



Meeting of the Academic Senate

Tuesday, May 9, 2017

UU 220, 3:10 to 5:00 pm

- I. **Minutes:** Approval of April 18, 2017 minutes: (pp. 2-3).
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs: (p. 4).
 - E. Statewide Senate:
 - F. CFA: (pp. 5-7).
 - G. ASI: (p. 8).
- IV. **Special Report:**

[TIME CERTAIN 3:30] MPP Update by President Armstrong and Cynthia Villa, Senior Vice President for Administration and Finance (pp. 9-20).
- V. **Business Items:**
 - A. **Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Phil Nico, Senator first reading (pp. 21-24).
 - B. [TIME CERTAIN 4:10] **Resolution on Proposed Faculty Personnel Policy Consent Agenda Procedures:** Ken Brown, Faculty Affairs Committee Chair, second reading (pp. 25-37).
 - C. **Resolution on Electronic WPAF and Workflow in Faculty Evaluation:** Ken Brown, Faculty Affairs Committee Chair, first reading (pp. 38-39).
 - D. **Resolution on Proposing New Courses or Other Changes to Curricula:** Glen Thorncroft, Senator, second reading (pp. 40-41).
 - E. **Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by GE Governance Board:** Bruno Giberti, Academic Programs and Planning and Denise Isom, Interim Associate Director of the Office of Diversity and Inclusivity, second reading (pp. 42-48).
 - F. **Resolution on Areas Name Change for the Industrial Technology Area of the Orfalea College of Business:** Eric Olsen, Area Chair for Industrial Technology, first reading (pp. 49-50).
 - G. **Resolution to Modify the Bylaws of the Academic Senate:** Gary Laver, Academic Senate Chair, first reading (pp. 51-52).
 - H. **Resolution on Retiring Obsolete Academic Senate Resolutions:** Gary Laver, Academic Senate Chair, first reading (pp. 53-54).
- VI. **Discussion Item(s):**
- VII. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE MEETING
TUESDAY, APRIL 18, 2017
UU220, 3:10 TO 5:00 PM

- I. Minutes: M/S/P to approve the March 7, 2017 and March 14, 2017 Academic Senate meeting minutes.
- II. Communication(s) and Announcement(s): None.
- III. Reports:
 - A. **Academic Senate Chair:** Gary Laver, Academic Senate Chair, allowed new senators for spring quarter 2017 to be introduced by their respective caucus chairs.
 - B. **President's Office:** Jessica Darin, President's Chief of Staff, reported on Executive Order 1108, which requires all CSUs to be smoke and tobacco free. Cal Poly will create a task force to oversee the process of moving towards a smoke and tobacco campus. Darin then provided an update from the Chancellor's Office Undocumented Student Working Group, who have added new resources to the CSU website for undocumented students and can be found at:
<https://www2.calstate.edu/attend/student-services/resources-for-undocumented-students/pages/default.aspx>.
 - C. **Provost:** None.
 - D. **Student Affairs:** Keith Humphrey, Vice President of Student Affairs, provided a report on Open House, stating that the event was successful. He also announced that students now have the option on their Cal Poly Portal to identify their gender identify, gender expression, and sexual orientation.
 - E. **Statewide Senate:** Manzar Foroohar, Statewide Senator, announced that the CSU Academic Senate passed a resolution in support of DACA students, as well as a resolution against President Trump's Executive Order banning travel from seven foreign countries. Lastly, she stated the CSU Executive Committee drafted a letter in opposition to California Bill SB 677, which would allow students to record a professor during class time and post it to the internet.
 - F. **CFA:** Graham Archer, CFA President, announced that the head of CFA's bargaining team would be available on May 25, 2017 to discuss contract changes.
 - G. **ASI:** Jana Colombini, ASI President announced that student elections were occurring. Riley Nilsen, ASI Chair of the Board of Directors, reported on a student resolution that would enhance students access to Campus Health and Well-Being Services, and another that would place women's hygiene products in all bathrooms. Both were to be discussed as a later board meeting.

IV. Special Reports:

- A. **Update on Graduation Initiative:** Cem Sunata, Registrar and Beth Merritt Miller, Assistant Vice Provost for University Advising, provided an update on Cal Poly's Graduation Initiative. The goal of the initiative is to remove barriers to graduation for students. The presentation can be found at: http://content-calpoly-edu.s3.amazonaws.com/academicssenate/1/images/GI_Academic%20Senate.pdf

V. Consent Agenda:

The following were approved by consent:

- A. Courses to list on SUSCAT.
- B. 2017-2019 Catalog: College of Agriculture, Food and Environmental Sciences
- i. Proposal submitted by the Food Science and Nutrition department for MS Agriculture, specialization in Food Science and Nutrition, changing its name to MS Agriculture, specialization in Food Science
 - ii. Proposals submitted by the Natural Resources Management and Environmental Sciences department.

VI. Business Items:

- A. **Resolution on Proposing New Courses or Other Changes to Curricula:** Glen Thorncroft, Senator, presented on a resolution reaffirming that the development of curriculum and instruction are under the purview of the faculty, and that only current faculty may propose new courses or changes to curricula through the curriculum committee of the appropriate academic department or associated college. This resolution will return as a second reading.
- B. **Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by GE Governance Board:** Denise Isom, Interim Associate Director of the Office of Diversity and Inclusivity, presented a resolution on revising the USCP policy so that it incorporates Diversity Learning Objectives (DLOs). This resolution will return as a second reading.
- C. **Resolution on Proposed Faculty Personnel Policy Consent Agenda Procedures:** Ken Brown, Faculty Affairs Committee Chair, presented a resolution that would establish a Personnel Policy Consent Agenda Procedure for review of the University Faculty Personnel Actions document (UFPA). This resolution will return as a second reading.

VII. Discussion Item(s): None.

VIII. Adjournment: 5:03 p.m.

Submitted by,

Mark Borges

Mark Borges
Academic Senate Student Assistant

Student Affairs
Report to Academic Senate
May 9, 2017

- Thank you to all the faculty who helped welcome students during PolyCultural Weekend. It was one of our largest PC weekends ever!
- The grand opening of the Alumni Welcome Center in downtown was held on May 4. When you are next downtown, please feel free to stop by and visit.
- Cal Poly will host its first ever Students of Color Summit on Saturday May 20 as part of our continuing efforts towards building an inclusive campus climate.

CAL POLY 2010/11 to 2016/17

By the Numbers

Between 2010/11 and 2016/17, according to the “Cal Poly Fact Book”

- the number of students increased 16%
- Faculty FTE increased 14%, but
 - Professor FTE decreased 0.13%
 - Lecturer FTE increased 49%
 - “Other faculty” FTE increased 12%
- the number of staff increased 15%
- Cal Poly added 99 new MPPs (administrators)
- the number of MPPs increased 61% (compared to 81% according to the Chancellor’s numbers)

Between 2010/11 and 2016/17, according to the “Chancellor’s Office data

- the number of MPPs increased 81% (compared to 61% according to the “Cal Poly Fact Book”)
- the average Cal Poly MPP salary was \$113,500
- the annual total spent on MPP salaries increased \$2.757 million
- the burden of MPP salaries on Cal Poly increased by 70%

Between 2010/11 and 2016/17, according to the CSU Budget Office

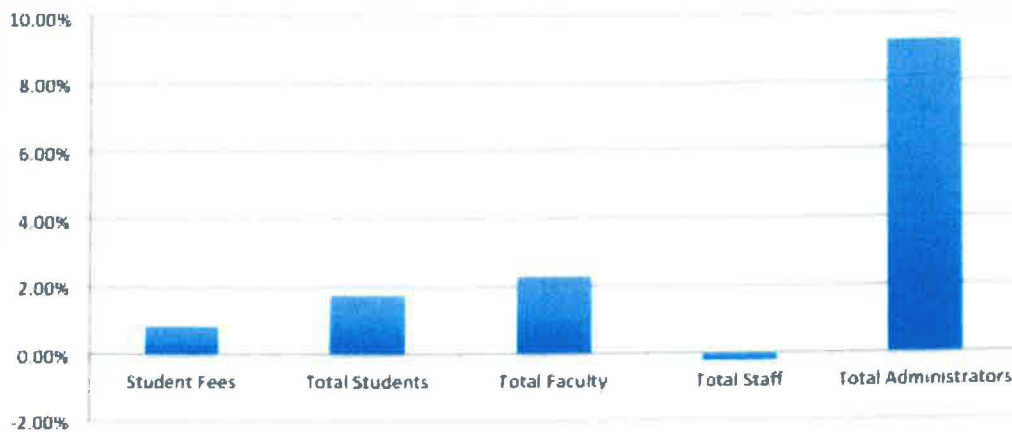
- Cal Poly tuition increased by 46

Administrative Bloat San Luis Obispo – 2010/11 to 2016/17

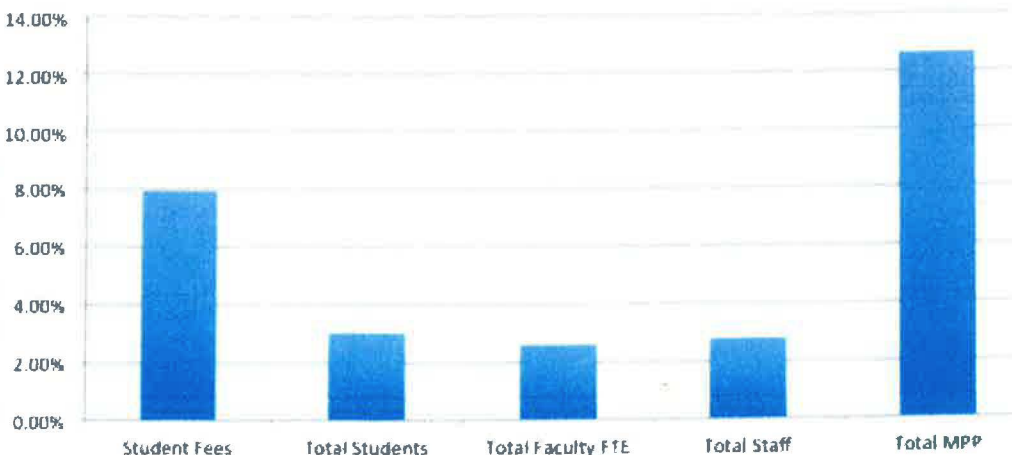
ACADEMIC YEAR	2010/ 2011	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2010/11 -2016/17 Total Change	2010/11 -2016/17 Yearly % Change	2015/16 -2016/17 % Change
Number of MPPs (Administrators) according to CSU Chancellor Data	150	143	220	249	272	81.33%	10.43%	9.24%
Number of MPPs (Administrators) according to "Cal Poly Fact Book"	163	185	225	246	262	60.74%	8.23%	6.50%
Average MPP (Administrator) Salary, excluding campus president	\$107,030	\$107,635	\$107,784	\$112,916	\$113,501	6.05%	0.98%	0.52%
Total Annualized Salaries on Chancellor's MPP List, including campus president	\$18,218,928	\$17,571,592	\$26,123,468	\$28,229,080	\$30,985,892	70.08%	9.25%	9.77%
FTE Professors according to "Cal Poly Fact Book"	626.70	616.40	591.50	615.30	625.90	-0.13%	-0.02%	1.72%
FTE Lecturers according to "Cal Poly Fact Book"	243.30	288.70	315.50	345.30	363.70	49.49%	6.93%	5.33%
FTE "Other Faculty" according to "Cal Poly Fact Book"	79.70	91.10	92.80	94.30	89.40	12.17%	1.93%	-5.20%
Total FTE of Faculty according to "Cal Poly Fact Book"	949.70	996.20	999.80	1,054.90	1,079.00	13.61%	2.15%	2.28%
Total Number of Staff according to "Cal Poly Fact Book"	1,225	1,293	1,283	1,408	1,405	14.69%	2.31%	-0.21%
Number of Students according to "Cal Poly Fact Book"	18,360	19,703	20,186	20,944	21,306	16.05%	2.51%	1.73%
Cal Poly "Campus Based Fees" for Undergrads according to CSU Budget Office	\$2,172	\$3,035	\$3,252	\$3,529	\$3,603	65.88%	8.80%	2.10%
Cal Poly Total Undergrad Tuition according to CSU Budget Office	\$6,198	\$8,507	\$8,724	\$9,001	\$9,075	46.42%	6.56%	0.82%

A Picture is Worth a 1,000 Words

**Cal Poly's % Increase from 2015/16 to 2016/17
(for 1 year)**



**Cal Poly's % Increase from 2010/11 to 2016/17
(per year increase for 6 years)**



CAL POLY HEADCOUNT AND FTE DATA 2010/11 TO 2016/17

FTE DATA FROM "CAL POLY FACTBOOK"

	2010	2013	2014	2015	2016
FACULTY					
Professors	626.70	616.40	591.50	615.30	625.90
Lecturers	243.30	288.70	315.50	345.30	363.70
Other	79.70	91.10	92.80	94.30	89.40
TOTAL FACULTY	949.70	996.20	999.80	1,054.90	1,079.00
MPPs (Administrators)	158.10	181.00	221.60	241.40	259.80
Paid FTE					
# Faculty FTE per MPP	6.01	5.50	4.51	4.37	4.15

PERCENTAGE GROWTH CALCULATIONS

	2010-2016	
STUDENTS		
Undergraduate	17.85%	
Post-Baccalaureate	52.50%	
Graduate	-23.24%	
TOTAL STUDENTS	16.05%	
FACULTY	FTE	Headcount
Professors	-0.13%	-0.31%
Lecturers	49.49%	50.38%
Other	12.17%	11.54%
TOTAL FACULTY	13.61%	17.95%
MPPs (Administrators)		64.33%

RAW HEADCOUNT DATA FROM "CAL POLY FACTBOOK"

	2010	2013	2014	2015	2016
STUDENTS					
Undergraduate	17,332	17,680	19,246	20,049	20,426
Post-Baccalaureate	120	124	143	135	183
Graduate	908	875	797	760	697
TOTAL STUDENTS	18,360	18,679	20,186	20,944	21,306
FACULTY					
Professors	641	637	603	626	639
Lecturers	397	414	526	561	597
Other	182	208	216	224	203
TOTAL FACULTY	1,220	1,259	1,345	1,411	1,439
MPPs (Administrators)	163	169	226	249	262
Headcount					
# Prof HC per MPP	3.93	3.77	2.67	2.51	2.44
# Student HC per MPP	112.64	110.53	89.32	84.11	81.32

FACULTY HEADCOUNT %	2010	2013	2014	2015	2016
Professors	53%	51%	45%	44%	44%
Lecturers	33%	33%	39%	40%	41%
Other	15%	17%	16%	16%	14%

FACULTY FTE %	2010	2013	2014	2015	2016
Professors	66%	62%	59%	58%	58%
Lecturers	26%	29%	32%	33%	34%
Other	8%	9%	9%	9%	8%

ASI

Academic Senate Report

5/9/17

- ASI Elections: With 28% of student voting, Riley Nilsen was elected as the 2017-2018 ASI President. The full list of the election results is on the ASI website.
- The Doerr Family Field Celebration Ceremony: On Friday, May 5th we celebrated the announcement of the Doerr Family Field. This artificial turf field will be place next to the parking lot behind the Recreation Center and the track.

CAL POLY

Facts About Management Personnel (MPP)

Fall 2016 Update

October 2016 Measurement Data

OVERVIEW

- Cal Poly's base budget for FY 2016-17 increased from the prior year by \$16.2 million or 5.6%.
- Based on the October 2016 payroll, the annualized estimated salary expenditures for the university are as follows:
 - **Faculty** - \$91.0 million, an increase of \$8.3 million from the prior year, representing a 10% increase
 - **Represented Staff** - \$61.4 million, an increase of \$3.1 million from the prior year, representing a 5.3% increase
 - **MPP** - \$30.2 million, an increase of \$2.5 million from the prior year, representing a 9.2% increase
- Total projected salary expenditures increased \$13.9 million over the prior year.
- This includes the impact of a 7% General Salary Increase (GSI) for faculty, a 3% GSI increase for represented staff, and a 2% GSI increase for MPP, as well as the \$500,000 investment by the President into Cal Poly's Local Compensation Plan.

MPP CHANGES FROM 2015 TO 2016

The university experienced a net increase of 17 MPP positions. The breakdown is as follows:

- MPP IV – 5 MPP III – (4)
MPP II – 5 MPP I – 11

GROWTH IN MPP IV POSITIONS

- The Interim CIO position had previously been classified as MPP III. The CIO's responsibilities of providing leadership for all aspects of information technology on campus has been expanded to develop public and private support and cultivate and establish industry, governmental, and institutional related partnerships. A national search is currently underway to fill this position.
- A temporary, Interim Chief Operating Officer was created to provide oversight over Development Operations, primarily finance and technology.
- The Associate Vice President/Chief of Staff in the President's Office is an MPP IV; this position had previously been a Chief of Staff at an MPP III level. The role of Chief of Staff has been significantly expanded and includes oversight and supervision of University Communications and Governmental/Community Relations.
- The appointment of an Interim Dean in the Orfaea College of Business overlapped that of the exiting Dean, resulting in two MPP IV Dean positions for a brief period.
- Due to a reorganization of academic programs and planning and the addition of new responsibilities, the Vice Provost was reclassified to a Senior Vice Provost. This reclassification shifts the position from an MPP III to an MPP IV.

MPP INCREASES OCCURRED IN THE FOLLOWING AREAS

- **Academic Affairs – net increase of 0 positions**

Two vacant interim MPP IV positions were filled. One MPP III was reclassified to MPP IV and two faculty positions were reclassified to MPP III due to the scope and nature of their roles. Due to a reorganization that resulted in moving Athletics to Student Affairs and one MPP III to University Development, Academic Affairs has an overall net reduction of six MPP III and IV positions with an overall net increase of six MPP I and II positions.

- **Student Affairs – net increase of 10 positions**

The majority of growth in MPP positions was due to the transfer of Athletics from Academic Affairs to Student Affairs. Four MPPs were added by internally promoting represented staff, meeting the obligations under Title IX, student demand for Career

Services, and the Disability Resource Center (an increase in usage of 584% in the past three years).

- **President – net decrease of 5 positions**

This decrease is due to the transfer of University Communications and Legal Counsel to University Support.

- **Administration & Finance – net increase of 5 positions**

This increase is primarily due to new budgeted MPP I positions in Human Resources and the University Budget Office. Additionally, the university established the Department of Emergency Management and added a Director (MPP II) to lead this unit. Other additions resulted from reclassification of represented staff to MPP positions.

- **University Development – net increase of 1 position**

One additional MPP I position was created for Engineering fundraising. An Interim Chief Operating Officer position was also filled, in lieu of a Vice President, to oversee development operations, finance and technology. These increases were offset by a resignation within University Development for a position that remains unfilled.

- **University Support – net increase of 6 positions**

The increase is due to five positions in University Communications and Legal Counsel being transferred from the President's Office to University Support and the addition of a half-time Community Relations position.

MPP Analysis - FY 2016/17

As of Fall 2016

Management Personnel Program (MPP) 2015-2016 Data Cal Poly San Luis Obispo

MPP	2015	2016
FACT BOOK - Number of MPP	245	262

MPP Headcount by Level - 2015 vs. 2016

UNIVERSITY TOTAL	2015	2016	Difference	% Change
President	1	1	-	0%
Number of MPP IV	15	20	5	25%
Number of MPP III	65	61	(4)	-7%
Number of MPP II	101	106	5	5%
Number of MPP I	63	74	11	15%
	245	262	17	6%

ACADEMIC AFFAIRS	2015	2016	Difference	% Change
Number of MPP IV	11	13	2	15%
Number of MPP III	46	38	(8)	-21%
Number of MPP II	44	41	(3)	-7%
Number of MPP I	23	32	9	28%
	124	124	-	0%

ADMINISTRATION AND FINANCE	2015	2016	Difference	% Change
Number of MPP IV	2	2	-	0%
Number of MPP III	11	12	1	8%
Number of MPP II	37	40	3	8%
Number of MPP I	12	13	1	8%
	62	67	5	7%

STUDENT AFFAIRS	2015	2016	Difference	% Change
Number of MPP IV	1	2	1	50%
Number of MPP III	5	6	1	17%
Number of MPP II	9	15	6	40%
Number of MPP I	23	25	2	8%
	38	48	10	21%

PRESIDENT'S OFFICE	2015	2016	Difference	% Change
President	1	1	-	0%
Number of MPP IV	0	1	1	100%
Number of MPP III	2	0	(2)	-200%
Number of MPP II	2	1	(1)	-100%
Number of MPP I	3	-	(3)	-300%
	8	3	(5)	-167%

UNIVERSITY DEVELOPMENT	2015	2016	Difference	% Change
Number of MPP IV	1	2	1	50%
Number of MPP III	1	4	3	75%
Number of MPP II	9	7	(2)	-29%
Number of MPP I	2	1	(1)	-100%
	13	14	1	7%

UNIVERSITY SUPPORT	2015	2016	Difference	% Change
Number of MPP IV	0	0	-	0%
Number of MPP III	0	1	1	100%
Number of MPP II	0	2	2	100%
Number of MPP I	-	3	3	100%
	0	6	6	100%

MPP Analysis - FY 2016/17

As of Fall 2016

MPP Salaries - Averages by Level for 2015 vs 2016

MPP	2015	2016	% Change
Average MPP IV salary	\$ 222,522	\$ 217,806	-2.2%
Average MPP III salary	\$ 142,179	\$ 147,430	3.6%
Average MPP II salary	\$ 97,529	\$ 98,556	1.0%
Average MPP I salary	\$ 72,106	\$ 74,751	3.5%
Average MPP salary, excluding campus President	\$ 110,543	\$ 114,255	3.2%

Average MPP Salaries by Division - 2016

MPP	AFD	AA	SA	UD	US	PRES
Average MPP IV salary	\$ 255,000	\$ 218,852	\$ 225,942		\$ -	\$ 186,996
Average MPP III salary	\$ 158,497	\$ 140,379	\$ 157,508		\$ 158,664	\$ -
Average MPP II salary	\$ 93,448	\$ 100,093	\$ 98,160		\$ 143,010	\$ 106,092
Average MPP I salary	\$ 80,288	\$ 73,920	\$ 72,986		\$ 79,288	\$ -
Average MPP salary	\$ 107,368	\$ 118,061	\$ 105,253		\$ 113,758	\$ 146,544

Note: Athletics moved from Academic Affairs to Student Affairs (6 FTE) and University Support moved from President (5 FTE). Head coaches are excluded per Institutional Research reporting definitions.

Cal Poly San Luis Obispo MPP Summary
Fall 2016 Update

	Academic Affairs	Administration and Finance	Student Affairs	President	University Development	University Support	Total
Operating Fund							
New Position	\$ 482,208	\$ 287,568	\$ -	\$ -	\$ -	\$ 43,488	\$ 813,264
Retirement/resignation	(2,037,900)	(1,063,200)	(768,276)				(3,869,376)
Replacement	961,356	745,984	413,388	186,996			2,307,724
Reassigned to faculty	(376,560)			(137,832)			(514,392)
Reclass faculty	72,192						72,192
Reclass staff	120,924	32,688	34,536				188,148
Reclass within MPP	42,408	43,980	41,532	11,532			139,452
Sub-total Operating Fund	(735,372)	47,020	(278,820)	60,696		43,488	(862,988)
Other Funding Sources							
Retirement/resignation - Housing			\$ (51,000)				\$ (51,000)
Replacement - Housing			150,000				150,000
Reclass within MPP - Housing			28,548				28,548
Reclass within MPP - Parking		\$ 36,624					36,624
Retirement/resignation - Student Success Fee			(71,412)				(71,412)
Replacement - Student Success Fee			70,044				70,044
New Position - Foundation			63,240		\$ 59,676		122,916
Retirement/resignation - Foundation					(30,342)		(30,342)
Replacement - Foundation			86,712		212,160		298,872
Reclass within MPP - Foundation					60,108		60,108
Reclass staff - CPC		5,076					5,076
Replacement - Health Fee			29,652				29,652
Sub-total Other Funding Sources		41,700	305,784		301,602		649,086
Grand Total	\$ (735,372)	\$ 88,720	\$ 26,964	\$ 60,696	\$ 301,602	\$ 43,488	\$ (213,902)

Change in MPP Analysis
Academic Affairs
Fall 2016 Update

Name	Jobcode	College/Department	Reason for Action	FY 2015/16	FY 2016/17	Incremental Cost*	Funding Source	Comments	FTE
				Annual Salary	Annual Salary*				
Blanc	Admin I	CAFES-Coll Ag Food& Env Sci	New position	\$ -	\$ 102,012	\$ 102,012	Operating fund	Was CPC; moved to State	1
Manager	Admin I	Diversity/Inclusivity Office	New position	\$ -	\$ 81,600	\$ 81,600	Operating fund		1
Hofer	Admin II	OCOB-Orfalea Coll of Business	New position	\$ -	\$ 90,000	\$ 90,000	Operating fund	New program in OCOB	1
Holman	Admin III	Information Services	New Position	\$ -	\$ 128,592	\$ 128,592	Operating fund		1
Letic	Admin II	Academic Personnel	New position	\$ -	\$ 80,004	\$ 80,004	Operating fund		1
Walker	Admin II	Academic Affairs	Reassigned to Faculty	\$ 101,004	\$ -	\$ (101,004)	Operating fund		-1
Okus	Admin II	Academic Affairs	Reassigned to Faculty	\$ 123,000	\$ -	\$ (123,000)	Operating fund		-1
Shani	Admin III	OCOB-Orfalea Coll of Business	Reassigned to Faculty	\$ 152,556	\$ -	\$ (152,556)	Operating fund		-1
Savage	Admin III	Academic Programs & Planning	Reclass faculty	\$ 111,372	\$ 150,000	\$ 38,628	Operating fund		1
Neill	Admin III	OCOB-Orfalea Coll of Business	Reclass faculty	\$ 114,492	\$ 148,056	\$ 33,564	Operating fund		1
Beals	Admin I	CLA-College of Liberal Arts	Reclass staff	\$ 58,344	\$ 80,340	\$ 21,996	Operating fund		1
Brittck	Admin I	CLA-College of Liberal Arts	Reclass staff	\$ 84,324	\$ 90,324	\$ 6,000	Operating fund		1
Bradfield	Admin I	CAFES-Coll Ag Food& Env Sci	Reclass staff	\$ 42,840	\$ 56,100	\$ 13,260	Operating fund		1
Cox	Admin I	OCOB-Orfalea Coll of Business	Reclass staff	\$ 62,004	\$ 71,400	\$ 9,396	Operating fund		1
Harris	Admin I	Academic Programs & Planning	Reclass staff	\$ 61,224	\$ 71,808	\$ 10,584	Operating fund		1
Manzano	Admin I	CENG-College of Engineering	Reclass staff	\$ 55,044	\$ 61,200	\$ 6,156	Operating fund		1
Carter	Admin II	OCOB-Orfalea Coll of Business	Reclass staff	\$ 71,400	\$ 85,008	\$ 13,608	Operating fund		1
Davis	Admin II	Information Services	Reclass staff	\$ 95,004	\$ 121,380	\$ 26,376	Operating fund		1
Mason	Admin II	Information Services	Reclass staff	\$ 93,552	\$ 107,100	\$ 13,548	Operating fund		1
Pederson	Admin IV	Academic Programs & Planning	Reclass within MPP	\$ -	\$ 214,932	\$ 214,932	Operating fund	Restructure of responsibilities	1
Pederson	Admin III	Academic Programs & Planning	Reclass within MPP	\$ 189,288	\$ -	\$ (189,288)	Operating fund		-1
Lertwachara	Admin IV	OCOB-Orfalea Coll of Business	Reclass within MPP	\$ -	\$ 187,008	\$ 187,008	Operating fund	Temp replacement for Dawson	1
Lertwachara	Admin III	OCOB-Orfalea Coll of Business	Reclass within MPP	\$ 149,388	\$ -	\$ (149,388)	Operating fund	Assoc Dean to interim Dean	-1
Meenan	Admin II	Information Services	Reclass within MPP	\$ -	\$ 96,456	\$ 96,456	Operating fund		1
Meenan	Admin IV	Information Services	Reclass within MPP	\$ 117,312	\$ -	\$ (117,312)	Operating fund		-1
Bruton	Admin IV	Information Services	Temp Replacement	\$ -	\$ 234,996	\$ 234,996	Operating fund	Temp replaced Miller	1
Martinez	Admin I	Academic Programs & Planning	Replacement	\$ -	\$ 76,008	\$ 76,008	Operating fund	Replaced Joseph/Laursen	1
DeBium	Admin II	Information Services	Replacement	\$ -	\$ 127,500	\$ 127,500	Operating fund	Replaced Meenan	1
Gnanot	Admin III	Academic Personnel	Replacement	\$ -	\$ 126,000	\$ 126,000	Operating fund	Replaced Cody	1
DeCosta	Admin III	Diversity/Inclusivity Office	Interim Replacement	\$ -	\$ 129,348	\$ 129,348	Operating fund	Replaced Holmes	1
Malcolm	Admin III	CAED-College Arch & Env Design	Replacement	\$ -	\$ 127,500	\$ 127,500	Operating fund	Replaced Schaefer/Burnett	1
Prince	Admin III	CAFES-Coll Ag Food& Env Sci	Replacement	\$ -	\$ 140,004	\$ 140,004	Operating fund	Replaced Shelton	1
McKinlay	Admin II	OCOB-Orfalea Coll of Business	Retirement	\$ 117,072	\$ -	\$ (117,072)	Operating fund		-1
Wecgar	Admin II	Information Services	Retirement	\$ 94,560	\$ -	\$ (94,560)	Operating fund		-1
Cody	Admin III	Academic Personnel	Retirement	\$ 128,256	\$ -	\$ (128,256)	Operating fund		-1
Crabb	Admin III	CAFES-Coll Ag Food& Env Sci	Retirement	\$ 162,852	\$ -	\$ (162,852)	Operating fund		-1
Dalton	Admin III	Academic Affairs	Retirement	\$ 183,600	\$ -	\$ (183,600)	Operating fund		-1
Madjesi	Admin III	Information Services	Retirement	\$ 168,900	\$ -	\$ (168,900)	Operating fund		-1
Morton	Admin III	Admissions, Recrit&FinAid	Retirement	\$ 149,064	\$ -	\$ (149,064)	Operating fund		-1
Parks	Admin III	Admissions, Recrit&FinAid	Retirement	\$ 145,368	\$ -	\$ (145,368)	Operating fund		-1
Harris	Admin I	Admissions, Recrit&FinAid	Separation	\$ 88,656	\$ -	\$ (88,656)	Operating fund		-1
Luskey	Admin II	Academic Programs & Planning	Separation	\$ 89,316	\$ -	\$ (89,316)	Operating fund		-1
Lyons	Admin II	Academic Programs & Planning	Separation	\$ 105,072	\$ -	\$ (105,072)	Operating fund		-1
Parent	Admin II	Academic Programs & Planning	Separation	\$ 78,804	\$ -	\$ (78,804)	Operating fund		-1
Anderson	Admin III	Information Services	Separation	\$ 118,272	\$ -	\$ (118,272)	Operating fund		-1
Golo	Admin III	Academic Programs & Planning	Separation	\$ 168,048	\$ -	\$ (168,048)	Operating fund		-1
Holmes	Admin III	Diversity/Inclusivity Office	Separation	\$ 102,288	\$ -	\$ (102,288)	Operating fund		-1
Nunez	Admin III	Admissions, Recrit&FinAid	Separation	\$ 137,772	\$ -	\$ (137,772)	Operating fund		-1
Oberhelman	Admin IV	Athletics-Intercollegiate	Transferred to SA	\$ -	\$ -	\$ -	Operating fund		-1
Baker	Admin II	Athletics-Intercollegiate	Transferred to SA	\$ -	\$ -	\$ -	Operating fund		-1
Pettit	Admin II	Athletics-Intercollegiate	Transferred to SA	\$ -	\$ -	\$ -	Operating fund		-1
Schaefer	Admin III	UD-Operations	Transferred to UD	\$ -	\$ -	\$ -	Operating fund		-1
TOTAL Incremental Cost						\$ (735,372)			0
Funding Summary									
Operating Fund				\$ (735,372)					
Student Success Fee				\$ -					
				<u>\$ (735,372)</u>					
Summary									
New Positions					\$ 482,208	5			
Retirement/resignation					\$ (2,037,900)	-16			
Replacement					\$ 961,356	7			
Reassigned to faculty					\$ (376,560)	-3			
Reclass faculty					\$ 72,192	2			
Reclass staff					\$ 120,924	9			
Reclass within MPP					\$ 42,408	0			
Transfers					\$ -	-4			
* includes impact of 2016-17 GS						\$ (735,372)	0		

**Change in MPP Analysis
Administration & Finance
Fall 2016 Update**

Name	Jobcode	College/Department	Reason for Action	FY 2015/16	FY 2016/17	Incremental Cost*	Funding Source	Comments	HC																																																																																										
				Annual Salary	Annual Salary*																																																																																														
Youngblood	Admin I	Human Resources	New Position	\$ -	\$ 100,008	\$ 100,008	Operating fund		1																																																																																										
Williams	Admin I	Budget and Finance	New Position	\$ -	\$ 79,560	\$ 79,560	Operating fund		1																																																																																										
Knight	Admin II	Emergency Management	New Position	\$ -	\$ 108,000	\$ 108,000	Operating fund		1																																																																																										
Hiatt	Admin I	Fiscal Services	Reclass staff	\$ 64,932	\$ 74,664	\$ 9,732	Operating fund		1																																																																																										
Swanson	Admin I	Strategic Business Services	Reclass staff	\$ 61,248	\$ 68,712	\$ 7,464	Operating fund		1																																																																																										
Weller	Admin I	Administration and Finance	Reclass staff	\$ 94,536	\$ 103,188	\$ 8,652	Operating fund		1																																																																																										
Dunn	Admin II	Facilities	Reclass staff	\$ 55,164	\$ 62,004	\$ 6,840	Operating fund		1																																																																																										
Lowden	Admin I	Performing Arts Center	Reclass staff	\$ 71,424	\$ 76,500	\$ 5,076	Cal Poly Corp		1																																																																																										
Cramer	Admin I	University Police	Reclass within MPP	\$ 73,536	\$ -	\$ (73,536)	Parking		-1																																																																																										
Cramer	Admin II	University Police	Reclass within MPP	\$ -	\$ 110,160	\$ 110,160	Parking		1																																																																																										
Serna	Admin I	Administration and Finance	Reclass within MPP	\$ 80,688	\$ -	\$ (80,688)	Operating fund		-1																																																																																										
Serna	Admin II	Administration and Finance	Reclass within MPP	\$ -	\$ 90,516	\$ 90,516	Operating fund		1																																																																																										
LaCaro	Admin I	Strategic Business Services	Reclass within MPP	\$ 72,876	\$ -	\$ (72,876)	Operating fund		-1																																																																																										
LaCaro	Admin II	Strategic Business Services	Reclass within MPP	\$ -	\$ 86,700	\$ 86,700	Operating fund		1																																																																																										
Benadiba	Admin II	Administration and Finance	Reclass within MPP	\$ 109,680	\$ -	\$ (109,680)	Operating fund		-1																																																																																										
Benadiba	Admin III	Administration and Finance	Reclass within MPP	\$ -	\$ 130,008	\$ 130,008	Operating fund		1																																																																																										
Creel	Admin II	Facilities	Replacement	\$ -	\$ 78,000	\$ 78,000	Operating fund	Replacement (Judd)	1																																																																																										
Mode	Admin II	Human Resources	Replacement	\$ -	\$ 105,000	\$ 105,000	Operating fund	Replacement (Lardizabal)	1																																																																																										
Princi	Admin II	Facilities	Replacement	\$ -	\$ 78,000	\$ 78,000	Operating fund	Replacement (Queen)	1																																																																																										
Korpan	Admin III	Environmental Health/Safety	Replacement	\$ -	\$ 132,612	\$ 132,612	Operating fund	Replacement (Ragsdale)	1																																																																																										
Miller	Admin III	Performing Arts Center	Replacement	\$ -	\$ 140,004	\$ 140,004	Operating fund	Replacement (Regier)	1																																																																																										
Ryan	Admin I	Budget and Finance	Replacement	\$ -	\$ 79,560	\$ 79,560	Operating fund	Replacement (Bascos)	1																																																																																										
Valadez	Admin III	Budget and Finance	Replacement	\$ 140,000	\$ 142,800	\$ 2,800	Operating fund	Replacement (Brancart)	1																																																																																										
VanDorn	Admin III	Strategic Business Services	Replacement	\$ -	\$ 130,008	\$ 130,008	Operating fund	Replacement (Roberts)	1																																																																																										
Logan	Admin I	Fiscal Services	Resignation	\$ 77,916	\$ -	\$ (77,916)	Operating fund		-1																																																																																										
Hicks	Admin II	Facilities	Resignation	\$ 67,500	\$ -	\$ (67,500)	Operating fund		-1																																																																																										
Lardizabal	Admin II	Human Resources	Resignation	\$ 100,860	\$ -	\$ (100,860)	Operating fund		-1																																																																																										
Schiffman	Admin II	Human Resources	Resignation	\$ 106,008	\$ -	\$ (106,008)	Operating fund		-1																																																																																										
Holman	Admin III	Fiscal Services	Resignation	\$ 126,072	\$ -	\$ (126,072)	Operating fund		-1																																																																																										
Limon	Admin I	Facilities	Retirement	\$ 64,512	\$ -	\$ (64,512)	Operating fund		-1																																																																																										
Shaw	Admin I	Facilities	Retirement	\$ 54,288	\$ -	\$ (54,288)	Operating fund		-1																																																																																										
Carroll	Admin II	Facilities	Retirement	\$ 102,204	\$ -	\$ (102,204)	Operating fund		-1																																																																																										
Ragsdale	Admin III	Facilities	Retirement	\$ 119,700	\$ -	\$ (119,700)	Operating fund		-1																																																																																										
Regier	Admin III	Performing Arts Center	Retirement	\$ 126,000	\$ -	\$ (126,000)	Operating fund		-1																																																																																										
Roberts	Admin III	Strategic Business Services	Retirement	\$ 118,140	\$ -	\$ (118,140)	Operating fund		-1																																																																																										
Total Incremental Cost						\$ 88,720			5																																																																																										
<table> <tr> <td colspan="4"><u>Funding Summary</u></td><td colspan="4"><u>Summary</u></td><td colspan="2"><u>FTE</u></td></tr> <tr> <td>Operating Fund</td><td>\$</td><td>47,020</td><td></td><td>New Position</td><td>\$</td><td>287,568</td><td></td><td>3</td><td></td></tr> <tr> <td>Parking Fund</td><td>\$</td><td>36,624</td><td></td><td>Retirement/resignation</td><td>\$</td><td>(1,063,200)</td><td></td><td>-11</td><td></td></tr> <tr> <td>Cal Poly Corp</td><td>\$</td><td>5,076</td><td></td><td>Replacement/replace vacancy</td><td>\$</td><td>745,984</td><td></td><td>8</td><td></td></tr> <tr> <td></td><td>\$</td><td><u>88,720</u></td><td></td><td>Reclass within MPP-Operating Fund</td><td>\$</td><td><u>43,960</u></td><td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>Reclass within MPP-Parking</td><td>\$</td><td>36,624</td><td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>Reclass Staff - CPC</td><td>\$</td><td>5,076</td><td></td><td>1</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td>Reclass Staff</td><td>\$</td><td><u>32,688</u></td><td></td><td>4</td><td></td></tr> <tr> <td></td><td></td><td></td><td></td><td></td><td>\$</td><td><u>88,720</u></td><td></td><td><u>5</u></td><td></td></tr> </table>										<u>Funding Summary</u>				<u>Summary</u>				<u>FTE</u>		Operating Fund	\$	47,020		New Position	\$	287,568		3		Parking Fund	\$	36,624		Retirement/resignation	\$	(1,063,200)		-11		Cal Poly Corp	\$	5,076		Replacement/replace vacancy	\$	745,984		8			\$	<u>88,720</u>		Reclass within MPP-Operating Fund	\$	<u>43,960</u>		0						Reclass within MPP-Parking	\$	36,624		0						Reclass Staff - CPC	\$	5,076		1						Reclass Staff	\$	<u>32,688</u>		4							\$	<u>88,720</u>		<u>5</u>	
<u>Funding Summary</u>				<u>Summary</u>				<u>FTE</u>																																																																																											
Operating Fund	\$	47,020		New Position	\$	287,568		3																																																																																											
Parking Fund	\$	36,624		Retirement/resignation	\$	(1,063,200)		-11																																																																																											
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* includes impact of 2016-17 GSI

**Change in MPP Analysis
Student Affairs
Fall 2016 Update**

Name	Jobcode	College/Department	Reason for Action	FY 2015/16	FY 2016/17	Incremental	Funding Source	Comments	FTE
				Annual Salary	Annual Salary*	Cost*			
Brantley	Admin I	Athletics-intercollegiate	New Position	\$ -	\$ 63,240	\$ 63,240	Foundation		1
Gode	Admin I	Disability Resource Center	Reclass staff	\$ 51,672	\$ 65,880	\$ 14,208	Operating fund		1
Hammond	Admin I	Career Services	Reclass staff	\$ 66,876	\$ 70,884	\$ 4,008	Operating fund		1
Kaviani	Admin I	Dean of Students	Reclass staff	\$ 58,908	\$ 63,696	\$ 4,788	Operating fund		1
Salomon	Admin II	Student Affairs-Admin	Reclass staff	\$ 68,472	\$ 80,004	\$ 11,532	Operating fund		1
Duke	Admin I	University Housing	Reclass within MPP	\$ 74,532	\$ -	\$ (74,532)	Housing		-1
Duke	Admin II	University Housing	Reclass within MPP	\$ -	\$ 91,800	\$ 91,800	Housing		1
Fink	Admin I	University Housing	Reclass within MPP	\$ 69,264	\$ -	\$ (69,264)	Housing		-1
Fink	Admin II	University Housing	Reclass within MPP	\$ -	\$ 80,544	\$ 80,544	Housing		1
Eisengart	Admin I	Student Affairs-Admin	Reclass within MPP	\$ 95,352	\$ -	\$ (95,352)	Operating fund		-1
Eisengart	Admin II	Student Affairs-Admin	Reclass within MPP	\$ -	\$ 102,408	\$ 102,408	Operating fund		1
Pedersen	Admin I	Dean of Students	Reclass within MPP	\$ 73,548	\$ -	\$ (73,548)	Operating fund		-1
Pedersen	Admin II	Dean of Students	Reclass within MPP	\$ -	\$ 82,524	\$ 82,524	Operating fund		1
Hill	Admin II	Disability Resource Center	Reclass within MPP	\$ 102,000	\$ -	\$ (102,000)	Operating fund		-1
Hill	Admin III	Disability Resource Center	Reclass within MPP	\$ -	\$ 127,500	\$ 127,500	Operating fund		1
Baker	Admin III	Campus Health & Wellbeing	Replacement	\$ 147,252	\$ 176,904	\$ 29,652	Health Fee	Replacement (Harris)	1
Stewart	Admin I	Student Affairs-Print/Stdnt Phil	Replacement	\$ -	\$ 86,712	\$ 86,712	Foundation	Replacement (Whittam)	1
Groom	Admin II	Dean of Students	Replacement	\$ 71,412	\$ 81,000	\$ 9,588	Operating fund	Replacement (Rohrbacher)	1
Campos	Admin I	University Housing	Replacement	\$ -	\$ 65,004	\$ 65,004	Operating fund	Replacement (Rios)	1
Donaldson	Admin I	Dean of Students	Replacement	\$ -	\$ 67,992	\$ 67,992	Operating fund	Replacement (Jarrett)	1
Hodgkinson	Admin I	Athletics-intercollegiate	Replacement	\$ -	\$ 60,000	\$ 60,000	Operating fund	Replacement (Kracher)	1
Hubain	Admin I	Dean of Students	Replacement	\$ -	\$ 68,004	\$ 68,004	Operating fund	Replacement (De Jesus)	1
Perlmutter	Admin I	Dean of Students	Replacement	\$ -	\$ 142,800	\$ 142,800	Operating fund	Replacement (DeCosta)	1
Kim	Admin I	Campus Health & Wellbeing	Replacement	\$ 79,560	\$ 81,600	\$ 2,040	Student Success Fee	Replacement (See)	1
Martinez-Navarro	Admin I	Dean of Students	Replacement	\$ -	\$ 68,004	\$ 68,004	Student Success Fee	Replacement (Anderson)	1
Campbell	Admin II	University Housing	Replacement	\$ -	\$ 150,000	\$ 150,000	Housing	Replacement (Allen)	1
Rios	Admin I	University Housing	Retirement	\$ 51,000	\$ -	\$ (51,000)	Housing		-1
Brooks	Admin I	Dean of Students	Retirement	\$ 57,648	\$ -	\$ (57,648)	Operating fund		-1
Hord Sandquist	Admin III	Campus Health & Wellbeing	Retirement	\$ 160,584	\$ -	\$ (160,584)	Operating fund		-1
Shibata	Admin III	Career Services	Retirement	\$ 109,320	\$ -	\$ (109,320)	Operating fund		-1
DeCosta	Admin III	Diversity/Inclusivity Office	Retirement	\$ 126,816	\$ -	\$ (126,816)	Operating fund		-1
Archie	Admin I	Student Affairs-Admin	Separation	\$ 86,712	\$ -	\$ (86,712)	Operating fund		-1
de Jesus	Admin I	Dean of Students	Separation	\$ 65,004	\$ -	\$ (65,004)	Operating fund		-1
Jarrett	Admin I	Dean of Students	Separation	\$ 71,412	\$ -	\$ (71,412)	Operating fund		-1
Olvera	Admin II	Student Academic Services	Separation	\$ 90,780	\$ -	\$ (90,780)	Operating fund		-1
Anderson	Admin I	Dean of Students	Separation	\$ 71,412	\$ -	\$ (71,412)	Student Success Fee		-1
Oberhelman	Admin IV	Athletics-intercollegiate	Transfer from AA	\$ -	\$ -	\$ -	Operating fund		1
Martinez	Admin I	Athletics-intercollegiate	Transfer from AA	\$ -	\$ -	\$ -	Operating fund		1
Baker	Admin II	Athletics-intercollegiate	Transfer from AA	\$ -	\$ -	\$ -	Operating fund		1
Pettit	Admin II	Athletics-intercollegiate	Transfer from AA	\$ -	\$ -	\$ -	Operating fund		1
				Total incremental Cost		\$ 26,964			
Funding Summary				Summary			FTE		
Operating Fund				\$ (278,820)	Retirement/resignation	\$ (768,276)	-8		
Student Success Fee				\$ (1,368)	Replacement	\$ 413,388	6		
Health Fee Funded				\$ 29,652	Retirement/resignation - SSF	\$ (71,412)	-1		
Foundation				\$ 149,952	Replacement - SSF	\$ 70,044	2		
Housing Fund				\$ 127,548	Replacement - Health fee	\$ 29,652	1		
				\$ 26,964	Reclass Staff	\$ 34,536	4		
					Transfers	\$ -	4		
					Reclass within MPP	\$ 41,532	0		
					Reclass within MPP - Housing Fund	\$ 28,548	0		
					Retirement - Housing	\$ (51,000)	-1		
					Replacement - Housing	\$ 150,000	1		
					New Position - Foundation	\$ 63,240	1		
					Replacement - Foundation	\$ 86,712	1		
						\$ 26,964	10		

* includes impact of 2016-17 GSI

Change in MPP Analysis
President
Fall 2016 Update

				FY 2015/16	FY 2016/17	Incremental			
Name	JobCode	College/Department	Reason for Action	Annual Salary	Annual Salary*	Cost*	Funding Source	Comments	HC
Fernflores	Admin III	Office of the President	Reclass to Faculty	\$ 137,832	\$ -	\$ (137,832)	Operating Fund		-1
Sebastian	Admin I	Office of the President	Reclass within MPP	\$ 94,560	\$ -	\$ (94,560)	Operating Fund		-1
Sebastian	Admin II	Office of the President	Reclass within MPP	\$ -	\$ 106,092	\$ 106,092	Operating Fund		1
Darin	Admin IV	Office of the President	Replacement	\$ -	\$ 186,996	\$ 186,996	Operating Fund	Replaced Fernflores	1
Black	Admin I	University Communications	Transfer to Univ Support	\$ -	\$ -	\$ -	Operating Fund		-1
Lazier	Admin I	University Communications	Transfer to Univ Support	\$ -	\$ -	\$ -	Operating Fund		-1
Murphy	Admin II	University Communications	Transfer to Univ Support	\$ -	\$ -	\$ -	Operating Fund		-1
Wellner	Admin II	University Communications	Transfer to Univ Support	\$ -	\$ -	\$ -	Operating Fund		-1
Theodora	Admin III	University Legal Counsel	Transfer to Univ Support	\$ -	\$ -	\$ -	Operating Fund		-1
Total Incremental Cost						\$ 60,696			
Funding Summary				Summary			FTE		
Operating Fund				\$ 60,696		Replacement \$ 186,996	1		
						Reclass to Faculty \$ (137,832)	-1		
						Reclass within MPP \$ 11,532	0		
						Transfer \$ -	-5		
						\$ 60,696	-5		

* Includes impact of 2016-17 General Salary Increase

**Change in MPP Analysis
University Development
Fall 2016 Update**

<u>Name</u>	<u>Jobcode</u>	<u>College/Department</u>	<u>Reason for Action</u>	<u>FY 2015/16</u>	<u>FY 2016/17</u>	<u>Incremental</u>	<u>Funding Source</u>	<u>Comments</u>	<u>HC</u>
				<u>Annual Salary</u>	<u>Annual Salary*</u>	<u>Cost*</u>			
Dobis	Admin IV	University Development	Interim Replacement	\$ -	\$ 212,160	\$ 212,160	Foundation		1
Brynteson	Admin I	University Development	New position	\$ -	\$ 59,676	\$ 59,676	Foundation		1
Amaral	Admin I	University Development	Reclass within MPP	\$ 76,644	\$ -	\$ (76,644)	Foundation		-1
Amaral	Admin II	University Development	Reclass within MPP	\$ -	\$ 91,800	\$ 91,800	Foundation		1
Cannon	Admin II	University Development	Reclass within MPP	\$ 137,736	\$ -	\$ (137,736)	Foundation		-1
Cannon	Admin III	University Development	Reclass within MPP	\$ -	\$ 158,748	\$ 158,748	Foundation		1
Jarman	Admin II	University Development	Reclass within MPP	\$ 138,396	\$ -	\$ (138,396)	Foundation		-1
Jarman	Admin III	University Development	Reclass within MPP	\$ -	\$ 162,336	\$ 162,336	Foundation		1
Sinton	Admin I	University Development	Resignation	\$ 30,342	\$ -	\$ (30,342)	Foundation	.5 FTE	-1
Schaefer	Admin III	University Development	Transfer from AA	\$ -	\$ -	\$ -	Foundation		1
Wellner	Admin II	University Development	Prior Period Correction	\$ -	\$ -	\$ -	Foundation		-1
Total Incremental Cost						\$ 301,602			1
<u>Funding Summary</u>									
				\$ 301,602	<u>Summary</u>		<u>FTE</u>		
Foundation					New Positions	\$ 59,676	1		
					Resignation	\$ (30,342)	-1		
					Replacement	\$ 212,160	1		
					Transfer	\$ -	1		
					Reclass within MPP	\$ 60,108	0		
					Prior period Adjustment	\$ -	-1		
						\$ 301,602	1		

* includes impact of 2016-17 GSI

**Change in MPP Analysis
University Support
Fall 2016 Update**

<u>Name</u>	<u>Jobcode</u>	<u>College/Department</u>	<u>Reason for Action</u>	<u>FY 2015/16</u>	<u>FY 2016/17</u>	<u>Incremental Cost*</u>	<u>Funding Source</u>	<u>Comments</u>	<u>HC</u>
				<u>Annual Salary</u>	<u>Annual Salary*</u>				
Kienow	Admin I	University Support	New position	\$ -	\$ 43,488	\$ 43,488	Operating Fund	1/2 time position	1
Black	Admin I	University Communications	Transfer from President	\$ -	\$ -	\$ -	Operating Fund		1
Lazier	Admin I	University Communications	Transfer from President	\$ -	\$ -	\$ -	Operating Fund		1
Murphy	Admin II	University Communications	Transfer from President	\$ -	\$ -	\$ -	Operating Fund		1
Wellner	Admin II	University Communications	Transfer from President	\$ -	\$ -	\$ -	Operating Fund		1
Theodora	Admin III	University Legal Counsel	Transfer from President	\$ -	\$ -	\$ -	Operating Fund		1
Total Incremental Cost						\$ 43,488			6
<u>Funding Summary</u>				<u>Summary</u>			<u>FTE</u>		
Operating Fund		\$ 43,488		New Position		\$ 43,488	1		
				Transfer		\$ -	5		
						\$ 43,488	6		

* includes impact of 2016-17 GSI

Adopted:

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

AS-__-17

**RESOLUTION ON RESCINDING RESOLUTION AS-603-03/IC,CC,GEC
[RESOLUTION ON CREDIT/NO CREDIT GRADING (CR/NC)]**

1 WHEREAS, Resolution AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO
2 CREDIT GRADING (CR/NC)] modifying the rules for CR/NC grading
3 established by resolution AS-479-97/CC Resolution on Credit/No
4 Credit Grading was adopted by the Cal Poly Academic Senate on June
5 3, 2003; and
6

7 WHEREAS, No response concerning AS-603-03/IC,CC,GEC was received from the
8 President's Office; and
9

10 WHEREAS, Resolution AS-603-03/IC,CC,GEC has not been implemented for
11 reasons unknown; and
12

13 WHEREAS, The above situation was not discovered until Winter Quarter 2016, by
14 which time some of its provisions had become anachronistic; and
15

16 WHEREAS, After a delay of thirteen years it is appropriate to consult the current
17 Academic Senate to know its will on the matter; therefore be it
18

19 RESOLVED: That AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO CREDIT
20 GRADING (CR/NC)] be hereby rescinded; and be it further
21

22 RESOLVED: That the matter of Credit/No Credit be referred to the Academic
23 Senate Instruction Committee for review.

Proposed by: Academic Senate Executive Committee

Date: October 27, 2016

Revised: January 31, 2017

Adopted: June 3, 2003

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

AS-603-03/IC,CC,GEC

**RESOLUTION ON
CREDIT/NO CREDIT GRADING (CR/NC)**

- 1 WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses;
2 and
3
4 WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
5
6 WHEREAS, Students in good standing (not on academic probation) should have the option of taking a
7 limited number of courses CR/NC; and
8
9 WHEREAS, The ability to take courses CR/NC can broaden a student's academic experience, which
10 should be encouraged; and
11
12 WHEREAS, POWER and CAPTURE currently prompt students to select normal grading or the
13 CR/NC option for each course they enroll in during registration; and
14
15 WHEREAS, The current policy, as approved by the Academic Senate in 1997, cannot be fully
16 implemented; therefore, be it
17
18 RESOLVED: That undergraduate students be permitted to take up to 12 units of courses CR/NC in
19 accord with the following specifications:
20
21 ▪ CR requires the student earn a C or higher; and
22
23 ▪ The catalog and class schedule provide advice to students to consult with their
24 advisor when considering taking a major course CR/NC; and
25
26 ▪ The method by which students elect the CR/NC option be removed from students'
27 course selection via POWER and CAPTURE and a designated link be added to
28 POWER to serve as the sole vehicle for electing the CR/NC option after initial
29 registration.

Proposed by: Academic Senate Instruction,
Curriculum, and General Education Committees
Date: April 29, 2003
Revised: May 14, 2003
Revised: May 28, 2003
Revised: June 3, 2003

Adopted: April 29, 1997

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

**AS-479-97/CC
RESOLUTION ON
CREDIT/NO CREDIT GRADING**

- WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses; and
- WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
- WHEREAS, The number of courses a student may elect to take CR/NC should be kept to a minimum; and
- WHEREAS, Students should have the option of taking a limited number of courses CR/NC; and
- WHEREAS, Some balance must be found between limiting the number of courses that may be taken CR/NC and allowing students to enroll in a small number of such courses for the reasons outlined above; and
- WHEREAS, Some departments (or equivalent unit) may approve of their majors taking a major or support course CR/NC, or a GEB course CR/NC, while some departments would not approve, and individual departments should properly have the right, and be allowed to retain the flexibility, to make this decision; therefore, be it
- RESOLVED: That students be permitted to take a maximum of 16 units of courses CR/NC in accord with the following specifications:
- * no more than 4 units CR/NC in major or support courses, subject to approval by the student's major department or equivalent unit; and
 - * no more than 4 units CR/NC in GEB courses.

Rationale: *The number of courses a student may elect to take CR/NC should be kept to a minimum, for reasons that include the following: It is generally recognized, as evidenced in testimony from recipients of Cal Poly's Distinguished Teaching Award (e.g., memo from Dr. Snetsinger dated 10 Nov. 1996), that students who enroll in a course CR/NC often do not take such courses as seriously as their graded courses, working toward a lower standard and consequently learning less in CR/NC courses; as Drs. Greenwald and Hampsey have stated, "Those involved in teaching GEB courses have complained that the students who take GEB classes CR/NC are often working for a C-. The data from Tom Zuur supports this contention. There were 40 percent more A's and B's among all students than among CR/NC*

Resolution on CR/NC Grading

AS-479-97/CC

Page Two

students. There were 40 percent fewer D's and F's among all students than among [CR/NC] students. The result is a pronounced downward shift of grades among CR/NC classes" (memo dated 10 Oct. 1996);

Senate Resolution AS-464-96 abolishing the option of taking GEB classes CR/NC was passed in a near-unanimous vote by the Academic Senate in Spring 1996 and approved by President Baker in Fall 1996;

Students at Cal Poly cannot elect to take major or support courses CR/NC because these courses are considered vital to their education, and GEB courses cannot be taken CR/NC because they are considered equally vital to students' education; as President Baker has stated, this resolution "particularly underscores the status of GEB as a partner with the major programs at the University" (memo dated 9 Dec. 1996); as Dr. Zingg has stated, General Education should not be seen as a "second class citizen" in the curriculum (ASI Board of Directors minutes dated 6 Nov. 1996); as Drs. Greenwald and Hampsey have stated, "The implied message that GEB classes are somehow less important is one that teachers of GEB classes find objectionable. If we want to consider Cal Poly a premier institution, then GEB must be taken seriously" (memo dated 10 Oct. 1996);

Prospective employers have been known to disapprove of CR/NC courses on transcripts, which may adversely affect students' ability to obtain jobs;

Graduate school admissions boards have been known to disapprove of CR/NC courses on transcripts, with some graduate schools refusing to accept CR/NC courses for credit, and other schools automatically converting CR's to C's or F's.

***Students should have the option of taking a limited number of courses CR/NC, for reasons that include the following:** Students may explore unfamiliar areas of the curriculum or enroll in challenging courses without undue risk to their grade point average; President Baker has encouraged the Senate "to protect both the exploratory purpose of Cr/NCr grading and the principle of curricular choice through free electives" (memo dated 25 Sept. 1996);*

Students may take a higher course load during certain quarters in order to move more quickly toward graduation;

Transfer students who have taken some courses CR/NC elsewhere may have an easier time making the transition to Cal Poly and thus move more quickly toward graduation.

Proposed by the Academic Senate Curriculum
Committee

February 27, 1997

Revised April 8, 1997

Revised April 22, 1997

Revised April 29, 1997

Adopted:

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

AS-__-17

**RESOLUTION ON PROPOSED FACULTY PERSONNEL POLICY CONSENT
AGENDA PROCEDURES**

- 1 WHEREAS, The University Faculty Personnel Actions document (UFPA) needs revision; and
2
- 3 WHEREAS, Revisions to the UFPA into a new university level faculty personnel policies and
4 procedures document include mere formalities of restating already established
5 policies and procedures from various sources beyond the Senate (e.g. changes to
6 the Collective Bargaining Agreement, administrative memos); and
7
- 8 WHEREAS, Many revisions amount to reformatting, consolidating, reorganizing, and restating
9 existing policies and procedures; and
10
- 11 WHEREAS, Some revisions involve the Senate enacting changes to university policies by
12 means of resolutions; and
13
- 14 WHEREAS, Presenting to the Senate a single new university level faculty personnel policies
15 and procedures document with all the sorts of changes noted above may prevent
16 the Senate from giving each significant change in policy and procedure its due
17 consideration; and
18
- 19 WHEREAS, Presenting to the Senate the change to university level faculty personnel policies
20 and procedures in many pieces would clog the Senate agenda with a barrage of
21 resolutions; and
22
- 23 WHEREAS, The attached Personnel Policy Consent Agenda Procedures would allow the
24 Senate to formulate its own informed decisions about which revisions to
25 university level faculty personnel policies and procedures should be passed as
26 mere formalities and which merit presentation and debate on the Senate floor; and
27
- 28 WHEREAS, Cal Poly would benefit in perpetuity by adopting a more flexible procedure for
29 securing Senate approval of changes to university level faculty personnel policies
30 and procedures; therefore be it
31
- 32 RESOLVED: That the Academic Senate approve the attached Personnel Policy Consent Agenda
33 Procedures, and be it further

34 RESOLVED: That the Academic Senate Faculty Affairs Committee use this procedure to
35 present to the Senate revisions to university level faculty personnel policies and
36 procedures in topically discrete pieces suited to focused discussion and debate.

Proposed by: Faculty Affairs Committee
Date: January 5, 2017
Revised: April 12, 2017

Personnel Policy Consent Agenda Procedure

To be appended to the Faculty Affairs Committee Procedures, and included in any future revisions to university faculty personnel policies documents.

1. University-wide faculty personnel policy proposals from the Academic Senate Faculty Affairs Committee may appear on the Academic Senate meeting agenda as consent items, at the discretion of the Academic Senate Executive Committee.
 - a. The Academic Senate Faculty Affairs Committee submits the personnel policy proposals to the Academic Senate Executive Committee.
 - b. The Academic Senate Executive Committee determines whether and how the personnel policy proposals shall be placed on the Academic Senate agenda.
2. Proposed revisions to university-wide faculty personnel policies should include as many of the following as are relevant to the proposal:
 - a. The text of the proposed policy.
 - b. The text of superseded policy (if available).
 - c. Summary of the proposed changes noting especially any of the following:
 - i. Revisions to reflect existing policy stated elsewhere,
 - ii. Proposed changes in policy.
 - d. Citation of relevant documents, which may include:
 - i. Senate resolutions,
 - ii. Provisions in the collective bargaining agreement,
 - iii. Administrative memos,
 - iv. Existing policy documents in need of revision,
 - v. Superseded policy statements.
 - e. Expected effects of the policy change on faculty units, including:
 - i. The nature of consultation with affected faculty units,
 - ii. Timeline and nature of implementation.
3. Queries from senators regarding policy proposals are directed to the chair of the Academic Senate Faculty Affairs Committee.
4. When the Academic Senate Executive Committee places personnel policy revisions on the Academic Senate consent agenda, any senator may request an item be removed from the consent agenda no later than one week prior to the meeting.
 - a. Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items.
 - i. Personnel policy revisions shall be presented as reports attached to resolutions.
 - ii. The report contains the new university policy and all background or explanatory information about the change in policy.
 - b. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate.
 - c. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed.
5. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.

Background on proposed
Personnel Policy Consent Agenda Procedure
Faculty Affairs Committee
Winter 2017
Revised April 25, 2017

In Fall 2013 the Executive Committee of the Academic Senate charged the Faculty Affairs Committee (FAC) to update the University Faculty Personnel Actions document (UFPA). In commencing with the work on this charge, members of FAC reviewed the following:

- Current university level personnel policies contained in UFPA,
- Proposed revisions to UFPA,
- All current college personnel policies and procedures documents,
- Proposed changes to some college personnel policies and procedures documents.

The goals for this project included consideration of practices in the colleges to determine which offered models of best practices to include in statements of university level policies and procedures. In formulating university level policies FAC sought to provide direction for the colleges to specify in more detail their criteria and procedures. Such changes would improve the utility of university and college level personnel policy and procedure statements as guide for faculty as they undergo review or participate in the review of their colleagues.

Initially, completion of this project was set to consist of a completed revision of the UFPA which would then be presented to the Senate for feedback and approval. Of course, such a change to university level policies and procedures needs much more than Senate approval. Prior to sending this package of changes to the Senate the proposed changes would be presented to college councils and the deans council so the Provost, Deans, and Program Chairs/Heads could provide their feedback as well. Suffice it to say that this would be a large project to tackle in one shot.

There are other significant downsides to proposing revisions to the entire UFPA for a single act of approval. Proposing potentially very many changes in one document may obscure particular changes of policy and procedure which merit direct and focused consideration by the Senate and college leadership. Also, policy documents at the university level are subject to a variety of occasions for revision, some of which are entirely beyond the scope of local faculty approval (e.g. changes to the collective bargaining agreement, directives from the Chancellor). Breaking the changes to the UFPA into bite-sized chunks allows each to receive its due consideration, but then clogs the pipeline of the Senate agenda with a swarm of resolutions, some of which would be mere formalities.

FAC wishes to be responsive to these issues while ensuring that the Academic Senate remains properly informed and able to offer due consideration in its approval of changes to faculty personnel policies. We therefore propose a consent agenda procedure as effective, appropriate, and efficient for bringing to the Senate changes to personnel policies.

The proposed ~~consent agenda~~ procedure for Senate approval of personnel policy revisions appropriates existing procedures already familiar to senators, including allowing for some proposed revisions to come to the Senate on a consent agenda at the discretion of the Academic Senate Executive Committee. The timeline for informing the Senate of a consent agenda item, for senators to consider and pose questions to the FAC chair, and for pulling items from the consent agenda are essentially the same as for items on the curriculum consent agenda. When a senator pulls an item from the consent agenda, it becomes a standard ~~discussion or business item, and in the latter case~~ as a resolution endorsing a report at the stage of first reading. From there normal Senate procedures apply concerning deliberation and voting the change up or down.

This consent agenda procedure would allow senators to decide for themselves what counts as significant enough of a change to merit subsection to normal Senate deliberative processes while allowing the high threshold of unanimous informed consent to pass items thereby considered to be minor enough not to merit occupying time at a Senate meeting. The proposed allowance for using a consent agenda procedure includes the requirement that FAC provide the senators with significant detail about proposed changes so their consent would be properly informed and their retraction of consent may focus subsequent discussion on the key provisions of the change. The proposed requirements for engendering informed consent also provide a clear and logical assemblage of the documents that established the policy or which are being subject to the proposed revision. Such references to policy documents would aid any subsequent enterprise of revising or invoking policy documents.

A consent agenda procedure for bringing personnel policy matters to the Senate reduces the steps otherwise necessary for placing Senate resolutions on the Senate agenda while preserving the deliberative process of the Senate according to the discretion of individual senators. This proposed procedure assumes that the Academic Senate Executive Committee considers faculty personnel policies to be a *per se* function of the Faculty Affairs Committee, and therefore personnel policy revisions approved by FAC and accompanied by the variety of information required in this procedure would thereby be appropriate to be brought to the Senate. The Academic Senate Executive Committee's normal oversight concerning the agenda for Academic Senate meetings would continue by means of ~~the process of posing questions about an item or removing it from the~~ being the body which ultimately decides whether and how personnel policy revisions submitted by FAC are placed on the Academic Senate consent agenda.

To clarify how this consent agenda procedure would work, here are two examples of changes to personnel policies and procedures as they would have been presented to the Senate ~~on the proposed consent agenda~~. Both are on related topics (student evaluation of instruction) ~~one of a business item would be appropriate for the consent agenda and the other of a discussion should be a normal business item~~:

- ~~Discussion~~Consent: Student Evaluation Requirements
- Business: Procedures for Online Student Evaluation of Instruction

Each example is offered below as it would be presented to senators ~~on the proposed consent agenda~~. Note that the key distinction here concerns the nature of the process for implementing the change. In the example of the normal business item the proposed change to faculty personnel policies would require the Senate to adopt new official procedures. The Senate already ruled on this matter by voting to implement the policy in AS-821-16. Were this item to have been presented to the Senate by means of the proposed ~~consent agenda~~, the resolution and report would have been formulated and packaged differently by including more information about the nature and impact of the change as well as the nature of the consultation with affected colleges and programs, but the action of the Senate to implement the policy would have been functionally the same as before: by passing a resolution. ~~Were no senator to pull it from the consent agenda, then the item would be passed by unanimous consent. But were at least one senator to wish to subject the change to normal Senate deliberative process, all that senator need do is pull it from the consent agenda. It then becomes a normal Senate business item. The members of FAC would have expected that this change be pulled from the consent agenda. Had the proposed consent agenda procedure been in place this matter would have reached the Senate earlier in Fall quarter.~~

The other example of the discussion consent agenda item differs in that the change in policy came from the administration and so implementing it is not a matter of Senate resolution. Instead, the Senate would be informed of the nature of the change and the Senate action would be to approve the language expressing the policy in the official personnel policy document. The function of having it on the Senate consent agenda concerns informing the Senate of the mere formality of placing the change revisions into the official faculty personnel policy document. Were at least one senator to wish to have the matter presented in more detail on the Senate floor, all that senator need do is pull it from the consent agenda. It would then become a normal discussion business item. The function of having the item on the consent agenda is to report to the Senate the exact language of the policy change including an account of its background and impact. Consent in this case amounts to mere approval of the placement of the proposed language expressing the existing policy into the official faculty personnel policy document.

Each of these examples of proposed policy changes would be packaged in a resolution with a resolved clause stating that the Senate approve the changes to the official faculty personnel policies document as stated in the resolution's attached report. The attached report would provide the relevant information about the change in policy as specified in the proposed consent agenda personnel policy revisions procedure. ~~In the case of business items, the Senate would be approving the policy itself and the placement of the policy into official documents. In the case of discussion items, Senate consent amounts to approval only of the placement of the policy into official policy documents.~~

Example of a Faculty Personnel Policy Consent Agenda Discussion Item

SAMPLE OF REPORT:

SUMMARY OF CHANGE IN POLICY ON STUDENT EVALUATION REQUIREMENTS

This change in policy implements the discretion granted to the President in section 15.15 of the Collective Bargaining Agreement to specify exceptions to the general requirement that all courses be subjected to student evaluation of instruction. This change in policy was set by the attached administrative memo of February 22, 2013. The placement of this policy in official policy documents at Cal Poly is thus a mere formality. The memo states and briefly explains the nature of the change, its basis in the Collective Bargaining Agreement, the nature of the consultation with faculty on the change, and the timeline for implementation (Winter 2013).

STATEMENT OF NEW POLICY:

Student evaluations are required for all classes taught by each faculty unit employee except for the following:

- a. Courses with low enrollment (fewer than five students) such as individual senior projects and independent study.
- b. Capstone senior project classes will be evaluated if there are more than 5 students enrolled.
- c. Student evaluations will not be administered for individually supervised senior projects.
- d. Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic departments or the Career Services Office may use a survey to evaluate the students' co-op experience, but this is not part of the student evaluation process.
- e. Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor's personnel files with a memo indicating that the course was team-taught. Any faculty member team teaching the course will have the opportunity to write a narrative description to accompany the student evaluation results for the team-taught course if he/she desires to add context to the results. A faculty member who team-teaches a course and believes that the results are not representative of his/her contributions to the course, may request that the dean not include the results associated with this team-taught course in his/her PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course shall be placed in the instructor's file.

SUPERSEDES BOLDFACE TEXT IN THE FOLLOWING:

University Faculty Personnel Actions (section I.A.7.a.4)

Student Evaluations

- a. A summary of results from student evaluations **for all courses taught** during the period under review shall be included. **The only exceptions to this requirement are classes with fewer than 5 students enrolled (such as individual senior project and**

independent study courses), and Cooperative Education courses that do not include direct instruction.

State of California
M e m o r a n d u m

CAL POLY
SAN LUIS OBISPO

To: Philip Bailey, Dave Christy, Douglas Epperson, Debra Larson, Christine Theodoropoulos, David Wehner

Date: February 22, 2013

From: Kathleen Enz Finken
Provost



Copies: Jeffrey Armstrong
Department Heads/Chairs
All Faculty Employees
College Analysts
Al Liddicoat
Glen Thorncroft
Steve Rein
Dustin Stegner
Kenneth Brown
Academic Personnel Staff

Subject: New Student Evaluation Requirement Effective Winter Quarter 2013

Provision 15.15 of the Collective Bargaining Agreement states that student evaluations shall be required for all classes taught by each faculty unit employee, unless the President has approved a requirement to evaluate fewer classes after considerations of the recommendations of appropriate faculty committee(s). The new requirement for faculty to evaluate all classes taught will take effect Winter Quarter 2013, as communicated in the memo dated 10/19/12 from Al Liddicoat, AVP Academic Personnel (available at <http://www.academic-personnel.calpoly.edu/content/policiesprocedures>).

After consulting with the Academic Senate Instructional Committee and the Faculty Affairs Committee, President Armstrong and I have reviewed and endorse the following exceptions for conducting student evaluations in low enrollment courses (Individual senior project, independent study), capstone, and cooperative education courses:

1. Courses with low enrollment (less than five students) shall not be evaluated. Typical of these courses would be:
Individual senior projects
Independent study
2. Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic Departments or the Career Services Office may use a survey to evaluate the students' co-op experience, but this is not part of the student evaluation process.
3. Capstone senior project courses, which usually have larger enrollment, shall be evaluated if there are more than 5 students enrolled.
4. Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor's personnel files with a memo indicating that the course was team-taught. Any faculty member team teaching the course will have the opportunity to write a narrative description to accompany the student evaluation results for the team-taught course if they desire to add context to the results. A faculty member who team-teaches a course and believes that the results are not representative of their contributions to the course, may request that the dean not include the results associated with this team-taught course in his/her PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course should be placed in the instructor's file.

As a reminder, all student evaluations are to be conducted utilizing the questions and format that have been vetted and approved by your college. All other requirements and processes outlined in the Guidelines for Student Evaluation of Faculty (available at <http://www.academic-personnel.calpoly.edu/content/policies/rpt>) remain applicable.

Example of a Faculty Personnel Policy ~~Consent Agenda~~ Business Item

Procedures for Online Student Evaluation of Instruction

SAMPLE OF RESOLUTION:

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

AS-XXX-16

**RESOLUTION ON PROCEDURES FOR
ONLINE STUDENT EVALUATION OF INSTRUCTION**

WHEREAS: [NORMAL STUFF HERE, AND THE RESOLUTION CONCLUDES WITH
RESOLVED CLAUSES SUCH AS THOSE BELOW]

RESOLVED: That the Academic Senate adopt the attached "Procedures for Conducting Student Evaluation of Instruction" as the official procedure for online student evaluation of instruction starting Fall 2016; and be it further

RESOLVED: That this procedure shall be included in university personnel policy documents that cover student evaluation of instruction; and be it further

RESOLVED: That the Academic Senate require FAC to report to Academic Senate no later than Fall 2017 on response rate data for student evaluation participation in academic year 2016-2017 for advisement on further changes to these procedures.

Proposed by: Faculty Affairs Committee

Date: XXX

SAMPLE OF REPORT:

SUMMARY OF PROPOSED CHANGE IN POLICY:

This proposed change of the faculty policy establishes a university level procedure for conducting the student evaluations of instruction as mandated by the Collective Bargaining Agreement (articles 15.15-18). Currently colleges had established their own procedures for running their various paper or online student evaluations of instruction. The attached background report explains the need for the Senate to establish university level procedures along with the campus-wide rollout of the online system for student evaluation of instruction. The background report also explains the nature of consultation with faculty over the formulation of the proposed procedure and the rationale for implementing the change effective Fall 2016. The background report concludes by explaining the requirements for assessing these procedures included in the resolution.

STATEMENT OF NEW POLICY:

Procedures for Conducting Student Evaluation of Instruction

- 1) Evaluations for courses occur during the last week of instruction.
 - a) The last week of instruction and final exam week are defined by the official academic calendar.
 - b) For courses whose official final assessment is during the last week of instruction according to the academic calendar (e.g. labs or activities with their own final exam or assessment), their evaluation period may be the penultimate week of instruction according to the academic calendar.
 - i) Requesting the earlier timeline for the evaluation of courses with early final assessments should occur by means of standard procedures of scheduling evaluations as determined by the office of Academic Personnel and communicated to the relevant college and/or program department staff.
- 2) The evaluation period opens the Sunday immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction.
 - a) Students will be allowed to complete their evaluations during this period.
 - b) This period may be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
 - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.
 - b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
 - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
 - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
 - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
 - a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
 - b) Faculty are encouraged to address questions from students about the nature of the evaluation

- process clarifying the role of student evaluations in processes of faculty review.
- c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
 - i) Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms.
 - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

SUPERSEDES THE FOLLOWING POLICIES:

All college or program level procedures for conducting student evaluation of instruction.

Background About the Pilot of Online Student Evaluation of Instruction

The 2015-2016 pilot of the online student evaluation of instruction included programs from each college at Cal Poly. The faculty in the programs that volunteered to participate in the pilot agreed to uniform evaluation procedures that would comprise an approximation of existing practices across colleges. The acknowledged compromises in this uniform procedure included the following:

- Insensitivity to the practice of conducting lab/activity evaluations prior to their final assessment occurring during the last official week of instruction.
- Commencing with the evaluation period earlier in the quarter than many faculty would prefer the evaluation to occur.

The participating faculty judged the efficiencies of uniformity to be worth these compromises. Now that the pilot is over and full university implementation is on hand we have an occasion to revisit these procedures.

During and after the pilot the software for the online system has been updated and our ability to configure the software used to implement the evaluations has increased. We now have the ability to implement different timelines for opening and closing the evaluation periods for broad categories of courses (viz. allowing programs to select lab/activity courses as meriting an earlier evaluation timeline than courses whose evaluation occurs in final exam week). We can now resolve the compromises of the procedure used during the pilot. To implement such a change right at the start of the university wide rollout of the online system requires prompt action by the Academic Senate. That is the function of this resolution. The procedure proposed by this resolution adequately resolves the compromises of the procedure used in the pilot. In the absence of immediate Senate action to adopt a new procedure, the procedure used during that pilot would continue to be implemented in the Fall 2016 university wide rollout of the online system.

The provisions of the proposed procedure were shaped by broad consultation with faculty, deans, associate deans, and program and college staff. In late Spring and throughout Summer 2016 Ken Brown (Faculty Affairs Committee chair) met with the college councils of CLA, CSM,

CENG, CAED, and CAFES, with an associate dean of OCOB, and with chairs and staff from every program in CLA and several in CSM and CENG (with a few more meetings forthcoming). The key staff from the Office of Academic Personnel (most notably, Jen Myers) attended nearly all of these meetings to clarify the procedural matters and keep staff apprised of details about their crucial role in this project. These meetings offered chairs and heads from each program to provide their feedback on the implementation of the online system, both its apparent benefits and shortcomings as it was implemented in the pilot. Ken Brown also led a session at the Academic Senate Fall Conference Retreat presenting information about the pilot of the online program, describing the procedures used during the pilot, and offering alternative procedures, and soliciting feedback on ideas for alternative procedures. The procedure proposed in this resolution was shaped by all this feedback. The proposed procedure was then supported unanimously by the attending members of the Faculty Affairs Committee at their meeting on 9/30/2016.

As we move forward with this online system, we should take note that the percentage of students completing the evaluations is markedly lower with the online system than with the paper system. A drop in response rates has been reported by other CSU campuses that have moved to online systems, and so this drop is not unexpected. Many faculty have responded to these lower response rates with significant concern. This resolution requires FAC to report back to the Senate by Fall 2017 with an assessment of data about the implementation of the online system in 2016-2017. Adopting a procedure for implementing the online system for Fall and continuing using it through the academic year would allow for a better basis of assessing response rates given that the paper system experienced significant quarterly fluctuations in response rates.

Prior Procedure for Conducting Student Evaluation of Instruction Used During the 2015-2016 Pilot of the Online Student Evaluation System

The following is an account of the procedure used during the 2015-2016 pilot of the online system. It is here formatted to correlate with the proposed policy attached to **RESOLUTION ON PROCEDURES FOR ONLINE STUDENT EVALUATION OF INSTRUCTION** for purposes of easy comparison. Were that resolution not passed, this procedure from the pilot would continue as an interim procedure indefinitely until some official statement of procedure supersedes it.

- 1) Evaluations for courses occur during the last two weeks of instruction, as determined by the academic calendar.
- 2) The evaluation period opens the Sunday immediately prior to the penultimate week of instruction and closes at the end of the last day of the last week of instruction.
 - a) Students will be allowed to complete their evaluations during this period.
 - b) This period would be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
 - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.

- b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
 - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
 - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
 - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
- a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
 - b) Faculty are encouraged to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.
 - c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
 - i) Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms.
 - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

Adopted:

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

AS-__-17

**RESOLUTION ON ELECTRONIC WPAF AND WORKFLOW
IN FACULTY EVALUATION**

1 WHEREAS, Electronic Working Personnel Action Files (WPAF) and workflow in
2 faculty evaluationⁱ processes are allowed by the collective bargaining
3 agreement (CBA 15.8ⁱⁱ); and
4

5 WHEREAS, Electronic WPAF and workflow can conform with current official policies
6 and procedures in place across the university (concerning, for instance, the
7 structure and contents of Working Personnel Action Files, committee
8 access to documents, levels of review, timeline of stages of review, etc.);
9 and
10

11 WHEREAS, Electronic WPAF and workflow processes can ease the labor involved in
12 producing and reviewing personnel documents for faculty evaluation; and
13

14 WHEREAS, Electronic WPAF and workflow processes can adapt to foreseeable
15 adjustments of any such faculty personnel policies and procedures; and
16

17 WHEREAS, Electronic WPAF and workflow processes may warrant improvements to
18 faculty personnel policies and procedures; and
19

20 WHEREAS, The Academic Senate has determined in AS-752-12 that “the Academic
21 Senate Faculty Affairs Committee serve as a resource for best RPT
22 practices;” therefore be it
23

24 RESOLVED: That the Academic Senate affirm that Cal Poly should implement
25 electronic (WPAF) and workflow in faculty evaluation processes, and be it
26 further
27

28 RESOLVED: That the Academic Senate Faculty Affairs Committee (FAC) shall
29 incorporate Electronic WPAF and workflow into university faculty
30 personnel policies and procedures, and be it further
31

32 RESOLVED: That FAC assist the Office of Academic Personnel concerning the policy
33 and procedural aspects of adapting to Electronic WPAF and workflow,
34 including the timeline for implementation, and be it further
35

36 RESOLVED: That any changes to faculty evaluation procedures arising from the
37 transition to Electronic WPAF and workflow in faculty evaluation shall be
38 communicated to faculty in a timely fashion consistent with the CBAⁱⁱⁱ and
39 existing university policies for communicating such changes to faculty.^{iv}

Proposed by Academic Senate Faculty Affairs Committee
Date: March 8, 2017
Revised: April 4, 2017

ⁱ CBA 15.1 defines “faculty evaluation” as “either a Periodic Evaluation or a Performance Review, and thus this term covers all personnel reviews of faculty, including RPT for tenure-stream faculty, all lecturer reviews, post-tenure reviews, reviews of librarians, coaches, counselors, etc.

ⁱⁱ CBA 15.8 states “The contents of the Working Personnel Action File may be compiled and reviewed in electronic format, pursuant to campus policy.”

ⁱⁱⁱ CBA 15.3 states “Evaluation criteria and procedures shall be made available to the faculty unit employee no later than 14 days after the first day of instruction of the academic term. Evaluation criteria and procedures shall be made available to the evaluation committee and the academic administrators prior to the commencement of the evaluation process. Once the evaluation process has begun, there shall be no changes in criteria and procedures used to evaluate the faculty unit employee during the evaluation process.”

^{iv} AS-752-12 Resolution on Retention, Promotion, and Tenure focuses on *criteria* for RPT, and not on the *medium* for review documents from candidates (i.e. WPAF) or reviewing bodies (e.g. AP-109 forms). Nevertheless, the change to electronic document workflow is significant for all involved and warrants timely communication to faculty and the relevant staff so they may prepare for the transition and understand the workings of the new system.

Adopted:

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

AS-__-17

**RESOLUTION ON PROPOSING NEW COURSES OR OTHER
CHANGES TO CURRICULA**

1 WHEREAS, The Constitution of the Faculty of the California State University empowers the
2 Academic Senate to “exercise all legislative and advisory powers on behalf of the
3 General Faculty,” and that such “legislative powers shall include all educational
4 matters that affect the General Faculty (e.g., curricula, academic personnel policies,
5 and academic standards);”¹ and

6
7 WHEREAS, ~~The development of curriculum and instruction is the responsibility of the faculty; a~~
8 ~~fundamental~~ The responsibility of the faculty for the development of curriculum and
9 instruction is a fundamental principle supported by AAUP (*Statement on Government*
10 *of Colleges and Universities*)² and the Academic Senate of the CSU (ASCSU)
11 (*Collegiality in the California State University System, 1985*)³ to name a few; and
12

13 WHEREAS, At times it has been necessary to reassert this principle, for example by the ASCSU
14 (*Reasserting Faculty Control of Curricula Regardless of Delivery Mode, AS-3081-*
15 *12/FA/AA*)⁴, and by the Cal Poly Academic Senate (*Resolution on Shared*
16 *Governance, AS-748-12*)⁵; and
17

18 WHEREAS, Current campus procedures establish the workflow for proposing new curricula: the
19 Office of the Registrar states that “Proposals for new courses are developed by faculty
20 and submitted for approval through the Curriculum Management system,”
21 (<http://registrar.calpoly.edu/course-policies-guidelines#Propose%20a%20New%20>),
22 and Academic Senate Bylaws (VIII.I.2b) state that “[t]he Curriculum Committee
23 evaluates curriculum proposals from departments and colleges;” and
24

25 ~~WHEREAS, On this campus, the policy that only faculty may propose new courses or other changes~~
26 ~~to existing curricula has been articulated for some time, but it does not appear in~~
27 ~~Senate documentation; and~~
28

29 WHEREAS, Faculty may welcome input or seek collaborative opportunities with anyone within the
30 campus community, but the responsibility for the curriculum ultimately resides with
31 the General Faculty; therefore be it
32

33 RESOLVED: That the faculty reassert and reaffirm that, by virtue of the Constitution of the Faculty,
34 ~~the~~ development of curriculum and instruction are the purview of the General Faculty;
35 and be it further
36

37 RESOLVED: That all proposals for only current faculty may propose new courses or other changes
38 to curricula, and that they do so through be made through and sponsored by the
39 curriculum committee of the appropriate academic department(s) and associated
40 college.

Proposed by: Glen Thorncroft, Senator, CENG
Paul Rinzler, Senator, CLA
Lauren Garner, Senator, CAFES
Date: December 5, 2016
Revised: April 19, 2017

Footnotes:

¹ Constitution of the Faculty and the Bylaws of the Academic Senate, Article III, Section 2.

² "When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction." AAUP *Statement on Government of Colleges and Universities*

³ "Because the university's curriculum is of central concern to the faculty and because faculty have the primary responsibility in curricular decisions, it follows that faculty should have the major voice in academic policy decisions which closely affect the curriculum, access to the curriculum, or the quality of the curriculum." *Collegiality in the California State University System*, Academic Senate of the CSU (1985)

⁴ "RESOLVED: That the Academic Senate of the California State University (ASCSU) reassert that the quality of the curriculum for academic credit, including technology-mediated courses and online courses, remain the purview of the faculty individually and collectively..." *Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, CSU Academic Senate, AS-3081-12/FA/AA

⁵ "RESOLVED: That the faculty affirm its primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes..." *Resolution on Shared Governance*, Cal Poly Academic Senate Resolution AS-748-12

Adopted:

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

AS-__-17

**RESOLUTION ON ALIGNING USCP CRITERIA TO DIVERSITY LEARNING OBJECTIVES
WITH OVERSIGHT BY GE GOVERNANCE BOARD**

Background Statement

AS-395-92 Resolution Relating to a Cultural Pluralism Requirement determined that, beginning with the 1994-96 catalog, Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement consisting of a single course satisfying defined criteria.

In a related action, AS-396-92/CC Resolution on the Formation of a Subcommittee of the Curriculum Committee established a subcommittee for the initial review of USCP courses. This subcommittee consisted of seven voting members representing the colleges and professional staff, as well three ex officio members representing Ethnic Studies, the Curriculum Committee, and what was then called the General Education and Breadth Committee. AS-433-95/CC added ex officio members representing ASI and Women's Studies.

AS-651-06 Resolution on Cal Poly Learning Objectives established the University Learning Objectives as a broadly shared set of performance expectations for all students who complete an undergraduate or graduate program at Cal Poly.

AS-663-08 Resolution on Diversity Learning Objectives established the four DLOs as an addendum to the ULOs. ULO 6 states that all Cal Poly graduates should be able to "make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability."

AS-671-08 Resolution on Changes to the Bylaws of the Academic Senate changed the membership of the USCP Subcommittee to consist of the Academic Senate Curriculum Committee chair, as well as the chairs of Ethnic Studies and Women's Studies. This was intended to simplify the formation of the subcommittee and expedite its business.

AS-676-09 Resolution on United States Cultural Pluralism Requirement revised the USCP criteria to make them simpler, broader, and more reflective of more recent statements: the DLOs and the Cal Poly Statement on Diversity.

The ULO project on Diversity Learning was conducted from 2008 to 2011. The project involved the design and analysis of separate surveys for the first three of the four DLOs, the use of focus groups to assess the fourth, and an analysis of the influence of service learning and the USCP requirement on diversity learning. Each of the three surveys provided evidence of value added, with seniors and juniors scoring higher than freshmen, but neither service learning nor satisfaction of the USCP requirement were found to have had substantial influence on students' diversity learning, at least as defined by the DLOs. In 2012, Cal Poly described these results in its WASC Education Effectiveness Review Report, which made the following recommendation: "Align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs."

- 1 WHEREAS, The Academic Senate determined that, beginning with the 1994-96 catalog, Cal Poly
2 undergraduates must fulfill a US cultural pluralism (USCP) requirement consisting
3 of a single course satisfying defined criteria (1992); and
4
- 5 WHEREAS, The revised criteria (2009) do not fully align with the Diversity Learning Objectives
6 (2008); and
7
- 8 WHEREAS, The ULO Project on Diversity Learning (2008-2011) found that satisfaction of the
9 USCP requirement did not have a substantial influence on students' diversity
10 learning as defined by the DLOs; and
11
- 12 WHEREAS, The DLOs have not been revised since their passage in 2008, and were written as an
13 extension to the University Learning Objectives; and
14
- 15 WHEREAS, ~~83~~72% of USCP-designated courses in the Cal Poly catalog are also GE-designated
16 courses; and
17
- 18 WHEREAS, In AY 2015-16, 2383 students took a course that satisfied both the USCP
19 requirement and a GE requirement, which was equivalent to 91% of the total
20 number of students taking a USCP courses; therefore be it
21
- 22 RESOLVED: That the USCP and DLO policies be revised as shown ~~to incorporate the DLOs, as~~
23 ~~shown~~ in the attachment, and be it further
24
- 25 RESOLVED: That the revised policy will become effective immediately for all existing USCP
26 courses, newly proposed courses and course revisions, and be it further
27
- 28 RESOLVED: That existing USCP courses retain their designation and be subject to future review
29 for compliance in accordance with the revised criteria, and be it further
30
- 31 RESOLVED: That the USCP Subcommittee be renamed the USCP Review Committee, comprising
32 the Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies,
33 the Chair of the General Education Governance Board (GEGB), and the Chair of
34 Women's & Gender Studies as voting members, as well as the Vice President and
35 Chief Officer for Diversity and Inclusion, and the CTLT Inclusive Excellence
36 Specialists, or their designees, as ex officio, non-voting members, and be it further
37
- 38 RESOLVED: That the USCP Subcommittee include an at-large voting member chosen from the
39 faculty with USCP teaching experience,
40
- 41 RESOLVED: That the oversight of USCP courses, including the review of new course proposals
42 and modifications, be added to the responsibilities of the GEGB, and be it further
43
- 44 RESOLVED: That the USCP Review Committee will serve in an advisory capacity to the GEGB,
45 which will decide on new USCP course proposals and modifications, and be it
46 further
47
- 48 RESOLVED: That the USCP Review Committee will work with the GEGB ~~curriculum~~ to design and
49 implement a plan for the curricular review of all existing courses with a USCP
50 designation.

Proposed by: USCP Task Force
Date: January 26, 2017
Revised: February 16, 2017

USCP Criteria

United States Cultural Pluralism (USCP) courses must focus on all of the following:

1. One or more diverse groups, as defined in the Cal Poly Statement on Diversity, whose contributions to contemporary American society have been impeded by ~~cultural~~ conflict or restricted opportunities
2. Contemporary social issues resulting from ~~cultural~~ conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race
3. Critical thinking skills used by students to approach these contemporary social issues, examine their own attitudes, and consider the diverse perspectives of others
4. The contributions of people from diverse groups to contemporary American society

In addition to satisfying these criteria, USCP courses must also address the Diversity Learning Objectives.

Diversity Learning Objectives

All Cal Poly graduates should be able to:

1. Demonstrate understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate **understanding** ~~knowledge~~ of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. **Critically examine their own attitudes about diverse and/or underrepresented groups**
4. Consider perspectives of diverse groups to inform **reasonable** decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

05.02.17 (gg)

**Resolution on Aligning USCP Criteria to Diversity Learning Objectives with
Oversight by GE Governance Board
Bylaw Changes**

VIII. COMMITTEES

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum (and its subcommittees: Curriculum Appeals Committee ~~and U.S. Cultural Pluralism Subcommittee~~)
3. Distinguished Scholarship Awards
4. Distinguished Teaching Awards
5. Faculty Affairs
6. Fairness Board
7. General Education Governance Board
8. Grants Review
9. Instruction
10. Research, Scholarship and Creative Activities
11. Sustainability
- 12. USCP Review Committee**

I. COMMITTEE DESCRIPTIONS

2. Curriculum Committee

(a) Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Director of Graduate Education or designee, the Vice Provost for Information Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

(b) Responsibilities

The Curriculum Committee evaluates curriculum proposals from departments and colleges before making recommendations to the Academic Senate. In addition, the committee makes recommendations to the Senate on University requirements for graduation, general education, learning objectives, and cultural pluralism; provides library oversight as it relates to curriculum; and addresses any other curriculum-related matter referred to it by the Senate, Senate Chair, or Executive Committee. The chair of the Curriculum Committee shall be responsible for coordination of curriculum review with the Office of the Registrar.

Curriculum Appeals Committee

(See AS-711-10 for description of the Curriculum Appeals Committee and curriculum proposal appeals process.)

U.S. Cultural Pluralism Subcommittee

~~There will be a standing subcommittee of the Curriculum Committee responsible for the initial review of courses proposed to fulfill the Cultural Pluralism baccalaureate requirement.~~

~~Members shall be the department chair of Ethnic Studies, the department chair of Women's and Gender Studies, and the chair of the Academic Senate Curriculum Committee, or their designees.~~

~~Selection of courses to fulfill the requirement shall follow the criteria listed in Academic Senate resolution AS-395-92.~~

~~Recommendations from this subcommittee will be forwarded to the Curriculum Committee.~~

7. General Education Governance Board

(a) Membership

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

and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.

- (8) When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

(b) Responsibilities

- (1) Responsibility: Cal Poly's general education (GE) program is the curricular responsibility of the Academic Senate General Education Governing Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.
- (2) Charge: The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision of general education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.
- (3) Duties: The GEGB assists the GEGB chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties of the GEGB include:

- (a) review and approve GE course proposals.
 - (b) place GE curriculum proposals on the Academic Senate Consent Agenda after consultation with the Academic Senate Curriculum Committee.
 - (c) engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
 - (d) conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.
- (4) Duties of GEGB chair: The GEGB chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB chair maintains strong oversight of the GE program for quality control at every level. S/he is a constant advocate for a high quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties of the GEGB chair include:

- (a) be in regular communication and consultation with the GEGB.
- (b) communicate with faculty and advisors to spread understanding of the GE program.
- (c) be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
- (d) be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee chair.
- (e) work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs, advisors, and the departments to understand where the demand for courses is and availability of resources in both the short and long term.
- (f) Establish ad hoc committees if the GEGB chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.

(5) Oversight of USCP courses, including the review of new course proposals and modifications.

- (c) Decisions made by the GEGB: All GEGB curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the GEGB will follow Academic Senate curriculum appeals processes. The GEGB chair should be involved with any changes to Academic Senate curriculum appeals processes.

12. USCP Review Committee

(a) Membership

The Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies, the Chair of the General Education Governance Board (GEGB), the Chair of Women's & Gender Studies, an at-large faculty member with USCP teaching experience as voting members, as well as, the Vice President and Chief Officer for Diversity and Inclusion, and the CTLT Inclusive Excellence Specialists, or their designee, as ex officio, non-voting members.

(b) Responsibilities

Serves in an advisory capacity to the GEGB, which will decide on new USCP course proposals and modifications.

Will work with the GE curriculum to design and implement a plan for the curricular review of all existing courses with a USCP designation.

Adopted:

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

AS-__-17

**RESOLUTION ON AREA NAME CHANGE FOR THE INDUSTRIAL TECHNOLOGY
AREA OF THE ORFALEA COLLEGE OF BUSINESS**

- 1 WHEREAS, The Industrial Technology area of the Orfalea College of Business has
2 changed the name of its undergraduate degree program to
3 INDUSTRIAL TECHNOLOGY AND PACKAGING to better reflect the
4 program content the area is currently offering; and
5
- 6 WHEREAS, The Industrial Technology area of the Orfalea College of Business has
7 requested the name of its area be changed INDUSTRIAL
8 TECHNOLOGY AND PACKAGING to better reflect the program the area
9 is currently offering; and
10
- 11 WHEREAS, The request for this name change has been approved by the Orfalea
12 College of Business Undergraduate Program Committee, the Orfalea
13 College of Business Academic Senate Caucus, and the Dean for the
14 Orfalea College of Business; therefore be it
15
- 16 RESOLVED: That the name of the Orfalea College of Business Industrial
17 Technology area be changed to INDUSTRIAL TECHNOLOGY AND
18 PACKAGING.

Proposed by: The Industrial Technology area of
Orfalea College of Business
Date: March 27, 2017

IT Area Name Change Resolution

APPROVED BY:

Orfalea College of Business Undergraduate Program Committee

Lynn E. Metcalf
Lynn E. Metcalf VPC Chair 3/29/17

Name, Title, Signature, Date

Comments:

Orfalea College of Business Academic Senate Caucus

Qui Vu Fil Academic Senate Caucus Chair

Name, Title, Signature, Date

Comments:

Dean for the Orfalea College of Business

Kevin Lertwachara 3/28/17

Name, Title, Signature, Date Kevin Lertwachara, Interim Dean

Comments:

Adopted:

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

AS-__-17

RESOLUTION TO MODIFY THE BYLAWS OF THE ACADEMIC SENATE

1 RESOLVED: That the *Bylaws of the Academic Senate* be modified as shown on the
2 attached copy.

Proposed by: Academic Senate Executive Committee
Date: November 16, 2016

BYLAWS OF THE ACADEMIC SENATE

II. MEMBERSHIP OF THE ACADEMIC SENATE

B. TERMS OF OFFICE

1. Terms of office for senators: the elected term of office for senators shall be a two-year term or one-year term when the caucus membership changes by more than two representatives. A senator can serve a maximum of two consecutive, elected terms An elected senator (according to Article III of the bylaws), can serve a maximum of four consecutive years and shall not again be eligible for election until one year has elapsed with the exception of ex officio members (e.g., past Senate Chair and Statewide Senators). A senator appointed to fill a vacant elected position after the winter elections or a temporary vacancy for an elected position shall serve until the completion of that term or until the senator being temporarily replaced returns, whichever occurs first. If this temporary appointment is for one year or less or if the senator is serving a one-year elected term, it shall not be counted as part of the ~~two-term~~ four years maximum for elected senators. The representative for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.

Adopted:

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

AS-__-17

RESOLUTION ON RETIRING OBSOLETE ACADEMIC SENATE RESOLUTIONS

1 WHEREAS, A resolution approved by Cal Poly's Academic Senate reflects the concerns and
2 campus organization of the time in which it is adopted; and
3

4 WHEREAS, With the passage of sufficient time an adopted resolution may no longer hold
5 relevance; and
6

7 WHEREAS, Such obsolete resolutions should be identified and formally removed from the set of
8 active resolutions; and
9

10 WHEREAS, No process currently exists for determining the obsolescence of Academic Senate
11 resolutions or for their formal retirement; therefore be it
12

13 RESOLVED: That the *Bylaws of the Academic Senate* be amended as shown on the attached copy to
14 guide the formal retirement of resolutions by the Academic Senate.

Proposed by: Academic Senate Executive Committee

Date: August 25, 2016

V. MEETINGS

E. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's consent agenda. If no senator pulls the resolution from the consent agenda, the resolution shall be considered retired. If pulled from the consent agenda, the proposal will appear as a business item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action and the Academic Senate shall update its records.