

CAL POLY

**Academic Senate**

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

**Meeting of the Academic Senate Executive Committee**

**Tuesday, February 18 2014**

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

- I. **Minutes:** Approval of minutes for the January 28 2014 meeting (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. 4-5).
  - B. **Appointments to University committee for 2013-2014:** (pp. 6-7).
  - C. **[TIME CERTAIN 4:10] Resolution on Sustainability:** MacDougall, chair of the Sustainability Committee (pp. 8-9).
  - D. **Resolution on Revisions to Policies Related to Centers and Institutes:** Kurfess, chair of the Research, Scholarship, and Creative Activities Committee and Brown, chair of the Faculty Affairs Committee (pp. 10-28).
  - E. **Resolution on Supporting Academic Senate of the California State University (ASCSU) Resolution AS-3158-13/AA Recommendation to Amend Title 5 to Establish Appropriate Unit Limits for Engineering Degrees:** Foroohar and LoCascio, statewide senators (pp. 29-34).
- V. **Discussion Item:**  
**Clarification of Eligibility of Academic Senate Officers:** (p.35).
- VI. **Adjournment:**

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

**MINUTES OF THE**  
**ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, January 28 2014**  
**01-409, 3:10 to 5:00pm**

- I. Minutes: The minutes from January 7 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. **Academic Senate Chair:** (Rein) Jim LoCascio, Statewide Senator, shared the resolution on 198/132 units was passed unanimously by the Statewide Academic Senate. Newly formed EER task force will meet for the rest of the year on a weekly basis, and possibly for the rest of the next year.
  - B. **President's Office:** (Kinsley) Campus Climate Survey will be sent out on February 26. The more people who fill out the survey, the better data we will collect. The Cal Poly Economic Impact Report is in its gathering data phase. It will be publically announced fall quarter. The housing south approval process continues. Master Plan revision will kick-off during spring quarter, and will involve the entire campus community.
  - C. **Provost:** (Enz Finken) Academic Affairs is working on an enrollment target for next year. Chancellor's Office announced if we come in up to 2% below the target, we will get full funding. Cal Poly has decided that it will aim for a 1% below target. Conversations are on the way with College Deans to determine the necessary enrollment and funding for next year. Chancellor White said he wants to invest in academic services to make sure current students are well served. The Provost and the President have approved 10 tuition waivers for residential graduate students. The waivers will be available next year. The Kennedy Library has won the 2014 Excellence in Academic Libraries Award sponsored by ACRL and YBP Library Services.
  - D. **Statewide Senate:** (Foroohar) Statewide Academic Senate had a three-day meeting where several resolutions passed, including Resolution on Recommendation to Amend Title 5 to Re-establish Appropriate Unit Limits for Engineering Degrees, that is available at <http://www.calstate.edu/acadsen/Recors/Resolutions/2013-2014/documents/3158.shtml>. Also, the Resolution on Reinstatement of Faculty Research, Scholarship and Creative Activities Fund is available at <http://www.calstate.edu/acadsen/Records/Resolutions/2013-2014/documents/3156.shtml>.

- E. **CFA Campus President:** (Thorncroft) CFA leadership has many issues to discuss, including bargaining.
  - F. **ASI Representative:** (Colombini) Student Success Fee Allocation Advisory Committee will be meeting to set up a review process to make sure funds are being used properly and going to the right needs. California State Student Association has been trying to impose a system wide fee of \$4.00, which was approved to move forward to the State Legislature and/or Board of Trustees. Cal Poly remains opposed; there is an opt-out to paying the fee. The resolution regarding possible semester conversion is moving to a second reading at the February CSSA meeting.
- IV. Consent Agenda: none.
- V. Business Item(s):
- A. **Appointments to Academic Senate committees for 2013-2015:**  
M/S/P to approve:  
Faculty Affairs Committee: Shika Rahman, Civil&EEngr  
GE Governance Board: Greg Fiegel, Civil&EEngr
  - B. **Appointments to university committee vacancies for 2013-2014:**  
M/S/P to approve:  
University Technology Governance Committee: Kurt Colvin, I&MEEngr
  - C. **Appointments to Academic Senate replacement for Wayne Howard, CAFES:**  
None.
  - D. **Resolution on Proposal to Establish the Center for Solutions Through Research in Diet and Exercise (STRIDE):** Rachel Fernflores, Philosophy Department, Aydin Nazmi, Food Science & Nutrition, and Kevin Taylor, Department Chair of Kinesiology, presented the resolution which asks the Academic Senate to endorse the proposal for STRIDE. STRIDE has served as a hub for new research partnerships as well as community, state, and national collaborations for faculty and students at Cal Poly to participate in discovering solutions to obesity.  
M/S/P to agendaize resolution.
  - E. **Resolution on Conflict of Interest in the Assignment of Course Material:** Dustin Stegner, English Department, presented a resolution requesting for CAP to address conflicts of interest in the assignment of self-authored course materials.  
M/S/P to agendaize resolution.
- VI. Discussion Item(s): none.
- VII. Adjournment: 5:00 pm

Submitted by,



Melissa Rodriguez  
Academic Senate

02.12.14 (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

### **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.

#### **Brenda Helmbrecht, English (10 years at Cal Poly) Tenured**

As the Director of Writing at Cal Poly, I think I am well-positioned to review the curricular recommendations from the EER portion of the WASC self-study report, particularly those recommendations that pertain to writing (i.e. "Align learning experiences so that GE, the GWR, and the senior project form a coordinated assessment of writing skills at the beginning, developing, and mastery levels," "ensure that Cal Poly juniors and seniors continue to improve their writing skills," etc.). For three years, I led the writing assessment effort (as part of the University Learning Outcomes assessment project) that helped generate the data regarding students' writing skills that is featured in the WASC report. In addition, I am currently coordinating the critical thinking assessment effort for the GE program review (I am a member of the GE Governance Board). I will also add that I am already part of a GEGB subcommittee that is working to refine and clarify GE Program Learning Objectives, which is another element discussed in the WASC report.

In effect, I am invested in our students' progress as writers and critical thinkers at Cal Poly and am excited to engage with my colleagues in looking at potential curricular/programmatic changes that can help students develop their skills even further. The WASC data provides us with a significant glimpse into Cal Poly students' progress and I would very much like to help "close the loop" by looking carefully at these curricular recommendations so we can ensure even greater success at every step of our students' education.



**Katherine O'Clair, Library (4.5 years at Cal Poly) Tenured**

I welcome the opportunity to serve as the PCS member on the EER Recommendations Task Force, as the proposed work is closely aligned with my deep commitment to supporting students in their educational endeavors. I am particularly drawn to this Task Forces' focus on student learning and student success as outlined in the charges by priority. As a librarian and an educator, I value and understand the importance of providing meaningful instructional experiences through which students can gain the multitude of skills, writing and critical thinking in particular, needed for success as a student, professional and lifelong learner. At the university, it is our responsibility to develop and deliver these educational experiences through meaningful curricula and then effectively assess both our methods and student progress.

Over the course of my 10-year career in higher education, I have had a number of experiences that will inform my work on and contributions to the EER Recommendations Task Force. A significant portion of my work as a librarian involves teaching students to communicate effectively through writing. I have worked with students at all levels and across disciplines, from first-year students in a GE writing course to Ph.D. candidates completing their dissertations in biology, to teach how to find, evaluate, and use information from external sources and incorporate it into written discourse. At Cal Poly, as the College Librarian for CAFES, I have worked extensively to support students completing their Senior Projects. This has involved consulting with faculty, teaching discipline-specific information literacy lectures and workshops, and working one-on-one with students from all majors across the college. I also understand the expectations for writing proficiency at Cal Poly from my experience as a grader for the Writing Proficiency Exam over the past few years. As the Life Sciences Librarian at Arizona State University I gained experience with first-year experience and capstone courses. Each fall, I co-taught a first-year seminar in the School of Life Sciences, and I served as the embedded librarian for the capstone course in the Conservation Biology and Ecology major. Throughout my career, I have operated with the belief that my role as an educator is to prepare students for their professional careers by teaching them the communication and critical thinking skills they will need to succeed today and in the future.

In closing, I am passionate about this work and excited about the opportunity to serve and contribute to the important work of the EER Recommendations Task Force. I believe I would make valuable contributions to this Task Force and its work, and I recognize the time and work that will be required of its members. I sincerely appreciate your full consideration.

02.12.14 (gg)

## **Vacancies for 2013-2014 University Committees**

**ACADEMIC ASSESSMENT COUNCIL – 7 representatives, only CAED and CENG vacancies**

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

**INTERNATIONAL PROGRAMS COMMITTEE – 1 representative, 1 vacancy (2013-2015)**

**John Johnson, Modern Languages and Literatures (16 years at Cal Poly) Tenured**

I wish to express my interest in serving on the new International Programs Committee. I have participated in study abroad as an undergraduate and as a graduate student, as resident director on faculty-led programs, as resident director of the CSU International Program in France, and in my current role as chair of the Modern Languages and Literatures Department. In each of these capacities, I have had a distinct experience as a participant and/or as a leader and can evaluate issues from contrasting points of view--as a student, as a program organizer, and as an administrator.

In my role as minor and major advisor and now as department chair, I have had over fifteen years of experience at Cal Poly working with students, with the International Center staff, and with the Office of the Registrar/Evaluations in articulating students' curricular and co-curricular (internships, service) credits earned abroad with various types of degrees and programs across the university. I have served on study abroad scholarship and selection committees at the CSU and university levels and have worked one-on-one with the Assistant Registrar and the Associate Director of the International Center most recently in resolving issues with the evaluation of credit earned through CSU IP. I am happy to say that as of this year, the problems that we addressed together have been solved to our students' benefit.

I have much experience with Cal Poly's program/curriculum proposal and assessment processes and, as a study abroad resident director, I have first-hand experience with personal and group-related risk and safety issues while abroad. I have served as instructor of record for Cal Poly-led programs and collaborated closely this year with a colleague from Physics on a summer program proposal for a sustainable resource internship for Cal Poly students in Guatemala so that they could earn language credit. Together we developed a program individually tailored to his students' instructional and service-learning requirements and to the needs of the co-participants from Guatemala, while maintaining the university's academic standards and both our programs' learning objectives.

On a more personal and professional level, I work on a daily basis with students and colleagues from cultures from around the world and am trained to look at things from their points of view as well as my own. I am fluent in Spanish and French and have very good proficiency in Italian and German. Taken all together, my time living abroad amounts to more than ten years of my life.

My goal in serving on this committee is to work with our colleagues from all the colleges to build cooperative and sustainable programs in which students from across the university can participate *together*. The CLA's and our department's focus right now is on building interdisciplinary programs at the major and minor level and I know that international programs can contribute significantly in this campus-wide effort. Students must have a wide variety of flexible and innovative programs where they can earn—in the most transparent way possible—degree applicable credit and gain professional experience. Cal Poly provides us with some very unique problems and also with some very unique opportunities for building study and service-learning programs. Study abroad is the best place where we can all begin a new chapter in the "life-long learning" process that is the capstone University Learning Objective--as students, as faculty, and as administrators.

**Xiaying Rong, Graphic Communication (8.5 years at Cal Poly) Tenured**

I am interested in serving on International Programs Committee. I am a native Chinese and had my undergraduate and one of the graduate degrees in China. This gave me the experience of understanding the difference of the educational systems in China and in the US.

I have worked on a few activities related to international education:

- Lectured at the College of Printing and Publishing in Shanghai during summer for the past two years.
- Worked a faculty mentor for the visiting scholars from China and Japan.
- Initiated international collaborations with the universities in China in the subject areas.
- Worked as International Programs Committee member during 2009-2011.

With my experience, I have better understanding of the needs of Cal Poly students to study overseas, and understanding the needs of international students to attend Cal Poly for better educational experience. The committee is to promote international programs to the students outside of the US and to our own Cal Poly students. This brings diversity to our campus and prepares Cal Poly students better understanding different cultures and work with it. I am interested in moving our campus to embrace difficult cultures and building excellence toward an internationally well-known university.

**Stephen Lloyd-Moffett, Philosophy (8 years at Cal Poly) Tenured**

In my undergraduate academic journey, studying abroad proved to be the pivotal moment for me personally and academically.

I arrived in Greece a double major in Economics and Film Studies, but there I discovered an interest in the academic study of religion which eventually led me to complete two masters degrees and a PhD in the subject. It also introduced a thirst for travel that led to visiting 60 countries before I was 25. Looking back, my academic program was tremendously rigorous, culturally expanding, and well-organized compared to many others. Ever since, I have advocated for students to study abroad, though I recognize that not all programs have offered the rich experience that changed my life. My interest in this committee is grounded in a hope to influence Cal Poly's programs in a positive way.

In the winter of 2012, I taught in Cal Poly's Australia program. At the time, I didn't realize that my duties really included organizing the students' experiences while there, but I found I enjoyed that aspect as well. Not only did I work with the folks at University of Adelaide to ensure a rich experience but we added several "optional" trips that most of the students participated in. I also thought extensively about how to adjust my courses for the abroad experience, including relevant information and local experiences. This experience gives me the background to understand and support Cal Poly's programs.

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

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

Adopted:

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

**AS-\_\_-14**

**RESOLUTION ON SUSTAINABILITY**

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

- 35 WHEREAS, A list of University sustainability classes would be helpful to students and faculty;  
36 and  
37
- 38 WHEREAS, A list of University sustainability classes would be helpful for programs wanting to  
39 incorporate sustainability into their curricula; and  
40
- 41 WHEREAS, Other CSU campuses currently have lists of sustainability classes and catalog tags  
42 for these classes; and  
43
- 44 WHEREAS, The Academic Senate Sustainability Committee has developed and tested a  
45 procedure to identify whether a class meets the Sustainability Learning Objectives;  
46 therefore be it  
47
- 48 RESOLVED: That the Academic Senate Sustainability Committee be directed to develop a list  
49 of classes that meet the Sustainability Learning Objectives and, by extension, the  
50 relevant portion of the University Learning Objectives; and be it further  
51
- 52 RESOLVED: That this list of classes be communicated to the Registrar for designation in the  
53 catalog, Pass (and its successor), and relevant web pages; and be it further  
54
- 55 RESOLVED: That faculty should be encouraged to develop additional sustainability classes,  
56 especially interdisciplinary courses as well as courses satisfying General  
57 Education requirements; and be it further  
58
- 59 RESOLVED: That the Academic Senate Sustainability Committee be directed to work with  
60 student and campus organizations, as well as Facilities, to identify opportunities to  
61 promote alternative approaches to sustainability education on campus; and be it  
62 further  
63
- 64 RESOLVED: That the Academic Senate Sustainability Committee be directed to continue its  
65 work on assessing sustainability education at Cal Poly.

Proposed by: Sustainability Committee and Josh  
Machamer, Chair of the GE  
Governance Board  
Date: February 11, 2014

Adopted:

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

**AS-\_\_\_-14**

**RESOLUTION ON REVISIONS TO POLICIES RELATED TO  
CENTERS AND INSTITUTES**

- 1 WHEREAS, The Chancellor's Office of the California State University, as part of its routine  
2 audit process, has audited centers and institutes at California Polytechnic State  
3 University ("Cal Poly"); and  
4
- 5 WHEREAS, The audit resulted in certain findings related to updating and observing relevant  
6 policies for campus centers and institutes in audit report 13-38, available online  
7 at: [https://www.calstate.edu/audit/audit\\_reports/centers-institutes/2013/1338C&Islo.pdf](https://www.calstate.edu/audit/audit_reports/centers-institutes/2013/1338C&Islo.pdf);  
8 and  
9
- 10 WHEREAS, Cal Poly has observed the audit recommendations, and has updated: (A) The  
11 Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers  
12 and Institutes with Academic Affiliation; and (B) the Program Review Policy for  
13 Campus Centers and Institutes (hereafter collectively referred to as the "Policies");  
14 and  
15
- 16 WHEREAS, The Academic Senate Research, Scholarship, and Creative Activities Committee  
17 ("RSCA") and the Academic Senate Faculty Affairs Committee ("FAC") have  
18 been consulted regarding the Policies, and have offered suggested revisions and  
19 improvements to the Policies, and such revisions and improvements have been  
20 integrated into the current draft Policies attached to this resolution; and  
21
- 22 WHEREAS, The RSCA and FAC finds that the revised Policies are a beneficial improvement  
23 from the former campus policies related to centers and institutes, and address the  
24 recommendations of the audit with regard to such Policies; therefore be it  
25
- 26 RESOLVED: That the Academic Senate approves of, endorses, and supports the formal adoption  
27 of: (A) The Policy for the Establishment, Evaluation, and Discontinuation of Campus  
28 Centers and Institutes with Academic Affiliation; and (B) the Program Review Policy  
29 for Campus Centers and Institutes, as attached to this resolution.  
30

Proposed by: Academic Senate Research, Scholarship, and  
Creative Activities Committee and Academic  
Senate Faculty Affairs Committee  
Date: February 11, 2014



BRIEF SUMMARY OF REVISIONS TO POLICIES RELATED TO CENTERS AND INSTITUTES

(SUMMARY DOCUMENT, REV. JANUARY 28, 2014)

**1. Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation.**

**A. BYLAWS.**

i. **FORMER POLICY.** The former policy had rigid guidelines requiring bylaws.

ii. **ISSUE.** Most centers and institutes were (and are) in violation of the bylaws. (This will need to be separately corrected through each center/institute reviewing and updating its bylaws, or replacing its bylaws with stated flexible goals.) The bylaw requirement is a rigid structure which is based upon prescriptive mandate, and prevents centers and institutes from having the flexibility of aspirant goals and missions in operation.

iii. **NEW POLICY.** The new policy does not require a "bylaw" format, and instead has a clearly delineated checklist of topics that should be addressed in any proposal from a perspective of aspirational or mission based goals. This allows for greater flexibility in operational needs. The new policy also has a method for updating (or eliminating) bylaws for existing centers and institutes.

**B. ADVISORY BOARD.**

i. **FORMER POLICY.** The former policy required an external advisory board and annual meetings of that board.

ii. **ISSUE.** Not all centers and institutes actually have external advisory boards, and those that do may not have convened meetings or maintained minutes of meetings.

iii. **NEW POLICY.** The new policy does not require an advisory board, but gives flexibility to do so if deemed appropriate.

**C. ANNUAL REPORTS.**

i. **FORMER POLICY.** The former policy required annual reports, but lacked a clear deadline. Approximately 80% of the centers and institutes had failed to file annual reports for the past five years as of the date of the audit.

ii. **ISSUE.** There needs to be a clear timeline for annual reports.

iii. **NEW POLICY.** The new policy establishes the annual report period to cover the fiscal year (July 1-June 30), and then provides 4 months after the close of the fiscal year (until November 1) to file the annual report. The new policy also includes suggestions for topics to be covered in the annual report. The Provost may grant an extension for filing to allow flexibility for special circumstances.

**D. INACTIVE STATUS/SUSPENSION/DISSOLUTION**

i. **FORMER POLICY.** The former policy did not contain a provision allowing for "inactive" status, and only allowed for dissolution (terminating the center or institute).

ii. **ISSUE.** It would be beneficial to allow a center or institute to be deemed "inactive" for a period of time (along with a suspension of annual reports and program review). It would also be beneficial to allow for suspension of a center or institute, in the event of failure to submit timely reports (subject to extension).

iii. **NEW POLICY.** The new policy contains an express provision allowing for inactive status (along with suspension of reporting), and also allows for suspension of a center or institute as an extraordinary measure in the event of tardiness in filing reports (subject to a notice and cure period). Instead of dissolving the center (which was the only measure available under the old policy), the new policy provides greater flexibility for periods of inactivity and/or to assure timely reporting. It is also noted that the new policy allows for extensions for filing of reports and program reviews, as deemed appropriate by the Provost, and that suspension is an extraordinary solution which will only be imposed in compelling circumstances and without adversely impacting grants and other activities.

**2. Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation.**

**A. TIMING.**

i. **FORMER POLICY.** The former policy had conflicting provisions regarding whether program review would occur on a 5 or 6 year cycle. None of the audited centers or institutes had filed a program review within either time period.

ii. **ISSUE.** The conflict of the timeline for program review (5 or 6 years) needed to be correct, and there needed to be a published timeline to assure that each center and institute re-establishes itself on a timely filing basis.

iii. **NEW POLICY.** The new policy follows a 5 year cycle, and includes a published timeline to assure that all centers and institutes will have a timely program review within the next 5 years.

**B. EXTERNAL REVIEWERS.**

i. **FORMER POLICY.** The former policy required external reviewers and had references which appeared to imply that centers and institutes were associated with granting academic degrees.

ii. **ISSUE.** The former policy appeared to be merely copied from a program review template for degree granting academic programs. Centers and institutes do not issue degrees, and may provide co-curricular support for many different degrees (with a variety of different learning goals, learning objectives, and subject matter areas). The requirement of external reviewers is associated with degree granting programs, and not the mission of centers and institutes.

iii. **NEW POLICY.** The new policy allows greater flexibility in program review by not requiring (but still permitting) external reviewers, and instead focuses upon the mission centric nature of centers and institutes in providing co-curricular support. Rather than inappropriate alignment with an academic program, the new policy looks to reporting of outcomes (e.g. support of faculty and student research) and outputs (e.g. theses, peer reviewed journals, industry engagement).

**C. BEST PRACTICES.**

i. **FORMER POLICY.** The former policy did not elicit continuous improvement or identification and implementation of best practices.

ii. **ISSUE.** Program review should have a continuous improvement focus.

iii. **NEW POLICY.** The new policy provides guidelines for program review, including identification and implementation of best practices.



**Policy for the Establishment, Evaluation, and Discontinuation  
of Campus Centers and Institutes with Academic Affiliation  
(Revision January 28, 2014)**

**1. OVERVIEW.**

This policy provides guidance concerning the rationale and procedures for establishing campus centers and institutes with academic affiliation. Such centers and institutes may be formed at the campus level if the teaching, research, scholarly activities, or public service activities of the faculty members who participate will be improved or if the activities cannot effectively be supported by a single department.

This policy governs campus centers and institutes with academic affiliation embodying the enhancement of selected disciplinary areas of teaching, research, scholarly and creative activities, and public service. This policy does not apply to the establishment or running of central administrative or service units such as the Gender Equity Center, the Multi-Cultural Center, the Advising Center, or the Center for Teaching and Learning Technology, which serve campus-wide functions and which also use the term "Center." This policy does not apply to State or Federal centers or institutes with a presence on campus, which are instead governed by policies associated with the enabling entity (e.g., The California State University's Agricultural Research Institute, and the Small Business Development Center that is formed through the Federal Small Business Administration).

**2. RATIONALE FOR CAMPUS CENTERS AND INSTITUTES.**

The main reason for establishing an academic campus center or institute is to bring into sharp focus the communication, planning, research, or other efforts of faculty and students interested in an area of study. Centers and institutes are often proposed when *ad hoc* or regular departmental structures no longer adequately serve the ends desired.

A center or an institute can enhance professional development opportunities for faculty and staff, build links with industry and the community, provide identifiable campus entities for practitioners, foster interdisciplinary work, aid in obtaining external support, and complement instruction and faculty/student research.

An institute is typically a unit that has a broad interest and/or function. A center is typically a unit with specific individual interest and/or function. However, there is flexibility in naming an eligible unit as a center or institute, with the primary goal being to convey the purpose of the center or institute to both on-campus and off-campus constituents.

In addition to the process for appointment of a Director that is described in the proposal to establish a center or institute, the Provost and Executive Vice President for Academic Affairs shall also have appointment and removal authority for such Director. Although a center or institute may directly report to the Dean of an Academic College, all centers and institutes ultimately report to the Provost and Executive Vice President for Academic Affairs, via the Vice President for Research and Economic Development.

### 3. FUNCTIONS.

The functions of a center or institute may consist of any or all of the following, as well as additional functions stated in the organizational document:

- (A) to provide opportunities for the professional development of faculty/staff through basic and applied research and development activities, consulting, and faculty exchanges;
- (B) to foster and facilitate interdisciplinary efforts and cooperation among departments and across Colleges;
- (C) to provide a clearinghouse for information of interest to professionals and to conduct workshops and conferences for the continuing education of professionals;
- (D) to enhance the curriculum by facilitating and supplementing the academic experience of students; and/or
- (E) to provide supplementary educational support by acquiring gifts, general purpose grants, and equipment/supply donations.

### 4. PROCEDURES FOR ESTABLISHING A CAMPUS CENTER OR INSTITUTE.

#### (A) NEW PROPOSALS.

It is anticipated that most centers and institutes will be primarily associated with one academic College where subject matter expertise exists to support the center or institute. Multi-academic College proposals are also permitted.

Centers and institutes are not required to adopt bylaws or articles of organization. Instead, a plain English description of how the center or institute will function is preferred.

Each proposal must address the items in section 4(B) of this policy, and be submitted for evaluation via the process described in section 4(C).

#### (B) ELEMENTS TO BE INCLUDED IN A PROPOSAL.

The proposal must address each of the following items, as well as any other information that would be helpful in evaluating the proposal:

- (1) **NAME/ACTIVITY.** What is the name of the proposed center or institute and what will the proposed center or institute do? (research, public service, etc.)
- (2) **NEED.** Why is the center or institute needed (versus existing on-campus organizational structure), and what evidence exists to demonstrate that there will be sufficient engagement with faculty, staff, students, and relevant members of the off-campus community?

- (3) **SUPPORT OF CAL POLY MISSION.** How will the center or institute support instruction, faculty/student research, Learn By Doing, or other elements of the University mission?
- (4) **EXPERTISE.** Who are the individuals prepared to support the center or institute with necessary subject matter expertise? (Signed letters from faculty, staff, and others who agree to participate in activities of the center or institute are beneficial in documenting overall support.)
- (5) **MANAGEMENT STRUCTURE.** How will the center or institute be managed and function? (An organizational chart should be included with the proposal.)
  - (a) **Director.** Every center or institute is expected to have a Director responsible for day to day activities. The Director may be a volunteer or may be compensated (full or part time, as appropriate) or receive faculty release time to perform the duties. The Director may be a community volunteer, or a faculty or staff member. The proposal should include an explanation of who will appoint/replace the Director (typically the Dean in the reporting structure) and how the Director position will be funded. The aspirational traits and skills of the Director should be included, as well as key attributes to be considered in for appointment/replacement of the Director.
  - (b) **Reporting Structure.** Centers or institutes (including the Director) are normally expected to report to the Dean of the Academic College with faculty most closely aligned with the subject matter expertise for the center/institute. All centers and institutes ultimately report to the Provost and Executive Vice President for Academic Affairs, via the Vice President for Research and Economic Development.
- (6) **RESOURCES.**
  - (a) **Financial.** How will the center or institute be financed in the short term and in the long term?
  - (b) **Facilities and Related Support.** What facilities, equipment, and technology support will be needed and how have those items been obtained or how will they be obtained?
  - (c) **Faculty/Staff.** What faculty and staff support will be needed, and how will these individuals be supported (e.g. volunteer, salaried employee, release time, etc.)
  - (d) **Collaboration.** How can faculty/staff/students from the same, or other, disciplines participate in the center of institute?
  - (e) **Faculty Retention, Tenure, and Promotion.** How will the center or institute ensure that participating faculty receive appropriate

acknowledgement in the retention, tenure, and promotion process, and what artifacts will be created to document this participation?

(f) Advisory Board. Will the center or institute have an internal (e.g. faculty) or external (e.g. business and industry) advisory board? It is not necessary to have such an advisory board, but proposals that reference an advisory board must address the role of the advisory board, how members are selected, removed, and replaced.

- (7) SUSTAINABILITY. What information is available to demonstrate that the center or institute is likely to be sustainable (both financially and with sufficient faculty/staff/student participation) over an extended period of time?

(C) PROCESS FOR CONSIDERING PROPOSALS FOR CENTERS AND INSTITUTES.

At any level of review in the following process, the reviewers may request clarifications and/or revisions to the proposal prior to submission for the next level of review. All revisions will be copied to the Provost and Executive Vice President for Academic Affairs.

A completed draft proposal shall be submitted to the College Dean(s) of the academic College(s) where the center or institute is proposed to have its association and to the Provost and Executive Vice President for Academic Affairs. When the Provost and Executive Vice President for Academic Affairs determines that the proposal addresses all of the elements in section 4(B) of this policy, the proposal will be discussed with the Academic Deans' Council, and any comments relayed to the proposer.

The proposal will then proceed to review by the Dean of Research, who will appoint an *ad hoc* administrative review committee, chaired by the Dean of Research. Any comments will be relayed to the proposer.

The final revised proposal will then be provided again to the Academic Deans' Council, and the Deans will make a recommendation to the Provost and Executive Vice President for Academic Affairs as to the advisability of establishing the center or institute.

The Provost and Executive Vice President for Academic Affairs will then make a determination as to the viability of the proposed center or institute, including an evaluation of resources essential to its operation. If the Provost and Executive Vice President for Academic Affairs determines that sufficient support and resources exist, the proposal will then be forwarded to the Academic Senate.

After approval by the Academic Senate, the proposal will be forwarded to the President. Proposals approved by the President constitute the organizational document for the center or institute.

In order to expedite review, the Provost and Executive Vice President for Academic Affairs may request concurrent review at any phase of this process.

**(D) UPDATES/REVISIONS TO ORGANIZATIONAL DOCUMENTS.**

(1) **AT THE TIME OF EACH PROGRAM REVIEW.** In order to assure that organizational documents are up to date and reflect current practices, each center and institute shall review its organizational documents for accuracy at the same time of its scheduled program review. Program review shall be conducted in accordance with the posted policy of program review for centers and institutes, available from Academic Affairs. Any proposed updates/revisions to the organizational documents shall be submitted in writing to the Provost and Executive Vice President for Academic Affairs.

(2) **UPON REQUEST.** When the organizational documents of a center or institute appear to merit review and updating, the Provost and Executive Vice President for Academic Affairs may issue such a request. The center or institute shall then review its organizational documents for accuracy and submit a report with any proposed updates/revisions to the Provost and Executive Vice President for Academic Affairs within ninety (90) days of request, subject to approved extensions.

(3) **APPROVAL OF UPDATES/REVISIONS TO ORGANIZATIONAL DOCUMENTS.** Any proposed updates/revisions that do not alter the fundamental purpose of the center or institute may be approved by the President. Updates/revisions that the President deems to alter the fundamental purpose under which the center or institute was originally formed (e.g., changing a center's area of subject matter focus and expertise) will necessitate a full review process as described in section 4(C) of this policy.

**5. GENERAL ADMINISTRATION**

Each center or institute shall be administered by a Director, reporting to the Academic Dean in the Academic College wherein the center or institute is housed (or directly reporting to the Vice President for Research and Economic Development for "University" based centers and institutes). All centers and institutes ultimately report to the Provost and Executive Vice President for Academic Affairs via the Vice President for Research and Economic Development. The Director has the obligation to prepare and file annual reports in a timely manner, and to assure that program review is conducted, completed, and reported in a timely manner. The Director is responsible for the center or institute's budget and for assuring fiscal solvency and compliance with all applicable budgetary and fiscal protocols as in effect from time to time.

Centers or institutes may not directly offer academic courses, academic credit, or confer degrees, but may offer instructional support to academic units that do allow for credit and degrees. Centers or institutes may offer extended education courses and verification of completion for licensed professionals who require such continuing education, but this is not a form of academic credit.



Members of a center or institute will not have academic titles unless expressly granted by virtue of an academic appointment in a department in accordance with all University policies and procedures, and signed by the Provost and Executive Vice President for Academic Affairs.

Any conferences, grants and contracts, consulting agreements, continuing education training, or other activities of the center or institute must conform to University procedures and protocol. It is the duty of the Director to be familiar with this process and to obtain appropriate approvals. The Sponsored Programs Office (affiliated with Cal Poly Corporation) or the Vice President for Research and Economic Development will provide guidance to the Director regarding these processes, upon request.

#### **6. ANNUAL REPORTS**

The Director shall submit an annual report no later than November 1 of each and every year that covers the immediately preceding fiscal year period (July 1-June 30) to the Vice President for Research and Economic Development, as well as the Academic Dean(s) affiliated with that center or institute.

This annual report must contain:

- (A) a complete reconciled budget for the most recently completed fiscal year;
- (B) a summary of the year's activities, including any applicable information on scholarly publications and technical reports, details about research, theses, and senior projects completed under the auspices of the center/institute, and honors/awards to faculty and students; and
- (C) any other relevant information.

When deemed necessary or desirable, the Provost and Executive Vice President for Academic Affairs may grant an extension for the deadline of an annual report.

The Provost and Executive Vice President for Academic Affairs may waive the annual report filing for a new center or institute (or a previously inactive center or institute which has been reactivated) and which has been in operation (or reactivation) for less than the full fiscal year to be covered by the annual report, but in such event, the subsequent annual report must cover the entire period from the commencement of operation (or reactivation) of such center or institute.

#### **7. PROGRAM REVIEW**

Centers and institutes will undergo review every five years in accordance with the guidelines and schedule established specifically for centers and institute program review and available from Academic Affairs.

**8. SUSPENSION, INACTIVE STATUS, AND DISSOLUTION OF CENTERS AND INSTITUTES.**

**(A) SUSPENSION IS AN EXTRAORDINARY MEASURE.**

Suspension of a center or institute is an extraordinary measure available to the Provost and Executive Vice President for Academic Affairs, and shall be reasonably avoided. Whenever possible, any suspension shall be implemented in a manner to prevent existing or pending grants and related activities (fee for service, etc.) from being adversely impacted. Unless immediate suspension is deemed necessary, suspension shall not occur until after at least thirty (30) days prior written notice containing the specific reasons for suspension to the Director and Academic Dean(s) for such center or institute, with an opportunity to cure the deficiency within that time period, subject to extension. In order to avoid suspension and address concerns related to the center or institute, the Provost and Executive Vice President for Academic Affairs may remove or suspend the Director and appoint an interim Director to address the items of concern.

(1) **SUSPENSION FOR FAILURE TO OPERATE WITHIN APPROVED SCOPE OR UNIVERSITY POLICIES.** If a center or institute is not operating within its approved scope or within University policies, the Provost and Executive Vice President for Academic Affairs may suspend the center or institute, as described above, until such time as the center or institute shall have remedied such deficiencies.

(2) **FAILURE TO SUBMIT TIMELY ANNUAL REPORTS OR PROGRAM REVIEW REPORTS.** In the event that any center or institute does not submit a timely annual report or program review (subject to any approved extension), the Provost and Executive Vice President for Academic Affairs may suspend the center or institute, as described above. Upon receipt of a complete annual report or program review which remedies the reason for suspension, the Provost and Executive Vice President for Academic Affairs shall lift the suspension.

**(B) INACTIVE STATUS.**

(1) **VOLUNTARY.** A center or institute that currently lacks sufficient activity, but that envisions potential near-term growth, may request to be placed in "Inactive" status. Inactive status does not result in the dissolution of the center or institute, but instead freezes its accounts and activities on a voluntary basis during the period of Inactive status. A request to be placed on Inactive status from the center or institute should expressly state the expected time of inactivity, and contain details about how and why the center or institute expects to become active again. Such requests should be accompanied by support of the faculty/staff associated with such center or institute, as well as the Director and Academic Dean. Inactive status is intended for periods of five years or less, but longer durations may be granted by the Provost and Executive Vice President for Academic Affairs. Upon the determination that sufficient resources and faculty interest/support exist for a voluntarily inactive center or institute, the Provost and Executive Vice President for Academic Affairs may reactivate the center or institute (into active status).

(2) INVOLUNTARY/EXTRAORDINARY MEASURE. The Provost and Executive Vice President for Academic Affairs may elect to declare Inactive status for any center or institute, which is an extraordinary measure. This determination is based upon either a lack of activity and involvement (e.g. no faculty participation), the failure of the center or institute to file annual reports or program review reports (following suspension), a lack of resources, or other similar factors which indicate that the center or institute is not active and that continued operation is inappropriate. Such a declaration of inactive status shall not occur until after consultation with the Director, the Academic Deans, and the faculty/staff who were previously engaged with the center or institute. If there is renewed interest and support for such center or institute, the Provost and Executive Vice President for Academic Affairs may reactivate the center or institute (into active status).

(3) EFFECT OF INACTIVE STATUS. During any period of Inactive status, the center or institute shall not be required to submit annual reports, except for any annual reports that are due at the time of entering Inactive status, as well as a partial year annual report covering the time period from the last filed annual report up to the date of entering Inactive status. During any period of Inactive status, the subject center or institute shall have its program review deadline extended, day for day, for the duration of its Inactive status.

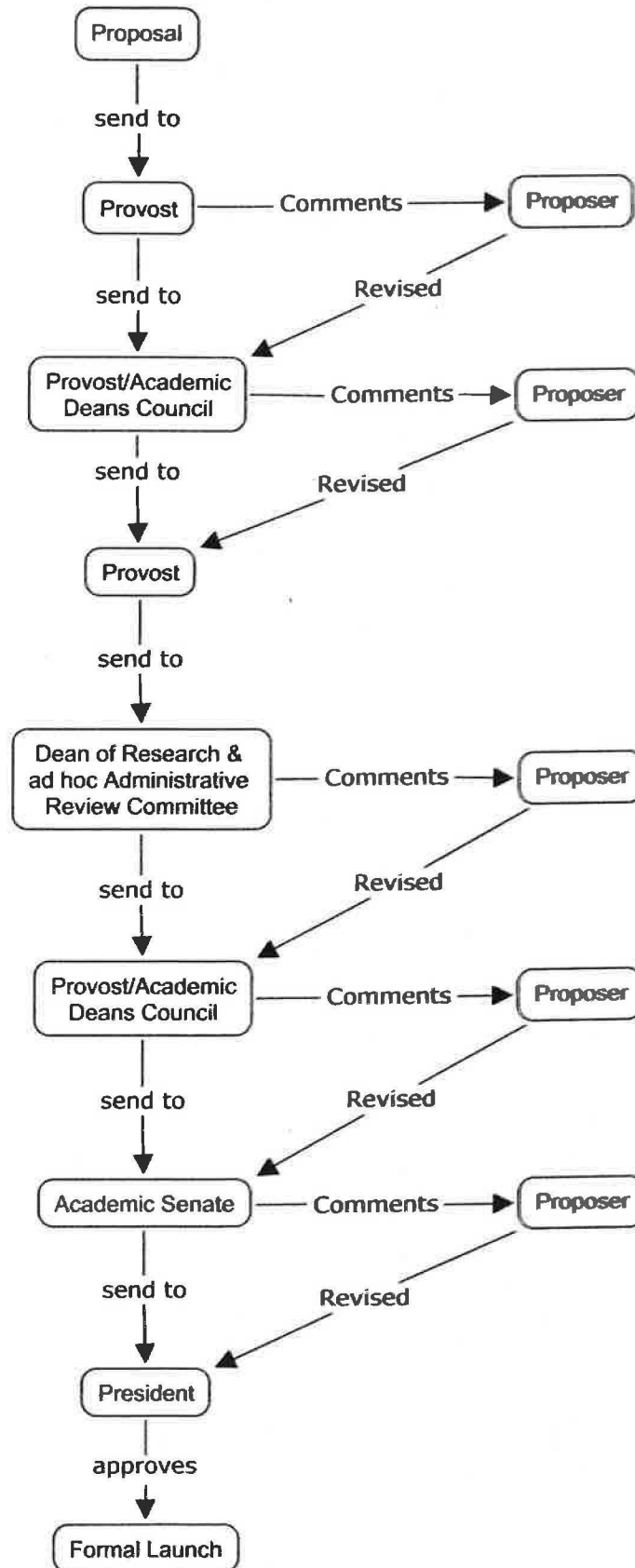
(C) DISSOLUTION.

It is possible that a center or institute may naturally and normally decline in activity to the point where the underlying purpose or functional need of the center or institute no longer exists, or when resources no longer exist to support the center or institute. In such event, the Director, Dean(s), and faculty/staff associated with the center or institute may request dissolution. The Provost and Executive Vice President for Academic Affairs may also initiate dissolution, but shall consult with the Director, Dean(s), and faculty/staff associated with the center or institute. After determining that the underlying purpose or functional need of the center or institute no longer exists or that resources no longer exist to support the center or institute, the center or institute may be dissolved by the Provost and Executive Vice President for Academic Affairs. Upon dissolution, equipment and funds associated with the center or institute shall be handled in conformance with University policies. Once dissolved, the re-establishment of a center or institute must go through the formal proposal process.

Revised January 28, 2014



# Process for review of a proposal for a new center or institute



**Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation**

(Rev. January 28, 2014)

**1. Overview**

These guidelines govern Campus Centers and Institutes with academic affiliation at the College or University level. Such Campus Centers and Institutes are engaged in the enhancement of selected disciplinary areas of research, teaching, and service.

This policy does not apply to the establishment or running of central administrative or service units such as the Gender Equity Center, the Multi-Cultural Center, the Advising Center, or the Center for Teaching and Learning, which serve campus-wide functions and which also use the term "Center." These guidelines do not apply to State or Federal centers or institutes with a presence on campus, which are instead governed by policies associated with the enabling entity (e.g. Small Business Development Center which is formed through the Federal Small Business Administration).

In accordance with the University's policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation, and the California State University Chancellor's Office Executive Order Number 751, periodic program review is required for all Campus Centers and Institutes with academic affiliation (hereafter "Centers and Institutes" or "Centers/Institutes").

**2. Distinguishing Factors of Program Review for Centers and Institutes**

Program review for Centers and Institutes is different from program review for degree granting academic programs offered by an academic college. Unlike an academic college, Campus Centers and Institutes do not award degrees, are not formed or operated for the exclusive purpose of delivering curricula for specific degree granting programs, and do not have a degree granting program curriculum committee.

Instead, Centers and Institutes operate in the context of supporting and contributing to the campus mission in the areas of research, scholarship, public service, training, experiential learning, instructional support, and/or other types of co-curricular activities. Centers and Institutes are not expected to create academic assessment plans, because academic assessment plans are designed to evaluate a specific degree granting program.

As a result of these differences between an academic college offering degree granting programs, and the support role of Centers and Institutes, it is beneficial to outline types of deliverables expected in connection with program review associated with Centers and Institutes.

**3. Composition of Program Review Team**

The program review will be prepared and submitted by the Director of the Center/Institute. If the Center/Institute lacks a Director at the time of scheduled program review, the Vice President for Research and Economic Development shall appoint a willing individual to handle the program review duties, following consultation with the Dean of the Academic College where the Center/Institute is aligned on the organization chart (as applicable). The person responsible for preparing and submitting the program review may enlist the assistance of other willing volunteers to assist.

The Center/Institute may, but is not required, to include external constituents, such as members of business/industry and/or external peer reviewers. The involvement of external reviewers is

ideal in situations where the Center/Institute engages in substantial off-campus activities with members of business and industry.

#### **4. Contents of Program Review for Centers and Institutes**

In the context of program review, Centers and Institutes may broadly categorize activities from a perspective of quantitative output and qualitative outcomes. For example, the number of students and faculty participating in a particular event, or the number of peer reviewed journal articles which contain research related to center/institute activities can be measured as output. The caliber of sophistication in research and experiential activities can also be described as qualitative outcomes, and ideally would link to any one or more University Learning Objectives, Sustainability Learning Objectives, and/or Diversity Learning Objectives.

As Campus Center and Institutes are based upon a wide range of goals and missions, there is not a single format or scope of program review dictated as a standard. However, the program review team should carefully consider the inclusion of the following relevant items in a program review report:

- (A) Executive Summary.
- (B) Academic Situational Analysis of the Center/Institute (Faculty and Student Activities and engagement):
  - (1) Statement of Center/Institute Mission and description of how activities have aligned with that mission, including any suggested revisions to the mission.
  - (2) Overview of how Center/Institute has supported College/University goals, in accordance with organizational documents for Center/Institute.
  - (3) Detailed information regarding seminars, competitions, training sessions, community events, and other activities hosted or sponsored by the Center/Institute, including details of faculty/student/industry/community participation and attendance.
  - (4) Detailed information regarding academic outcomes related to Center/Institute activities, including references to support of any Academic Program learning goals/learning objectives, as well as University Learning Objectives, Sustainability Learning Objectives, and Diversity Learning Objectives. To the extent the Center/Institute collaborates with academic units on collecting assessment data, provide the data and an analysis of the data.
- (C) Intellectual Contributions. Detailed list of intellectual output resulting from Center/Institute activities. Include faculty and student research, faculty/student peer reviewed journal publications, theses, conference presentations, and other intellectual contributions directly related to Center/Institute activities.
- (D) Financial and Resource Condition. Describe the financial and resource situation for the Center/Institute, including projected sustainability of Center/Institute activities and sources of funding.
- (E) Accomplishment of Corrective Actions and Achievement of Aspirational Goals Identified in Prior Program Review. Discuss and describe improvements and aspirational goals which were identified in the prior program review and how those improvements/aspirational goals were achieved. If certain improvements/aspirational goals were not achieved, discuss and describe why, including a corrective action plan (if applicable).
- (F) Future Aspirational Goals. Describe the aspirational goals of the Center/Institute

for the upcoming five year time period, including details of how these goals will benefit stakeholders and how fiscal and other resources will be obtained to support these goals.

(G) Conclusion.

Whenever reasonably possible, evidentiary support in a program review report is highly recommended. For example, an appendix containing copies of supporting documentation provides beneficial artifacts and evidence to support the analysis contained within the program review report.

**5. Timing of Program Review Report**

Each Center/Institute shall file a complete program review once per every five year period. Academic Affairs publishes a schedule for Center/Institute program review reports in accordance with this timeline. If a Center/Institute is scheduled for program review within a particular academic year, the program review team shall be convened no later than November 1 of that academic year, and the program review report shall be due to Academic Affairs no later than March 1 of that academic year (e.g. program review due AY 2013-2014; team convened by November 1, 2013, and report filed by March 1, 2014). It is the duty of the Center/Institute Director to assure that these program review activities are completed in a timely fashion. In order to assure compliance with the program review deadlines, the Provost and Executive Vice President for Academic Affairs may declare the Center/Institute inactive and freeze all financial accounts associated with the Center/Institute when a program review report is not filed on time. If a program review report is thereafter filed (on a tardy basis), the Provost and Executive Vice President for Academic Affairs may reactivate the Center/Institute or may dissolve the Center/Institute.

**6. Evaluation and Acceptance of Program Review Report**

(A) The Provost and Executive Vice President for Academic Affairs (or designee) will evaluate each program review report for completeness and sufficient detail, including evidentiary support. The program review report shall be deemed accepted by the Provost and Executive Vice President for Academic Affairs if no clarifications or elaboration are requested within sixty (60) days of original submission of the program review report.

(B) In the event that clarifications or elaboration in the program review report are deemed necessary or desirable, the Provost and Executive Vice President for Academic Affairs shall serve the responsible individual for the program review of such Center/Institute with one or more request(s) for further information. The response to each such request must be completed and submitted within thirty (30) days from the date of request, unless a longer time period is allowed by the Provost and Executive Vice President for Academic Affairs. The program review report shall be deemed accepted by the Provost and Executive Vice President for Academic Affairs if no further clarifications or elaboration are requested within sixty (60) days following submission of the latest response to a request for clarifications or elaboration.

### Program Review Schedule by Cycle

College	Center/Institute	Last Review	Program Review	
			Upcoming Review	Next Scheduled Review
College of Agriculture				
	Agricultural Safety Institute (inactive)		inactive (if reactivated, program review will be due in the second academic year following reactivation)	inactive (if reactivated, the second program review will be due five years after the program review indicated in the preceding column)
	CAFES Center for Sustainability	N/A	2013 - 2014	2018 - 2019
	Dairy Products Technology Center	1999 - 2000	2014 - 2015	2019 - 2020
	Irrigation Training and Research Center	internal: 1999-2000   external: 2006	2016 - 2017	2021 - 2022
	Strawberry Sustainability Research and Education Center (in process of being established)	N/A	2018 -2019	2023 - 2024
	Urban Forest Ecosystems Institute	program review: 1999-2000   self-study program review: 2006	2015 - 2016	2020 - 2021
College of Architecture & Environmental Design				
	California Center for Construction Education	N/A	2013 - 2014	2018 - 2019

### Program Review Schedule by Cycle

College	Center/Institute	Program Review		
		Last Review	Upcoming Review	Next Scheduled Review
	Planning, Design and Construction Institute	N/A	2014 - 2015	2019 - 2020
	Renewable Energy Institute	2006	2016 - 2017	2021 - 2022

#### Orfalea College of Business

	Cal Poly Center for Innovation and Entrepreneurship	N/A	2014-2015	2019-2020
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#### College of Engineering

	Center for Sustainability in Engineering	N/A	2015 - 2016	2020 - 2021
	Cyber Security Center <b>(date approved by President: September 23, 2013.)</b>	N/A	2018 -2019	20223 -2024
	Electric Power Institute	2006	2016-2017	2021 - 2022
	Global Waste Research Institute	N/A	2015-2016	2020 - 2021
	National Pool Industry Research Center	N/A	2013-2014	2018 - 2019
	Poly GAIT (Laboratory for Global Automatic Identification Technologies)	N/A	2014 -2015	2019 - 2020

### Program Review Schedule by Cycle

College	Center/Institute	Last Review	Program Review Upcoming Review	Next Scheduled Review
College of Liberal Arts				
	Central Coast Center for Arts Education	N/A	2013 - 2014	2018 - 2019
	Center for Expressive Technologies (formed November 18, 2013)	N/A	2018 - 2019	2023 - 2024
	Graphic Communication Institute	N/A	2014 - 2015	2019 - 2020
	Institute for Policy Research		inactive (if reactivated, program review will be due in the second academic year following reactivation)	inactive (if reactivated, the second program review will be due five years after the program review indicated in the preceding column)
College of Science and Mathematics				
	Center for Applications in Biotechnology	2006	2016 - 2017	2021 - 2022
	Center for Coastal Marine Sciences	N/A	2013 - 2014	2018 - 2019
	CESaME: Center for Excellence in Science and Mathematics Education	N/A	2014 - 2015	2019 - 2020
	Coastal Resources Institute	N/A	2015 - 2016	2021 - 2022



### Program Review Schedule by Cycle

College	Center/Institute	Program Review		
		Last Review	Upcoming Review	Next Scheduled Review
	STRIDE - Solutions through Translational Research in Diet and Exercise <b>(not yet in existence, but projected to be proposed or pending approval of proposal by President)</b>	N/A	2018 - 2019	2023 - 2024
	Western Coatings Technology Center <b>(date approved by President: PENDING)</b>	N/A	2018 - 2019	2023 - 2024

#### University Collaborative Unit

	Collaborative-Agent Design Research Center (CADRC)	2006	Dissolved 2013	
	The Institute for Advanced Technology and Public Policy	N/A	2014 - 2015	2019 - 2020

#### Collaborative Unit: CAFES and CLA

	Brock Center for Agricultural Communication	1999-2000	2015-2016	2020 - 2021
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**Adopted:**

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY**

**AS-\_\_-14**

**RESOLUTION ON SUPPORTING ACADEMIC SENATE OF THE  
CALIFORNIA STATE UNIVERSITY (ASCSU) RESOLUTION AS-3158-13/AA  
RECOMMENDATION TO AMEND TITLE 5 TO ESTABLISH  
APPROPRIATE UNIT LIMITS FOR ENGINEERING DEGREES**

- 1 WHEREAS, Cal Poly's College of Engineering is nationally recognized and the largest  
2 undergraduate engineering college in the California State University (CSU)  
3 system with many engineering degree programs; and  
4
- 5 WHEREAS, Cal Poly is committed to a robust General Education & Breath program for all  
6 students; therefore be it  
7
- 8 RESOLVED: That the Cal Poly Academic Senate communicate to the ASCSU its support of  
9 Resolution AS-3158-13/AA to recommend to amend Title 5 and establish  
10 appropriate unit limits for engineering degrees up to 132/198 units; and be it  
11 further  
12
- 13 RESOLVED: That a copy of this resolution be forwarded to:  
14 Dr. Timothy White, CSU Chancellor  
15 Dr. Dianna Wright Guerin, ASCSU Chair  
16 Dr. Jeffrey Armstrong, Cal Poly President  
17 CSU Campus Senate Chairs

Proposed by: Academic Senate Executive Committee  
Date: February 12, 2014

**ACADEMIC SENATE  
OF  
THE CALIFORNIA STATE UNIVERSITY**

AS-3158-13/AA (Rev)  
November 1, 2013

**RECOMMENDATION TO AMEND TITLE 5 TO RE-ESTABLISH APPROPRIATE UNIT  
LIMITS FOR ENGINEERING DEGREES**

- RESOLVED: That the Academic Senate of the California State University (ASCSU) acknowledge that changes in January 2013 to Title 5 of the California Education Code established 120 semester units (180 quarter units) as both the minima and the maxima for programs offering Bachelor of Arts and Bachelor of Science degrees (sections 40500.d and 40501.c, respectively), while the original Title 5 provision for Bachelor of Science degrees (40501.c) established an exception for engineering programs; and be it further
- RESOLVED: That the ASCSU request that the Board of Trustees make changes to Title 5 consistent with prior exceptions for engineering programs, specifically that unit limits for engineering be established at an appropriate level not to exceed a maximum of 132 semester units (198 quarter units); and be it further
- RESOLVED: That the ASCSU establish a broadly constituted Task Force including members of the Academic Affairs Committee, the General Education Advisory Committee, faculty representing engineering programs, and representation from the Office of the Chancellor to investigate the impact of changes to Title 5 on the integrity and goals of general education (GE), as well as on discipline-specific outcomes, especially regarding the waiving, substituting and "double counting" of GE and engineering program requirements; and be it further
- RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, Deans of Colleges of Engineering, Chairs of Engineering Programs, Accreditation Board for Engineering and Technology, California State Student Association.

***RATIONALE:*** Prior to the January 2013 amendments to Title 5 establishing "no fewer and no more than 120 semester units" be required for all students completing a Bachelor of Science degree in the CSU, engineering degree programs were defined in statute as allowing higher unit limits than other Bachelor's degrees. Indeed, as recently as the 2000-01 academic year, all Bachelor of Science degree unit limits were set between 124 and 132 semester units, and an exception was made for engineering Bachelor's degrees to require up to 140 semester units.

*However, the changes to Title 5 for the 2013-14 academic year removed the acknowledgment that engineering programs appropriately should be extended more latitude in unit limits, thereby requiring them to meet the same 120/180*

*standard. A phase-in plan for high-unit majors was put into place by the Office of the Chancellor, and engineering programs have been actively examining degree requirements to see if they can comply with the mandate while still maintaining accredited status with the Accreditation Board for Engineering and Technology (ABET). Strategies such as double-counting units in the major simultaneously to satisfy general education (GE) requirements have been pursued, and some CSU engineering programs have apparently achieved the 120/180 unit limit through such means. For example, at San Jose State University, a senior-level, capstone engineering course can fulfill a GE requirement in the Humanities. However, the general education requirement is not met if the student does not complete the **entire** major; in such a case, the GE requirement will re-surface, and the student will have to take an additional class in GE to complete the Bachelor of Science degree. So far, it has been reported that an average of 15 units of double counting of GE and engineering major requirements is occurring among programs system-wide. In addition, campuses are instituting waivers and substitutions of GE requirements and reducing elective options in the major. Nevertheless, Provosts, Deans, department Chairs, and faculty across the system report that programs are having a great deal of difficulty reducing the number of units to the new level, and their accreditation may be jeopardized. Here's why:*

*To be sure, engineering programs could reach the 120/180 unit limits if general education and other Bachelor of Science requirements are sacrificed in service to the major. However, bifurcating and/or combining the major program and the degree program is a mistake: students receive engineering degrees, which means they have demonstrated educational achievements consistent with university requirements for a Bachelor of Science degree holistically, not simply major requirements specifically. ABET recognizes this holistic approach in its accreditation criteria. Indeed, ABET specifically evaluates whether the learning outcomes in engineering programs include liberal arts, math and science, and major requirements (see [http://www.abet.org/uploadedFiles/Accreditation/Accreditation\\_Step\\_by\\_Step/Accreditation\\_Documents/Current/2013\\_-\\_2014/eac-criteria-2013-2014.pdf](http://www.abet.org/uploadedFiles/Accreditation/Accreditation_Step_by_Step/Accreditation_Documents/Current/2013_-_2014/eac-criteria-2013-2014.pdf), in particular "General Criterion 3. Student Outcomes," appended at the end of this rationale). ABET's evaluation is based upon outcomes assessment, not unit counts. Thus, sacrificing general education or other degree requirements to get to the CSU's new 120/180 unit count directly impinges on the accreditation success of the major.*

*Moreover, simply examining learning outcomes in the engineering majors will not account for learning outcomes elsewhere in the degree, even if some of those learning outcomes are combined. This is important to understand, because the suggestion has been made that engineering programs can simply examine their course offerings and map the ABET Student Outcomes onto the major requirements to reduce their unit count for the degree, thus reaching the 120/180 limit. While some programs have been able to make limited progress toward reducing their overall unit count by engaging in this self-reflexive assessment of their programs, such a strategy is not appropriate for all programs to reach the*

*120/180 requirement. Student outcome mapping within the major is insufficient for demonstrating that an outcome has been met within the degree.*

*As an example, oral and written communication are general education requirements, and ABET's General Criterion 3g specifies engineering programs must document that students possess the ability to communicate effectively. Liberal arts courses such as those in oral and written communication are among the learning experiences to which engineering programs can point to demonstrate that their degree program merits accreditation. This degree outcomes-based orientation to accreditation was praised in a comprehensive study called "Engineering Change" which examined the impact of ABET's approach on engineering programs and their graduates" (<http://www.abet.org/engineering-change/>). In particular, 98% of employers value criterion 3g as "highly important or essential" ([http://www.abet.org/uploadedFiles/Publications/Special\\_Reports/EngineeringChange-executive-summary.pdf](http://www.abet.org/uploadedFiles/Publications/Special_Reports/EngineeringChange-executive-summary.pdf), p. 18), emphasizing the importance of considering degree requirements outside of the major when considering issues of ABET's holistic accreditation approach.*

*Notwithstanding the aforementioned struggles engineering programs have faced in seeking to conform to the 120/180 unit requirement while maintaining ABET accreditation, progress has been made, and most programs have successfully reduced their overall unit count to some degree, although for the majority of programs the 120 unit limit remains elusive. However, an analysis of engineering degree programs across the CSU reveals that almost all of them could comply with unit limits akin to those required in other Bachelor's degree programs for which exceptions are granted in Title 5. For instance, accreditation requirements warranted that Bachelor of Fine Arts (BFA) and Bachelor of Music (BM) programs had unit limits set at a level higher than 120/180. For the same accreditation reasons that engineering programs deserve higher unit limits, Title 5 granted BFA and BM degrees a unit cap of 132 semester units and 198 quarter units. While a comparison between engineering and arts programs might seem anomalous because of the nature of the degrees, the analogy of making an exception in Title 5 for high-unit majors with accreditation demands is nonetheless apt, and sets a clear precedent for how to address the same situation in this case. Comparing engineering with the Bachelor's degrees in Architecture and Landscape Architecture, which are 5 year programs requiring 150 units, is not appropriate, since the purpose of the new 120/180 unit limits is to promote completing a Bachelor's degree in 4 years. At 132/198 units, if students complete (on average) 16.5 units per semester they will graduate in 4 years. Thus, establishing these higher unit limits will not automatically increase the time to degree or the cost of completing it. Moreover, an analysis of engineering programs across CSU campuses reveals that 132/198 units is a functional level at which these programs can foreseeably maintain their quality without undue erosion of the integrity of GE programs, and these unit levels are consistent with high quality programs nationwide.*

*In addition, it must be noted that the mandate to reach 120/180 units has exacerbated differences among engineering programs across the CSU, which creates significant obstacles for students completing transfer AA degrees (i.e., SB 1440) or transferring between institutions in the CSU. SB 1440 (The STAR Act) acknowledged an exception for high unit degrees which recognized that certain majors, dominantly engineering majors, do not fit standard structures. If/when campuses reduce the required units in a degree to 120 (180) they no longer fit the SB 1440 exception and then must fit the constrained SB 1440 structure. In the case of engineering, most of the strategies for reaching the 120 (180) limit have involved modifications to GE, either double-counting or waivers. These strategies are not allowed under SB 1440 in that it requires the Intersegmental General Education Transfer Curriculum (IGETC) or CSU GE Breadth transfer packages. If there are hopes that Transfer-AS degrees become the dominant mechanism for CCC-CSU transfer, the 120-unit requirement of Title 5 actually blocks this path for prospective engineering majors.*

*Moreover, program-specific and institution-specific GE plans work against portable transfer degrees. The CSU should avoid, as much as possible, creating "special" GE rules that apply only to certain programs and only to certain campuses. The system policy of requiring 120/180 unit programs is detrimental to the degree portability that the legislature seeks. In addition, it will result in less opportunity to meet the goals of SB 1440 for CCC transfer students. An important aspect of the fallacy of counting units is that individual transfer students will be "forced" to take courses advised by their community college and to meet the multiplicity of requirements for the CSU transfer schools they are considering. Even the most focused students will end up with more than the minimum number of units as they complete requirements for each of the individual campuses. Portable transfer degrees have more potential to reduce average units taken before graduation than does limiting the units required for a BS program. A distinction needs to be made between minimum units required in a degree program and the number of units students actually take. Many students graduate with more units than the minimum degree requirement at present. That gap would be smaller if portable transfer degrees were available. A well designed truly portable transfer program will do far more to reduce the number of units and time to degree than an arbitrary system-wide program limit of 120/180 units.*

*The arbitrariness of this limit should be questioned for engineering programs, especially since prior Title 5 language acknowledged an exception. The ASCSU is not aware of any research that has been conducted or evidence gathered that establishes 120/180 units as the "correct" number of units for any degree, much less engineering. The fact that some institutions within and outside the CSU have decreased their programs to 120 units is not an indicator of its correctness!*

***The ASCSU firmly believes that limiting engineering programs to 120 semester or 180 quarter units is untenable without significant sacrifices impacting the quality of the major programs, the integrity and goals of GE programs, the***

*pathway to a Transfer-AS degree (SB 1440), the portability of degrees, and the jeopardizing of ABET accreditation. Therefore, it is appropriate to re-institute the exception to unit limits for engineering programs that existed previously in Title 5, consistent with the precedent set by other high-unit degree programs. Moreover, 132 semester units and 198 quarter units are appropriate maxima for engineering programs, since such limits promote completing the degrees in 4 years. Therefore, the ASCSU requests that the Office of the Chancellor undertake revisions to Title 5 accordingly.*

**General Criterion 3. Student Outcomes**

*The program must have documented student outcomes that prepare graduates to attain the program educational objectives.*

- a. Student outcomes are outcomes (a) through (k) plus any additional outcomes that may be articulated by the program.*
- b. an ability to apply knowledge of mathematics, science, and engineering;*
- c. an ability to design and conduct experiments, as well as to analyze and interpret data;*
- d. an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;*
- e. an ability to function on multidisciplinary teams;*
- f. an ability to identify, formulate, and solve engineering problems;*
- g. an understanding of professional and ethical responsibility;*
- h. an ability to communicate effectively;*
- i. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;*
- j. a recognition of the need for, and an ability to engage in life-long learning;*
- k. a knowledge of contemporary issues; and*
- l. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.*

**Approved Unanimously – January 23, 2014**



## Clarification of Eligibility of Academic Senate Officers Relevant Sections from the Bylaws

### **Bylaws II.B.2 (page 6)**

#### Membership of the Academic Senate – Terms of Office

Terms of office for Academic Senate Chair: once a senator is elected to serve as Academic Senate chair, that senator becomes an at-large member of the Academic Senate and the position vacated becomes a college vacancy to be filled by the college caucus. The elected term of office for Academic Senate Chair shall be a maximum of three one-year consecutive terms.

### **Bylaws III.B.7 (pages 8-9)**

#### Voting and Election Procedures – Election Calendar

Election of Academic Senate officers:

- (a) prior to the last regularly scheduled Senate meeting of winter quarter, eligible nominees of the Senate shall be solicited for the offices of Chair, Vice Chair, and Secretary.
- (b) a petition of nomination signed by three senators which includes a consent to serve statement signed by the nominee shall be received by the Senate office. Such petitions shall be due at the Senate office prior to the last regularly scheduled Senate meeting of winter quarter. The names of the eligible nominees shall be announced at the last regularly scheduled meeting of winter quarter.
- (c) nominations for other eligible candidates will be received from the floor of the Senate provided that (1) at least two senators second the nominations, and (2) the nominee is present and agrees to serve if elected.
- (d) the Academic Senate Vice Chair shall conduct the election of Senate officers at the last regularly scheduled meeting of winter quarter. Officers shall be elected one at a time: first the Chair, then the Vice Chair, and finally the Secretary.
- (e) in the event of a vacancy in the offices of the Senate, an election will be conducted at the next meeting of the Senate to fill the unexpired term. Nominations shall be made from the floor of the Senate in compliance with subsection (c) above.

### **Bylaws IV.B (page 10)**

#### Officers – Eligibility

Each officer shall be an elected member of the Academic Senate. Every candidate for Academic Senate office shall have **[at least one more year to serve]** as an elected senator. A college is permitted to provide only one officer at a time.