ABET Program Evaluator. In this role, I helped evaluate civil engineering programs at major U.S. universities in 2005, 2006, and 2007.

I believe my leadership experience will also serve as an asset to the GE Governance Board. I served as Chair of the Civil and Environmental Engineering Department (2006-08). At the time, the CE/ENVE Department was one of the larger departments on campus, supporting two engineering programs, nearly 1,000 undergraduate and graduate students, over 30 full- and part-time faculty members, and four staff members. I note that I have also served on numerous national committees under the American Society of Civil Engineers (ASCE). This includes my service as Chair of the ASCE National Committee on Student Activities in 2005. In addition, I served as Vice-President of Student Activities for the ASCE Los Angeles Section (2011-13), and I just began a three-year term as a Governor for ASCE Region 9. The 140,000+ members of ASCE are grouped under ten separate regions, with each region directed by a Board of seven regional governors.

Peter Schuster, Mechanical Engineering (11 years at Cal Poly) Tenured

I am interested in serving on the GEGB both because I believe that this committee is fundamental to the core mission of Cal Poly to educate whole system thinkers, and because I think my skills and experiences would help the committee to achieve its goals.

The committee is responsible for reviewing curriculum proposals and performing assessments of the GE program. I have some experiences in each of these areas. This past year, I was part of a team that successfully proposed a new concentration for ME majors. While most of the course development was done by the IME department, I was responsible for the proposal language and shepherding the proposal through the ME department and above. As a result, I learned about the process of reviewing curricular changes. In the area of assessments and planning, for three years I led the ME department strategic planning efforts. This role included not only identifying initiatives, but also specific key performance indicators (KPIs) which we use to assess the influence of our initiatives over time. In addition, like many other faculty, I use a number of different survey and reflection tools in my classes to assess my teaching and the student learning. Though not directly a charge of the committee, it is certainly valuable to have members who can work well with diverse groups. I had experience at this two years ago when I served as a member of the advisory committee to hire our Provost.

My background provides some explanation of my interest in joining this committee. I earned my undergraduate degree in physics from a college of arts & sciences. As a result, my undergraduate experience was far broader than many of my engineering peers and I feel that this early experience has been part of my success. I would like to ensure that all Cal Poly students can have the benefit of similar broadening experiences. In addition, I know that there are challenges to providing an appropriate mix of courses that give students an integrative experience. As an undergraduate, my general education experiences were mixed. In some cases, the courses were exceptional and truly enhanced my perspective on the world. In others, they were simply an opportunity for me to check the box and move on. Through appropriate program review, I hope to ensure that Cal Poly students experience more of the former than the latter!

My major goals for participating on the committee are:

- To help develop appropriate assessments to ensure the GE program provides the best educational experiences for our students.
- To provide critical review of course proposals to ensure they meet the high standards of the program.
- To help defend the program from recent onslaughts, in particular those seeking to reduce or double-count large numbers of units from GE.

Orfalea College of Business

CURRICULUM COMMITTEE 2013-2014

Professional Consultative Services

INSTRUCTION COMMITTEE

EER Task Force — 1 representative from each of the following: Registrar's Office, college advisor, CAFES, CAED, CENG, CLA, CSM, OCOB, and PCS

Charge: Review curricular recommendations from the EER portion of the WASC self-study report in the areas of Student Learning, Student Success, Organizational Learning, and Our Polytechnic Identity.

01.22.14 (gg)

Vacancies for 2013-2014 University Committees

ACADEMIC ASSESSMENT COUNCIL – 7 representatives, CAED and CENG vacancies

CAMPUS DINING ADVISORY COMMITTEE – 1 representative, 1 vacancy (2013-2015)

UNIVERSITY UNION ADVISORY BOARD – 1 representative, 1 vacancy (2013-2014)

UNIVERSITY TECHNOLOGY GOVERNANCE COMMITTEE– is chaired by the Provost and is responsible for all major IT decision-making for the University. The purpose of this committee is:

Kurt Colvin, I&M Engineering (15 years at Cal Poly) Tenured

My background includes about 10 years in industry as a systems engineer, network engineer, project engineer, systems administrator and programmer. This is my 15th year as a professor at Cal Poly and I am a proponent and practitioner of using appropriate technology in the classroom.

As an engineer, I believe I am required to be a technologist and keep current with new tools and techniques. I am a "user" and enjoy learning about technology. However, I view the role of technology is to serve people and their jobs. Technology for its own sake it not useful.

I would like to serve the university with my diverse technology background and systems perspective.

Adopted:

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

AS-__-14

**RESOLUTION ON PROPOSAL TO ESTABLISH THE CENTER FOR SOLUTIONS
THROUGH RESEARCH IN DIET AND EXERCISE (STRIDE)**

1 RESOLVED: That the Academic Senate of Cal Poly endorse the attached proposal for the
2 establishment of the Center for Solutions Through Research in Diet and Exercise
3 (STRIDE).

Proposed by: Aydin Nazmi and Kevin Taylor, Kinesiology
Department

Date: January 22, 2014



**Proposal to establish the Center for Solutions Through Research
in Diet and Exercise (STRIDE)**

California Polytechnic State University

Submitted by: Aydin Nazmi, Interim Director STRIDE and Assistant Professor,
Food Science and Nutrition and Kevin Taylor, Kinesiology
Department Chair and Professor, Kinesiology

Date: January 21, 2014

Background

Since 2007, Solutions through Research in Diet and Exercise (STRIDE) at California Polytechnic State University (Cal Poly) has served as a hub for new research partnerships as well as community, state, and national collaborations in obesity-related issues. Much remains to be done. The STRIDE Program is ready to increase its educational, grant, and philanthropic activities in order to create more opportunities for faculty and students at Cal Poly to participate in discovering solutions to obesity.

Nearly 70% of the United States adult population is overweight or obese. Childhood obesity has also become a major concern for public health and national human capital. Obesity is strongly associated with the onset and progression of heart disease, diabetes, hypertension, some cancers, and other debilitating diseases. Indeed, nutrition and physical inactivity related chronic diseases represent five of the top ten causes of death in the United States. Medical costs associated with obesity amount to a staggering \$190 billion per year. These expenses significantly impact macroeconomic indicators and place a heavy burden on an already-stressed healthcare system. Moreover, the medical, economic, and social consequences of obesity inequitably impact racial/ethnic minorities and the poor. Public health strategies designed to curb obesity have been largely unsuccessful, as evidenced by the alarming and consistent increase in obesity rates across all age groups over the past three decades.¹

Long-term solutions require collaboration across diverse disciplines to address the physical, social, and environmental factors associated with obesity. More and better interdisciplinary efforts to combat the obesity problem are urgently required. Further, the obesity epidemic has created an increased need in the healthcare industry for professionals with strong backgrounds in nutrition, health promotion, exercise science, and public health.

In spite of the long time success of the current STRIDE program, which is housed in the Kinesiology Department, there is a lack of such coordination in San Luis Obispo County and on the Cal Poly campus. A coherent nucleus is needed to facilitate cutting-edge research for faculty and experiential learning for students. The herein proposed Center for STRIDE will function as that nucleus.

STRIDE Mission Statement

To advance knowledge and practice in obesity prevention by:

- Conducting cutting-edge interdisciplinary research
- Fostering innovative collaborations among researchers, students, and communities
- Providing real-world learning experiences to develop the next generation of leaders

¹ Data sources: Institute of Medicine, National Center for Health Statistics, Centers for Disease Control and Prevention

STRIDE Values

Innovative and Sustainable Solutions

We think and act creatively, knowing that sustainable improvements in education, policy, behavior, and environments are key to improving our nation's health.

Commitment to Community

We engage in community---based, participatory efforts to inspire our research, programs, and student leadership opportunities.

Quality and Excellence

Our team of experts excels at providing diverse communities with the highest quality solutions.

Health Equity

We identify and work to overcome disparities that prevent people from achieving sustained optimal health.

Scope of the proposed unit

The STRIDE program is the Cal Poly home for interdisciplinary research and learning related to obesity. It brings together faculty, students, and communities to create innovative solutions to complex problems. The obesity crisis requires experts from a diverse range of fields. STRIDE faculty and students represent Kinesiology, Nutrition, Landscape Architecture, Agricultural Economics, Business, City and Regional Planning, Journalism, Statistics, Computer Science, Graphic Communications, among other disciplines. Each team member brings a unique skillset with which to tackle the complex, multi-faceted problem of obesity. Together, the STRIDE team undertakes key research projects, plans innovative programs, and designs novel interventions. STRIDE harbors major research capacity, from study and survey design to program evaluation and data analysis. Thus, STRIDE is well positioned to undertake an increasing number of significant research projects and achieve high impact for scientific, local, and national communities.

In the five years since its inception, STRIDE has become a leading source for expertise. Several successful efforts have put STRIDE on the regional and national maps for research and innovation. STRIDE has

responded dynamically to the needs of the scientific and local communities. For example, the "Pink and Dude Chefs" nutrition education and culinary program for children, which exemplifies the mission of STRIDE, has been a resounding success. The program positively impacts faculty, students, the community, and Cal Poly in the following ways: 1) Generating research resulting publications and master's theses; 2)

STRIDE: Hub for innovation

STRIDE serves as a local, regional, national hub for research, collaboration, and innovation in obesity prevention. Projects include faculty, students, and community organizations, serving to generate novel research, develop the next generation of leaders, and respond to unmet regional needs.

Developing leadership skills of “Health Ambassadors”, an innovative mechanism by which STRIDE students are trained in standardized research and program methods; and 3) Addressing an underserved population of middle-school students in a low-income, predominantly Hispanic area of the county. Due to the widespread success of Pink and Dude Chefs, STRIDE is currently in development of an online training series by which other communities may adopt and implement this program.

Through the STRIDE program, faculty members have embarked on several grant-supported projects, such as Dr. Phelan’s \$6.8m federally funded research from the National Institutes of Health (National Heart, Lung, and Blood Institute and the National Institutes of Diabetes and Digestive and Kidney Diseases). Dr. Phelan has two active studies at Cal Poly; the Healthy Beginning Study and the Fit Moms study. The purpose of the five-year Healthy Beginnings study (\$3.4m, Clinicaltrials.gov: NCT01545934) is to determine the efficacy of a multi-component lifestyle intervention that incorporates a partial meal replacement program into a comprehensive and nutritionally sound behavioral program to promote healthy gestational weight gain in multiethnic obese women. This study is part of a larger consortium of studies that occurs at seven sites across the country.

The purpose of the five-year Fit Moms study (\$3.4m), a clustered randomized trial, is to test the long-term efficacy of an Internet-based weight control program tailored for low-income postpartum mothers collaborating with the Women, Infants, and Children (WIC) program, which is a federally-funded community-based program providing nutritional support for low income multi-ethnic women.

Dr. Hagobian, a co-investigator with Dr. Phelan on the Healthy Beginnings study, is heavily involved with the multi-site intervention study (LIFE-Moms) to develop common protocols for measuring physical activity and disease risk factors. He was recently awarded an NIH grant for \$3.2m to assess weight and health outcomes in fathers of the pregnant women in the Fit Moms study.

Other faculty members who have been involved in STRIDE projects include:

- Kris Jankovitz, Heather Starnes, and David Hey (Kinesiology)
- Lisa Nicholson and Arlene Grant-Holcomb (Food Science and Nutrition)
- Heather Smith, Karen McGaughy, and Soma Roy (Statistics)
- Kelly Main (City and Regional Planning)
- Christiane Schroeter (Agribusiness)

Additionally, the following faculty have engaged STRIDE as a client for student projects:

- Brady Teufel and Dan Eller (Journalism)
- Jonathon York (Entrepreneurship)
- Norm Borin (Marketing)

The STRIDE model successfully combines faculty scholarship, student learning outcomes, and community needs. This mechanism is highly collaborative, generates innovation,

and saves resources while building leadership capacity in Cal Poly students.

Relationship to the mission of Cal Poly

Cal Poly's mission is to "foster teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery." STRIDE's mission is to advance knowledge and practice in obesity prevention by conducting cutting-edge interdisciplinary research. Through STRIDE, innovative collaborations among researchers, students, and communities are fostered. STRIDE researchers develop projects that provide providing real-world learning experiences to develop the next generation of leaders. STRIDE offers a learn-by-doing environment whereby students mature professionally and personally. STRIDE projects help students apply and practice the knowledge they gain in the classroom. STRIDE students conduct applied research, manage and develop programs in their areas of expertise, and learn how to collaborate within complex organizational structures.

Moreover, STRIDE's innovative approach to student learning ensures that cross-disciplinary collaboration occurs at all levels of planning, program development, and research. Students develop in their areas of interest while engaging with peers from various academic backgrounds, fostering mutual respect and learning in team environments. Students working with STRIDE get extraordinary co-curricular experiences in academic settings and in culturally diverse communities. Importantly, STRIDE students learn to work within underserved populations, growing diversity awareness and cultivating social responsibility.

In addition to student outcomes, STRIDE fosters faculty scholarship by bringing together experts from a wide variety of backgrounds to focus on issues of shared concern, generating research projects, grant proposals, and a collegial collaborative environment. STRIDE faculty mentor students who gain disciplinary expertise and exposure to critical dynamics of organizational efforts. Serving both faculty and students, STRIDE develops the next generation of distinguished researchers and future strategic leaders.

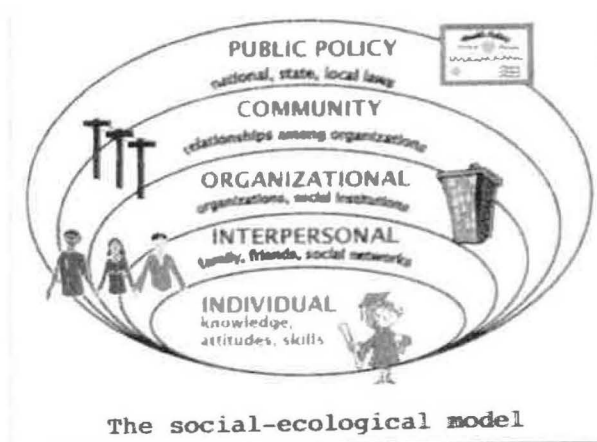
Rationale for the proposed unit

No single unit within the University is comprehensively examining obesity- one of the most significant public health challenges of our time. The required activities cannot be supported successfully by a single department. Cal Poly has faculty dispersed across the University that are engaged through their areas of expertise in obesity and other public health issues, but until recently, there has been no concerted effort to bring them together. STRIDE serves that purpose. STRIDE is currently classified as a program within the Kinesiology Department and has operated as such since its inception. To better serve the needs of faculty and students from across disciplines, and to facilitate buy-in

from a wider range of stakeholders, STRIDE must exist as an entity through which many partners can ally toward a shared vision.

Academic institutions are increasingly employing problem-based approaches, whereby teams from several fields pool know-how and resources for the common good and for a common goal. Cal Poly stands to benefit from this approach in terms of faculty scholarship and student learn-by-doing experiences. This approach takes into account the unmet needs of diverse communities, opening opportunities for both researchers and students. It has allowed STRIDE to establish important relationships within the community that are unmatched by any other unit on campus.

STRIDE employs the social-ecological model of obesity (Figure), which implicates a range of proximal and distal factors working in conjunction to determine risk. This model recognizes the importance of several layers of variables mediating individual behavior and strongly influencing individuals' opportunity structures. The



health, social, and applied sciences are therefore all fundamental to the study of obesity. For example, body weight is considered a function of many influencing levels including agricultural policy, city planning, commodity economics, and lifestyle practices. Thus, layers of the model must be studied as a cohesive whole to understand the problem of obesity and to design effective interventions for populations. STRIDE's goal is to bring together experts working in each area of the social-ecological model to more thoroughly address the factors associated with obesity. As such, the house of STRIDE must be equitably welcoming to faculty and students across diverse scientific or academic backgrounds. To do so effectively requires status as a University entity committed to a collaborative and shared vision.

In 2011-2012, STRIDE engaged **423 Cal Poly students** from a diverse range of majors in **92 programs, projects, and events**. Together, we touched the lives of **7,300 community members**.

Fiscal sustainability

To be financially sustainable, STRIDE must pursue even more aggressively four main funding sources: research and grant funding, fee-for-service and consulting, philanthropic gifts, and broad-based institutional support.

Research and grant funding: External funding for obesity-related research and programs represents a significant proportion of total health science funding opportunities through both public and private mechanisms. Based on the wide range of collaborating faculty, STRIDE expects to capitalize on a diverse array of available

research funds. National Institutes of Health, USDA, and NSF are prime contenders, for example. Collaborative external partnerships in research make STRIDE grant proposals more competitive and compelling to funders.

Since 2007, numerous faculty researchers across disciplines have received research funding based on STRIDE projects. As faculty researchers capture external funding for their research in conjunction with STRIDE, their projects will support STRIDE mechanisms designed to continue funding success. Development of research and grant funding mechanisms such as this will help overall fiscal sustainability.

Fee-for-service and consulting opportunities: STRIDE serves a unique role in the community as a resource for expertise in research, evaluation, and program design. STRIDE's fee-for-service and consulting services have increasingly been requested. From 2007 to 2012, these activities were valued at approximately \$200,000. These efforts will represent a growing proportion of revenue. For example, a national non-profit has engaged STRIDE as an evaluation partner for programming across 15 states.

Philanthropic gifts: STRIDE enjoys support from a number of benefactors. The Maxwell Family Foundation contributed \$250,000 to the founding of STRIDE and has gifted another \$100,000 as of April 2013. The Webster Family Foundation continues to support STRIDE with gifts totaling \$60,000 to date. In addition, STRIDE receives gifts from individuals, local organizations, and businesses. As STRIDE grows in size and stature, these opportunities will increase.

As the only University entity dedicated to researching and finding solutions to the obesity epidemic, STRIDE is highly marketable as part of a larger university advancement strategy and compelling to donors interested in supporting health and wellness.

Broad-based institutional support: STRIDE represents a significant value for Cal Poly through the opportunities provided for faculty research and student learning. To date, STRIDE has engaged faculty and students from all six colleges and more than 25 departments.

The scholarship and experience that this engagement provides furthers faculty professional development and supports student success all across campus. For this reason, ongoing support from a broad base of stakeholders is critical. To date, College Based Fees and State funds have supported STRIDE overhead (approximately \$235,000 per academic year). Other funding, including philanthropic gifts, cover remaining costs (approximately \$30,000). It is expected that as funding from grants, fee-for-service and consulting, and gifts increase over time, the proportion of institutional support will decrease but still represent an important investment towards continued success and validation of STRIDE's importance to the University.

In sum, STRIDE is of significant value to Cal Poly and has demonstrated positive impacts on student and faculty success. As a Center, STRIDE will continue to move forward and grow in research, collaborations, and student leadership outcomes.

STRIDE Goals

Currently, faculty and staff have four main goals to achieve by 2017 for STRIDE, which will be realized through the establishment of the Center for STRIDE.

Goal 1: Increase human resources capacity and overall size of STRIDE

Objective 1.1: Increase number of core, student, and staff members

Core staff--- STRIDE currently has three permanent staff. We will grow this number to seven by 2017, adding a data steward by 2014, a budget analyst by 2016, a project coordinator by 2016, a policy analyst by 2016, and a manager by 2017. A grant writer/consultant will be contracted part---time on an as-needed basis.

Student and research staff--- STRIDE employs approximately 10-15 part-time student staff, mostly undergraduate, at any given time. We will grow our student team to include more graduate students engaged in STRIDE research, from three in 2013 to six by 2017, and at least one postdoctoral researcher will be aligned with STRIDE by 2017. We will also engage two faculty members to serve as research area leads by 2017.

The Director position--- Aligning with the University's commitment to interdisciplinary collaboration, STRIDE will serve as an example for the Cal Poly community. The goal is to have a permanent director in place (the current director is interim, with release time supported by the Colleges of Science and Math and Agriculture, Food, and Environmental Sciences.) The Director will have a permanent, 12-month appointment, with the responsibility of providing summer salary via grants/contracts.

Objective 1.2: Increase interdisciplinary faculty collaboration

STRIDE will engage Cal Poly faculty from all colleges in research, projects, and teaching related to its mission.

Seed funding initiative- The STRIDE seed funding initiative, which provides modest one-time funding for faculty research, aims to increase collaboration and increase external funding by promoting collaborative grant applications.

Research groups- STRIDE will continue to grow as a hub of research activity for all Cal Poly faculty. For example, the FLASH Research Group, which includes faculty representing eight departments, originated in 2013 and is the first of several STRIDE-based research groups that will bring together faculty from across campus to build scholarly activity and to publish manuscripts. This group will grow and produce manuscripts collaboratively at the rate of at least three per year by 2017. Other research groups conducting research in the thematic areas of maternal/child health, biomechanics, and the built environment will be explored beginning in 2015.

University Centers and programs- STRIDE will partner with existing Cal Poly programs such as the CAFES Center for Sustainability, Liberal Arts and Engineering Studies (LAES), and SUSTAIN SLO to increase faculty collaboration and interdisciplinary scholarship. STRIDE will engage in at least one project with these programs by 2015-2017. STRIDE will also partner with ongoing efforts in the development of emerging programs such as the One-Health Initiative and the California Food and Nutrition Institute (CFNI).

Goal 2: Develop exceptional leaders by creating innovative opportunities for students

Objective 2.1: Develop student leaders through learn-by-doing and earn-by-doing opportunities

“Earn-by-doing”- STRIDE’s paid student personnel teams in business administration, marketing, nutrition, physical activity, PR/media, and community engagement represent real-world experience for Cal Poly students. By 2014-15, STRIDE will garner support from each Cal Poly college to support student development and earn-by-doing activities relevant to students’ fields of expertise.

Student teams- STRIDE will build new partnerships with academic departments and Cal Poly programs including Liberal Arts and Engineering Studies (LAES) and the CAFES Center for Sustainability to develop new opportunities for students to work together at solving society’s most pressing problems related to health and well-being. At least two student teams will undertake new and collaborative projects each year. For more information on STRIDE student teams, please see:

<http://stride.calpoly.edu/content/our-team>

Objective 2.2: Create innovative opportunities for student engagement and collaboration

Learn-by-doing- STRIDE will continue to enhance connections to curriculum and offer educational experiences beyond the walls of the classroom. For example, through two service-learning courses (Health Ambassadors and Assessment Team; KINE 290) based in the Kinesiology Department, STRIDE offers innovative mechanisms by which to train student researchers and community outreach leaders. Beginning in 2014-15, STRIDE will collaborate with the Food Science and Nutrition Department to add a nutrition-specific FSN 290 as a complementary method for training student leaders.

A focus on students- STRIDE will partner with other departments and units including Student Affairs, University Housing, Health and Counseling Services, or Athletics to continue offering innovative and complementary learning opportunities for all Cal Poly students from several colleges in several thematic areas related to health and wellness.

Goal 3: Increase visibility on and off campus

Objective 3.1: Increase Cal Poly presence by expanding on-campus collaborations

University units--- STRIDE is building new partnerships with University Housing to promote healthy eating and active living in the context of campus life. Beginning in 2014-15, STRIDE will partner with the three 'healthy living' residence halls as a partner in promoting health and wellness for students. Student Affairs, Health and Counseling Services, and PULSE will also be explored as potential partners for aligning and expanding the range of STRIDE activities.

Academic/curricular integration- STRIDE has offered two service and learn-by-doing courses in the Kinesiology Department for six years, and will seek to grow these activities in partnership with other departments beginning in 2014-15. STRIDE will also be one of the key units associated with the new Cal Poly Public Health minor, to be proposed by 2017. The minor will be a cross-college effort attracting students from every college to areas of public health that align with Cal Poly faculty expertise.

Objective 3.2: Foster existing and develop new partners in the local/regional community

Community focused- STRIDE's research and outreach activities take place in the local community with partners such as schools, San Luis Obispo County Public Health Services, the Food Bank Coalition of San Luis Obispo County, HEAL (Healthy Eating Active Living) SLO, among many others. STRIDE will continue to work with community groups as key partners in developing new research and creating student leadership and outreach opportunities.

Objective 3.3: Be a leader in the emerging national collegiate health movement

National visibility- STRIDE will be a leader in emerging research and program areas dedicated to college and campus community health. For example, STRIDE will participate in the National Consortium for Building Healthy Academic Communities, <http://healthyacademics.org/>, and at least one FLASH research project manuscript per year will be submitted to this consortium. By 2017, STRIDE will participate in a multi-site college health study. For more details on FLASH, please see <http://stride.calpoly.edu/content/research/flash>.

Goal 4: Increase revenue and funding

To be financially sustainable, STRIDE must pursue several funding sources, including research and grant funding, fee-for-service and consulting, philanthropic gifts, and broad-based institutional support for earn-by-doing opportunities for students.

Objective 4.1: Increase research/grant funding

Since 2007, numerous STRIDE faculty researchers across disciplines have received external funding. Currently, STRIDE faculty hold more than \$10m in research grants. When STRIDE becomes a university center, indirect costs will be used to pilot new research projects and to stimulate new programs. By 2017, STRIDE will achieve \$15m in research funding, bringing approximately \$550,000 in indirect costs to the Center.

Objective 4.2: Increase fee-for-service and consulting opportunities

STRIDE serves a unique role in the community as a resource for expertise in research, evaluation, and program design. STRIDE's fee-for-service and consulting services are increasingly requested. From 2007-2012, these activities totaled approximately \$200,000, and will grow going forward. For example, a national non-profit recently engaged STRIDE as an evaluation partner for programming across 15 US states. From 2013-2017, STRIDE will earn at least \$170,000 from these endeavors.

Objective 4.3: Increase philanthropic support

As the only University entity dedicated to researching and finding solutions to the obesity epidemic, STRIDE is highly marketable as part of a larger University Advancement strategy and compelling to donors interested in supporting health and wellness. In partnership with college and University Advancement, STRIDE will likely comprise a key element of the Cal Poly Capital Campaign. Specific targets for fundraising include "earn-by-doing" opportunities, development of STRIDE's online training mechanism, and an endowed chair position. From 2014-2017, STRIDE anticipates a total of \$350,000 in new philanthropic support.

Objective 4.4: Broaden and increase internal support

STRIDE furthers faculty scholarly activity and supports student excellence all across campus. For this reason, ongoing support from a broad base of stakeholders is critical. To date, College Based Fees and State funds, primarily from COSAM, have supported some STRIDE overhead. With the consent of the Academic Deans, we will garner minimal broad based support, primarily to support earn-by-doing opportunities for students, from all six Cal Poly colleges over the next three years. Further, as funding from grants, fee-for-service and consulting, and gifts increase over time, central campus support will represent a critical validation of STRIDE's importance to the University.

Adopted:

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

AS-__-14

**RESOLUTION ON CONFLICT OF INTEREST IN THE ASSIGNMENT OF COURSE
MATERIALS**

1 WHEREAS, Section 244 (F) in the Campus Administrative Manual (CAM) allows faculty
2 members to accept a royalty of up to 10 percent of the local sale price of “faculty
3 nonpublished text material sold through the Bookstore” because it is “developed
4 by a faculty member on personal time and utilize[ed] private resources”; and
5

6 WHEREAS, CAM Section 244 (F) addresses print-based duplication and distribution of course
7 materials through the University bookstore rather than online production, sales,
8 and distribution of course materials through third-party vendors and other
9 electronic outlets; and
10

11 WHEREAS, Publishing course materials may include third-party vendors that distribute print
12 and electronic course materials; and
13

14 WHEREAS, Third-party vendors allow authors to determine the net amount of royalties
15 collected from the sale of these course materials because authors have the ability
16 to determine their final retail cost; and
17

18 WHEREAS, When a faculty member personally receives a financial benefit from the
19 assignment of such course materials, there is potential for a real or perceived
20 conflict of interest; and
21

22 WHEREAS, Cal Poly is in the process of creating a new set of Campus Administrative Policies
23 (CAP) and phasing out the current CAM; therefore be it
24

25 RESOLVED: That the Campus Administrative Policies (CAP) address conflicts of interest in
26 the assignment of self-authored course materials by including the following policy
27 in the appropriate section:
28

29 “Faculty who assign self-authored course materials may receive a royalty of up to
30 10 percent of the final retail price. These materials include but are not limited to
31 the following: coursepacks, study guides, lab manuals, lab materials, and online
32 or electronic instructional materials. Where the author determines the final retail
33 price of self-authored course materials, the price cannot exceed 10 percent of the

34
35
36

overall production cost. This policy does not apply to course materials that have been subject to external peer and/or editorial review and where the author does not determine the final retail price.”

Proposed by: Academic Senate Instruction Committee
Date: January 8, 2014