I. Minutes: Approval of minutes for February 11, 2014 meeting (pp. 2-3).

II. Communication(s) and Announcement(s):
Academic Senate election results for 2014-2015 (distributed at meeting).

III. Reports:
A. Academic Senate Chair:
B. President's Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
G. ASI:

IV. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate Term Effective</th>
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<tr>
<td>EDUC 546 Reading and Language Arts Instruction in Special Education (5), 3 lectures, 2 activities</td>
<td>Reviewed 1/16/14; additional information requested from School of Education. Recommended for approval 2/12/14.</td>
<td>Placed on consent agenda for 3/4/14 meeting.</td>
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</tbody>
</table>

V. Business Item(s):
A. [TIME CERTAIN 4:00pm] Resolution on Proposal to Establish the Center for Solutions Through Research in Diet and Exercise (STRIDE): A. Nazmi, Food Science and Nutrition Department and Interim Director, STRIDE, K. Taylor, Kinesiology Department, and R. Fernflores, Philosophy Department, second reading (pp. 4-16).
B. [TIME CERTAIN 4:15pm] Resolution on Revisions to Policies Related to Centers and Institutes: F. Kurfess, chair of the Research, Scholarship, and Creative Activities Committee and K. Brown, chair of the Faculty Affairs Committee, first reading (pp. 17-35).
C. Resolution on Conflict of Interest in the Assignment of Course Materials: D. Stegner, chair of the Instruction Committee, first reading (pp. 36-37).
D. Resolution Supporting Academic Senate of the California State University (ASCSU) Efforts to Re-Establish Appropriate Unit Limits for Engineering Degrees: M. Foroohar and J. LoCascio, statewide senators, first reading (p. 38).

VI. Discussion Item(s):

VII. Adjournment:
I. Minutes: Minutes for the Academic Senate meeting of January 14 were approved with one correction.  

*Provost Report:* (Enz Finken) We have received a grant in the amount of $250,000, which will be available July 1 for internal research and creative activities. The focus of this research will be for faculty led research involving students. We have a committee looking for proposals and making decisions on funding. If anyone has questions please contact Mary Pedersen, Associate Vice Provost Programs and Planning, or Gem Sunata, Registrar. The Center for Teaching, Learning, and Technology is joining the office of Academic Programs and Planning.

II. Communication(s) and Announcement(s): None.

III. Reports:

A. *Academic Senate Chair:* (Rein) None.

B. *President's Office:* (Kinsley) The Campus Climate Survey will launch on February 26. Please contact Rachel Fernflores, Philosophy Department, or Annie Holmes, Director of Diversity and Inclusivity, for any questions.

C. *Provost's Office:* (Enz Finken) Cal Poly is in the process of searching for a Vice President of Research and Economic Development and Dean of Business. We anticipate having candidates on campus early spring. Finalists will be chosen in July. In response of Chancellor’s request, we have set a cap of 192 units. GE Governance Board members will attend a national conference to discuss issues on General Education.

D. *Vice President for Student Affairs:* (Allen) Two million worth Student Success Fee has been awarded to provide additional access to classes, and about $1.4 million to student affair programs. Full report submitted by Keith Humphrey:

- A memorial vigil for Kent Boswell will be held next week and we are in coordination with his family.
- We are pleased that the Student Success Fee awarded $2 million to additional access to classes and about $1.4 million to student affairs programs including well being, cultural centers, assistant deans of students, and career service enhancements.
- The search committee for the Sr. VP for Administration and Finance meets this week to begin reviewing applications. We anticipate hosting finalists on campus in April.
- The Campus Climate Survey will launch on February 26. We encourage everyone to make the time to complete the survey and share their direct feedback to improve the quality of life for all at Cal Poly.

E. *Statewide Senate:* (Foroohar) Statewide Academic Senate had a meeting last week where several resolutions passed, including Resolution on Recommendation to Amend Title 5 to Re-establish Appropriate Unit Limits for Engineering Degrees, that is available at [http://www.calstate.edu/acad/en/Records/Resolutions/2013-2014/documents/3158.shtml](http://www.calstate.edu/acad/en/Records/Resolutions/2013-2014/documents/3158.shtml). This resolutions is requesting for the formation of a Task Force to look at the impact of cutting the number of units on General Education Programs. Also, the Resolution on Reinstatement of Faculty Research, Scholarship and Creative Activities Fund is available at [http://www.calstate.edu/acad/en/Records/Resolutions/2013-2014/documents/3156.shtml](http://www.calstate.edu/acad/en/Records/Resolutions/2013-2014/documents/3156.shtml).

F. *CFA Campus President:* (Thorncroft) Leadership conference was last week and we discussed bargaining and budget. There has been no discussion on raises. I sent emails to membership encouraging them to lobby their legislatures. I will be meeting with President Armstrong regarding Equity 3.

G. *ASI:* (Colombini) T-Shirt exchange happened at the UU last week, we exchanged around 100 shirts. T-Shirt exchange will be offered again this spring. California State Student Association has been trying to impose a system wide fee, which was approved to move forward to the State Legislature and/or Board of Trustees. Cal Poly remains opposed, there is an opt-out to paying the fee. The resolution regarding possible semester conversion is moving to a second reading.

IV. *Special Reports:* Mary Pederson, Associate Vice Provost Program and Planning, reported on Program Review, Assessment Findings, and Improvement Actions. Presentation available:
V. Consent Agenda: The following courses/programs were approved by consensus: AGB 411 Agribusiness Risk Management, GRC Introduction to Contemporary Printing Management and Manufacturing, ECON 524 Computational Methods in Economics, ECON 526 Microeconomics, ECON 542 Labor Economics, and ECON 544 Evidence-Based Decision Analysis.

VI. Business Item(s):
A. Resolution on Proposal to Establish Strawberry Sustainability Research and Education Center: Rachel Fernflores, Philosophy Department, and Mark Shelton, Associate Dean for CAFES, were contacted by the Strawberry Commission on February 2013 to develop a strawberry center at Cal Poly. Moved to a second reading. M/S/P to approve resolution.

B. Resolution on Proposal to Establish the Center for Solutions Through Research in Diet and Exercise (STRIDE): Rachel Fernflores, Philosophy Department, Aydin Nazmi, Food Science & Nutrition, and Kevin Taylor, Department Chair of Kinesiology, presented the resolution which asks the Academic Senate to endorse the proposal for STRIDE. STRIDE has served as a hub for new research partnerships as well as community, state, and national collaborations for faculty and students at Cal Poly to participate in discovering solutions to obesity. Resolution will return as a second reading.

C. Resolution on Cross-Disciplinary Studies Minors: Andrew Schaffner, Chair of Academic Senate Curriculum Committee, presented the resolution. A Cross-Disciplinary Studies Minor is the result of a partnership between two or more target major programs. It is defined as a set of curricular requirements comprised of a coherent group of courses tailored for each partner program such that all students from target majors develop depth in the partner discipline, focused study in their own discipline, as well as focused study in the mutual domain of the minor. Moved to a second reading. M/S/P to approve resolution.

D. Resolution on Inactivating and Reactivating Courses: Andrew Schaffner, Chair of Academic Senate Curriculum Committee, presented a resolution stating that the Cal Poly catalog should provide accurate and timely listings of courses that students have the ability to take. While departments are encouraged to formally delete courses that they are not currently being taught, we recognize that there are reasons to retain some courses on an inactive status. Moved to a second reading. M/S/P to approve resolution.

E. Resolution Supporting ASI's Reaffirmation of Cal Poly San Luis Obispo Commitment to the Quarter System: Rachel Fernflores, Philosophy Department, presented the resolution requesting that the Academic Senate support the ASI resolution #14-02 and join the ASI Board of Directors in reaffirming the commitment to the quarter system, and that a copy of the resolution be forwarded to Chancellor White. Moved to a second reading. M/S/P to approve resolution.

VII. Discussion Item(s): None.

VIII. Adjournment: 5:00pm

Submitted by,

Melissa Rodriguez
Academic Senate Student Assistant
RESOLUTION ON PROPOSAL TO ESTABLISH THE CENTER FOR SOLUTIONS THROUGH RESEARCH IN DIET AND EXERCISE (STRIDE)

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

Proposed by: Aydin Nazmi and Kevin Taylor, Kinesiology Department
Date: January 22, 2014
Proposal to establish the Center for Solutions Through Research in Diet and Exercise (STRIDE)

California Polytechnic State University

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

Date: January 21, 2014
Background

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

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

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

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

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\(^1\) Data sources: Institute of Medicine, National Center for Health Statistics, Centers for Disease Control and Prevention
STRIDE Values

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

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

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

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

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

In the five years since its inception, STRIDE has become a leading source for expertise. Several successful efforts have put STRIDE on the regional and national maps for research and innovation. STRIDE has responded dynamically to the needs of the scientific and local communities. For example, the “Pink and Dude Chefs” nutrition education and culinary program for children, which exemplifies the mission of STRIDE, has been a resounding success. The program positively impacts faculty, students, the community, and Cal Poly in the following ways: 1) Generating research resulting publications and master’s theses; 2)
Developing leadership skills of “Health Ambassadors”, an innovative mechanism by which STRIDE students are trained in standardized research and program methods; and
3) Addressing an underserved population of middle-school students in a low-income, predominantly Hispanic area of the county. Due to the widespread success of Pink and Dude Chefs, STRIDE is currently in development of an online training series by which other communities may adopt and implement this program.

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

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

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

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

- Bob Clark (Kinesiology)
- Kellie Green Hall (Kinesiology)
- David Hey (Kinesiology)
- Kris Jankovitz (Kinesiology)
- Steve Klisch (Mechanical Engineering)
- Veronika Lesiuk (Kinesiology)
- Kelly Main (City and Regional Planning)
- Lisa Nicholson and Arlene Grant-Holcomb (Food Science and Nutrition)
- Camille O'Bryant (Kinesiology)
- Jennifer Olmstead (Kinesiology)
- Christiane Schroeter (Agribusiness)
- Heather Smith, Karen McGaughy, and Soma Roy (Statistics)
- Heather Starnes (Kinesiology)
Additionally, the following faculty have engaged STRIDE as a client for student projects:

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

The STRIDE model successfully combines faculty scholarship, student learning outcomes, and community needs. This mechanism is highly collaborative, generates innovation, and saves resources while building leadership capacity in Cal Poly students.

**Relationship to the mission of Cal Poly**

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

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

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

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

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

STRIDE employs the social-ecological model of obesity (Figure), which implicates a range of proximal and distal factors working in conjunction to determine risk. This model recognizes the importance of several layers of variables mediating individual behavior and strongly influencing individuals' opportunity structures. The health, social, and applied sciences are therefore all fundamental to the study of obesity. For example, body weight is considered a function of many influencing levels including agricultural policy, city planning, commodity economics, and lifestyle practices. Thus, layers of the model must be studied as a cohesive whole to understand the problem of obesity and to design effective interventions for populations. STRIDE's goal is to bring together experts working in each area of the social-ecological model to more thoroughly address the factors associated with obesity. As such, the house of STRIDE must be equitably welcoming to faculty and students across diverse scientific or academic backgrounds. To do so effectively requires status as a University entity committed to a collaborative and shared vision.
Fiscal sustainability
To be financially sustainable, STRIDE must pursue even more aggressively four main funding sources: research and grant funding, fee-for-service and consulting, philanthropic gifts, and broad-based institutional support.

Research and grant funding: External funding for obesity-related research and programs represents a significant proportion of total health science funding opportunities through both public and private mechanisms. Based on the wide range of collaborating faculty, STRIDE expects to capitalize on a diverse array of available research funds. National Institutes of Health, USDA, and NSF are prime contenders, for example. Collaborative external partnerships in research make STRIDE grant proposals more competitive and compelling to funders.

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

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

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

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

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

The scholarship and experience that this engagement provides furthers faculty professional development and supports student success all across campus. For this reason, ongoing support from a broad base of stakeholders is critical. To date, College Based Fees and State funds have supported STRIDE overhead (approximately $235,000 per academic year). Other funding, including philanthropic gifts, cover remaining costs.

In 2011-2012, STRIDE engaged 423 Cal Poly students from a diverse range of majors in 92 programs, projects, and events. Together, we touched the lives of 7,300 community members.
(approximately $30,000). It is expected that as funding from grants, fee-for-service and consulting, and gifts increase over time, the proportion of institutional support will decrease but still represent an important investment towards continued success and validation of STRIDE’s importance to the University.

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

**STRIDE Goals**

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

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

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

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

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

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

**Objective 1.2: Increase interdisciplinary faculty collaboration**

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

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

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

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

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

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

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

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

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

Objective 2.2: Create innovative opportunities for student engagement and collaboration

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

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

Goal 3: Increase visibility on and off campus

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

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

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

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

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

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

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

Goal 4: Increase revenue and funding

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

Objective 4.1: Increase research/grant funding

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

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

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

Objective 4.3: Increase philanthropic support

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

Objective 4.4: Broaden and increase internal support

STRIDE furthers faculty scholarly activity and supports student excellence all across campus. For this reason, ongoing support from a broad base of stakeholders is critical. To date, College Based Fees and State funds, primarily from COSAM, have supported some STRIDE overhead. With the consent of the Academic Deans, we will garner minimal broad based support, primarily to support earn-by-doing opportunities for students, from all six Cal Poly colleges over the next three years. Further, as funding from grants, fee-for-service and consulting, and gifts increase over
time, central campus support will represent a critical validation of STRIDE’s importance to the University.
WHEREAS, The Chancellor's Office of the California State University, as part of its routine audit process, has audited centers and institutes at California Polytechnic State University ("Cal Poly"); and

WHEREAS, The audit resulted in certain findings related to updating and observing relevant policies for campus centers and institutes in audit report 13-38, available online at: https://www.calstate.edu/audit/audit_reports/centers-institutes/2013/1338C&Islo.pdf, and

WHEREAS, Cal Poly has observed the audit recommendations, and has updated: (A) The Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation; and (B) the Program Review Policy for Campus Centers and Institutes (hereafter collectively referred to as the "Policies"); and

WHEREAS, The Academic Senate Research, Scholarship, and Creative Activities Committee ("RSCA") and the Academic Senate Faculty Affairs Committee ("FAC") have been consulted regarding the Policies, and have offered suggested revisions and improvements to the Policies, and such revisions and improvements have been integrated into the current draft Policies attached to this resolution; and

WHEREAS, The RSCA and FAC finds that the revised Policies are a beneficial improvement from the former campus policies related to centers and institutes, and address the recommendations of the audit with regard to such Policies; therefore be it

RESOLVED: That the Academic Senate approves of, endorses, and supports the formal adoption of: (A) The Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation; and (B) the Program Review Policy for Campus Centers and Institutes, as attached to this resolution.

Proposed by: Academic Senate Research, Scholarship, and Creative Activities Committee and Academic Senate Faculty Affairs Committee

Date: February 11, 2014
1. Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation

A. BYLAWS.
   i. FORMER POLICY. The former policy had rigid guidelines requiring bylaws.
   ii. ISSUE. Most centers and institutes were (and are) in violation of the bylaws. (This will need to be separately corrected through each center/institute reviewing and updating its bylaws, or replacing its bylaws with stated flexible goals.) The bylaw requirement is a rigid structure which is based upon prescriptive mandate, and prevents centers and institutes from having the flexibility of aspirant goals and missions in operation.
   iii. NEW POLICY. The new policy does not require a "bylaw" format, and instead has a clearly delineated checklist of topics that should be addressed in any proposal from a perspective of aspirational or mission based goals. This allows for greater flexibility in operational needs. The new policy also has a method for updating (or eliminating) bylaws for existing centers and institutes.

B. ADVISORY BOARD.
   i. FORMER POLICY. The former policy required an external advisory board and annual meetings of that board.
   ii. ISSUE. Not all centers and institutes actually have external advisory boards, and those that do may not have convened meetings or maintained minutes of meetings.
   iii. NEW POLICY. The new policy does not require an advisory board, but gives flexibility to do so if deemed appropriate.

C. ANNUAL REPORTS.
   i. FORMER POLICY. The former policy required annual reports, but lacked a clear deadline. Approximately 80% of the centers and institutes had failed to file annual reports for the past five years as of the date of the audit.
   ii. ISSUE. There needs to be a clear timeline for annual reports.
   iii. NEW POLICY. The new policy establishes the annual report period to cover the fiscal year (July 1-June 30), and then provides 4 months after the close of the fiscal year (until November 1) to file the annual report. The new policy also includes suggestions for topics to be covered in the annual report. The Provost may grant an extension for filing to allow flexibility for special circumstances.

D. INACTIVE STATUS/SUSPENSION/DISSOLUTION
   i. FORMER POLICY. The former policy did not contain a provision allowing for "inactive" status, and only allowed for dissolution (terminating the center or institute).
   ii. ISSUE. It would be beneficial to allow a center or institute to be deemed "inactive" for a period of time (along with a suspension of annual reports and program review). It would also be beneficial to allow for suspension of a center or institute in the event of failure to submit timely reports (subject to extension).
   iii. NEW POLICY. The new policy contains an express provision allowing for inactive status (along with suspension of reporting), and also allows for suspension of a center or institute as an extraordinary measure in the event of tardiness in filing reports (subject to a notice and cure period). Instead of dissolving the center (which was the only measure available under the old policy), the new policy provides greater flexibility for periods of inactivity and/or to assure timely reporting. It is also noted that the new policy allows for extensions for filing of reports and program reviews, as deemed appropriate by the Provost, and that suspension is an extraordinary solution which will only be imposed in compelling circumstances and without adversely impacting grants and other activities.
2. Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation.

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

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

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

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

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

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

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

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

   iii. NEW POLICY. The new policy provides guidelines for program review, including identification and implementation of best practices.
_policy for the establishment, evaluation, and discontinuation of campus centers and institutes with academic affiliation
(revision january 28, 2014)

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

this policy governs campus centers and institutes with academic affiliation embodying the enhancement of selected disciplinary areas of teaching, research, scholarly and creative activities, and public service. this policy does not apply to the establishment or running of central administrative or service units such as the gender equity center, the multi-cultural center, the advising center, or the center for teaching and learning technology, which serve campus-wide functions and which also use the term "center." this policy does not apply to state or federal centers or institutes with a presence on campus, which are instead governed by policies associated with the enabling entity (e.g., the california state university's agricultural research institute, and the small business development center that is formed through the federal small business administration).

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

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

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

in addition to the process for appointment of a director that is described in the proposal to establish a center or institute, the provost and executive vice president for academic affairs shall also have appointment and removal authority for such director. although a center or institute may directly report to the dean of an academic college, all centers and institutes ultimately report to the provost and executive vice president for academic affairs, via the vice president for research and economic development.
3. FUNCTIONS.
The functions of a center or institute may consist of any or all of the following, as well as additional functions stated in the organizational document:

(A) to provide opportunities for the professional development of faculty/staff through basic and applied research and development activities, consulting, and faculty exchanges;

(B) to foster and facilitate interdisciplinary efforts and cooperation among departments and across Colleges;

(C) to provide a clearinghouse for information of interest to professionals and to conduct workshops and conferences for the continuing education of professionals;

(D) to enhance the curriculum by facilitating and supplementing the academic experience of students; and/or

(E) to provide supplementary educational support by acquiring gifts, general purpose grants, and equipment/supply donations.

4. PROCEDURES FOR ESTABLISHING A CAMPUS CENTER OR INSTITUTE.

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

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

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

(B) ELEMENTS TO BE INCLUDED IN A PROPOSAL.
The proposal must address each of the following items, as well as any other information that would be helpful in evaluating the proposal:

(1) NAME/ACTIVITY. What is the name of the proposed center or institute and what will the proposed center or institute do? (research, public service, etc.)

(2) NEED. Why is the center or institute needed (versus existing on-campus organizational structure), and what evidence exists to demonstrate that there will be sufficient engagement with faculty, staff, students, and relevant members of the off-campus community?
(3) SUPPORT OF CAL POLY MISSION. How will the center or institute support instruction, faculty/student research, Learn By Doing, or other elements of the University mission?

(4) EXPERTISE. Who are the individuals prepared to support the center or institute with necessary subject matter expertise? (Signed letters from faculty, staff, and others who agree to participate in activities of the center or institute are beneficial in documenting overall support.)

(5) MANAGEMENT STRUCTURE. How will the center or institute be managed and function? (An organizational chart should be included with the proposal.)

(a) Director. Every center or institute is expected to have a Director responsible for day to day activities. The Director may be a volunteer or may be compensated (full or part time, as appropriate) or receive faculty release time to perform the duties. The Director may be a community volunteer, or a faculty or staff member. The proposal should include an explanation of who will appoint/replace the Director (typically the Dean in the reporting structure) and how the Director position will be funded. The aspirational traits and skills of the Director should be included, as well as key attributes to be considered in for appointment/replacement of the Director.

(b) Reporting Structure. Centers or institutes (including the Director) are normally expected to report to the Dean of the Academic College with faculty most closely aligned with the subject matter expertise for the center/institute. All centers and institutes ultimately report to the Provost and Executive Vice President for Academic Affairs, via the Vice President for Research and Economic Development.

(6) RESOURCES.

(a) Financial. How will the center or institute be financed in the short term and in the long term?

(b) Facilities and Related Support. What facilities, equipment, and technology support will be needed and how have those items been obtained or how will they be obtained?

(c) Faculty/Staff. What faculty and staff support will be needed, and how will these individuals be supported (e.g. volunteer, salaried employee, release time, etc.)

(d) Collaboration. How can faculty/staff/students from the same, or other, disciplines participate in the center of institute?

(e) Faculty Retention, Tenure, and Promotion. How will the center or institute ensure that participating faculty receive appropriate
acknowledgement in the retention, tenure, and promotion process, and what artifacts will be created to document this participation?

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

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

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

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

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

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

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

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

After approval by the Academic Senate, the proposal will be forwarded to the President. Proposals approved by the President constitute the organizational document for the center or institute.
In order to expedite review, the Provost and Executive Vice President for Academic Affairs may request concurrent review at any phase of this process.

(D) UPDATES/REVISIONS TO ORGANIZATIONAL DOCUMENTS.

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

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

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

5. GENERAL ADMINISTRATION

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

Centers or institutes may not directly offer academic courses, academic credit, or confer degrees, but may offer instructional support to academic units that do allow for credit and degrees. Centers or institutes may offer extended education courses and verification of completion for licensed professionals who require such continuing education, but this is not a form of academic credit.
Members of a center or institute will not have academic titles unless expressly granted by virtue of an academic appointment in a department in accordance with all University policies and procedures, and signed by the Provost and Executive Vice President for Academic Affairs.

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

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

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

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

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

7. PROGRAM REVIEW
Centers and institutes will undergo review every five years in accordance with the guidelines and schedule established specifically for centers and institute program review and available from Academic Affairs.
8. SUSPENSION, INACTIVE STATUS, AND DISSOLUTION OF CENTERS AND INSTITUTES.

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

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

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

(B) INACTIVE STATUS.
(1) VOLUNTARY. A center or institute that currently lacks sufficient activity, but that envisions potential near-term growth, may request to be placed in "Inactive" status. Inactive status does not result in the dissolution of the center or institute, but instead freezes its accounts and activities on a voluntary basis during the period of Inactive status. A request to be placed on Inactive status from the center or institute should expressly state the expected time of inactivity, and contain details about how and why the center or institute expects to become active again. Such requests should be accompanied by support of the faculty/staff associated with such center or institute, as well as the Director and Academic Dean. Inactive status is intended for periods of five years or less, but longer durations may be granted by the Provost and Executive Vice President for Academic Affairs. Upon the determination that sufficient resources and faculty interest/support exist for a voluntarily inactive center or institute, the Provost and Executive Vice President for Academic Affairs may reactivate the center or institute (into active status).
(2) INVOLUNTARY/EXTRAORDINARY MEASURE. The Provost and Executive Vice President for Academic Affairs may elect to declare Inactive status for any center or institute, which is an extraordinary measure. This determination is based upon either a lack of activity and involvement (e.g., no faculty participation), the failure of the center or institute to file annual reports or program review reports (following suspension), a lack of resources, or other similar factors which indicate that the center or institute is not active and that continued operation is inappropriate. Such a declaration of inactive status shall not occur until after consultation with the Director, the Academic Deans, and the faculty/staff who were previously engaged with the center or institute. If there is renewed interest and support for such center or institute, the Provost and Executive Vice President for Academic Affairs may reactivate the center or institute (into active status).

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

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

Revised January 28, 2014
Process for review of a proposal for a new center or institute

1. Proposal
   - Send to Provost
     - Comments to Proposer
2. Provost
   - Send to Provost/Academic Deans Council
     - Comments to Proposer
3. Provost/Academic Deans Council
   - Send to Provost
     - Revised
   - Send to Dean of Research & ad hoc Administrative Review Committee
     - Comments to Proposer
4. Dean of Research & ad hoc Administrative Review Committee
   - Send to Provost/Academic Deans Council
     - Comments to Proposer
   - Revised
5. Provost/Academic Deans Council
   - Send to Academic Senate
     - Comments to Proposer
   - Revised
6. Academic Senate
   - Send to President
     - Approved
   - Revised
7. President
   - Approves
   - Formal Launch
Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation
(Rev. January 28, 2014)

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

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

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

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

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

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

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

The Center/Institute may, but is not required, to include external constituents, such as members of business/industry and/or external peer reviewers. The involvement of external reviewers is
ideal in situations where the Center/Institute engages in substantial off-campus activities with members of business and industry.

4. Contents of Program Review for Centers and Institutes

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

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

(A) Executive Summary.

(B) Academic Situational Analysis of the Center/Institute (Faculty and Student Activities and engagement):

1. Statement of Center/Institute Mission and description of how activities have aligned with that mission, including any suggested revisions to the mission.

2. Overview of how Center/Institute has supported College/University goals, in accordance with organizational documents for Center/Institute.

3. Detailed information regarding seminars, competitions, training sessions, community events, and other activities hosted or sponsored by the Center/Institute, including details of faculty/student/industry/community participation and attendance.

4. Detailed information regarding academic outcomes related to Center/Institute activities, including references to support of any Academic Program learning goals/learning objectives, as well as University Learning Objectives, Sustainability Learning Objectives, and Diversity Learning Objectives. To the extent the Center/Institute collaborates with academic units on collecting assessment data, provide the data and an analysis of the data.

(C) Intellectual Contributions. Detailed list of intellectual output resulting from Center/Institute activities. Include faculty and student research, faculty/student peer reviewed journal publications, theses, conference presentations, and other intellectual contributions directly related to Center/Institute activities.

(D) Financial and Resource Condition. Describe the financial and resource situation for the Center/Institute, including projected sustainability of Center/Institute activities and sources of funding.

(E) Accomplishment of Corrective Actions and Achievement of Aspirational Goals Identified in Prior Program Review. Discuss and describe improvements and aspirational goals which were identified in the prior program review and how those improvements/aspirational goals were achieved. If certain improvements/aspirational goals were not achieved, discuss and describe why, including a corrective action plan (if applicable).

(F) Future Aspirational Goals. Describe the aspirational goals of the Center/Institute
for the upcoming five year time period, including details of how these goals will benefit stakeholders and how fiscal and other resources will be obtained to support these goals.

(G) Conclusion.

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

5. Timing of Program Review Report

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


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

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

<table>
<thead>
<tr>
<th>College</th>
<th>Center/Institute</th>
<th>Last Review</th>
<th>Upcoming Review</th>
<th>Next Scheduled Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture</td>
<td>Agricultural Safety Institute (inactive)</td>
<td></td>
<td>inactive (if reactivated, program review will be due in the second academic year following reactivation)</td>
<td>inactive (if reactivated, the second program review will be due five years after the program review indicated in the preceding column)</td>
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<tr>
<td>CAFES Center for Sustainability</td>
<td>N/A</td>
<td>2013-2014</td>
<td>2018-2019</td>
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<tr>
<td>Strawberry Sustainability Research and Education Center (in process of being established)</td>
<td>2015-2016</td>
<td>2020-2021</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| College of Architecture &amp; Environmental Design                  | California Center for Construction Education | N/A | 2013-2014 | 2018-2019 |</p>
<table>
<thead>
<tr>
<th>College</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Orfalea College of Business</td>
<td>Cal Poly Center for Innovation and Entrepreneurship</td>
<td>N/A</td>
<td>2019-2020</td>
<td></td>
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<tr>
<td>College of Engineering</td>
<td>Center for Sustainability in Engineering</td>
<td>N/A</td>
<td>2020-2021</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cyber Security Center (date approved by President: September 23, 2013.)</td>
<td>N/A</td>
<td>2022-2023</td>
<td></td>
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<tr>
<td></td>
<td>Global Waste Research Institute</td>
<td>N/A</td>
<td>2020-2021</td>
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<td></td>
<td>National Pool Industry Research Center</td>
<td>N/A</td>
<td>2018-2019</td>
<td></td>
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<td></td>
<td>Poly GAIT (Laboratory for Global Automatic Identification Technologies)</td>
<td>N/A</td>
<td>2019-2020</td>
<td></td>
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<tr>
<td>College</td>
<td>Center/Institute</td>
<td>Last Review</td>
<td>Upcoming Review</td>
<td>Next Scheduled Review</td>
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<tr>
<td><strong>College of Liberal Arts</strong></td>
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<tr>
<td></td>
<td>Central Coast Center for Arts Education</td>
<td>N/A</td>
<td>2013 - 2014</td>
<td>2018 - 2019</td>
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<tr>
<td></td>
<td>Center for Expressive Technologies (formed November 18, 2013)</td>
<td>N/A</td>
<td>2018 - 2019</td>
<td>2023 - 2024</td>
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<tr>
<td></td>
<td>Graphic Communication Institute</td>
<td>N/A</td>
<td>2014 - 2015</td>
<td>2019 - 2020</td>
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<td></td>
<td>Institute for Policy Research</td>
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<td>inactive (if reactivated, program review will be due in the second academic year following reactivation)</td>
<td>inactive (if reactivated, the second program review will be due five years after the program review indicated in the preceding column)</td>
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<tr>
<td><strong>College of Science and Mathematics</strong></td>
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<tr>
<td></td>
<td>Center for Applications in Biotechnology</td>
<td>2006</td>
<td>2016 - 2017</td>
<td>2021 - 2022</td>
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<tr>
<td></td>
<td>Center for Coastal Marine Sciences</td>
<td>N/A</td>
<td>2013 - 2014</td>
<td>2018 - 2019</td>
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<td></td>
<td>CESaME: Center for Excellence in Science and Mathematics Education</td>
<td>N/A</td>
<td>2014 - 2015</td>
<td>2019 - 2020</td>
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<td></td>
<td>Coastal Resources Institute</td>
<td>N/A</td>
<td>2015 - 2016</td>
<td>2021 - 2022</td>
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<tr>
<td>College</td>
<td>Center/Institute</td>
<td>Last Review</td>
<td>Upcoming Review</td>
<td>Next Scheduled Review</td>
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<tr>
<td>STRIDE - Solutions through Translational Research in Diet and Exercise (not yet in existence, but projected to be proposed or pending approval of proposal by President)</td>
<td>N/A</td>
<td>2018 - 2019</td>
<td>2023 - 2024</td>
<td></td>
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<tr>
<td>Western Coatings Technology Center (date approved by President: PENDING)</td>
<td>N/A</td>
<td>2018 - 2019</td>
<td>2023 - 2024</td>
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<tr>
<td><strong>University Collaborative Unit</strong></td>
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<tr>
<td>Collaborative-Agent Design Research Center (CADRC)</td>
<td>2006</td>
<td>Dissolved 2013</td>
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<tr>
<td>The Institute for Advanced Technology and Public Policy</td>
<td>N/A</td>
<td>2014 - 2015</td>
<td>2019 - 2020</td>
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<tr>
<td><strong>Collaborative Unit: CAFES and CLA</strong></td>
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<tr>
<td>Brock Center for Agricultural Communication</td>
<td>1999-2000</td>
<td>2015-2016</td>
<td>2020 - 2021</td>
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</tbody>
</table>
WHEREAS, Section 244 (F) in the Campus Administrative Manual (CAM) allows faculty members to accept a royalty of up to 10 percent of the local sale price of "faculty nonpublished text material sold through the Bookstore" because it is "developed by a faculty member on personal time and utilize[ed] private resources"; and

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

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

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

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

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

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

"Faculty who assign self-authored course materials may receive a royalty of up to 10 percent of the final retail price. These materials include but are not limited to the following: coursepacks, study guides, lab manuals, lab materials, and online or electronic instructional materials. Where the author determines the final retail price of self-authored course materials, the price cannot exceed 10 percent of the
overall production cost. This policy does not apply to course materials that have been subject to external peer and/or editorial review and where the author does not determine the final retail price.”

Proposed by: Academic Senate Instruction Committee
Date: January 8, 2014
RESOLUTION SUPPORTING ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY (ASCSU) EFFORTS TO RE-ESTABLISH APPROPRIATE UNIT LIMITS FOR ENGINEERING DEGREES

WHEREAS, The Academic Senate of Cal Poly is committed to the principles of shared governance and the primacy of the faculty in determining curriculum in the CSU; and

WHEREAS, The CSU Board of Trustee’s Collegiality Statement affirms, in part, “Collegial governance assigns primary responsibility to the faculty for the educational functions of the institution in accordance with basic policy as determined by the Board of Trustees. This includes admission and degree requirements, the curriculum and methods of teaching,...”; therefore be it

RESOLVED: That the Cal Poly Academic Senate communicate to the ASCSU its support of efforts to re-establish appropriate unit limits for engineering degrees up to 132/198 units; and be it further

RESOLVED: That a copy of this resolution be forwarded to:

Dr. Diana Wright Guerin, ASCSU Chair
Dr. Jeffrey Armstrong, Cal Poly President
CSU Campus Senate Chairs

Proposed by: Academic Senate Executive Committee
Date: February 25, 2014

¹ The BOT Collegiality Statement is available in the Report of the Board of Trustees Ad Hoc Committee on Governance, Collegiality, and Responsibility in the CSU. Adopted September 1985-Principles and Policies-Papers Of the Academic Senate CSU, Volume 1, 1988