CAL POLY

Academic Senate

805-756-1258
http://academicsenate.calpoly.edu/

Meeting of the Academic Senate Executive Committee
Tuesday, March 29, 2016
01-409, 3:10 to 5:00pm

I. **Minutes**: Approval of February 23, 2016 minutes. (pp. 2-3).

II. **Communication(s) and Announcement(s)**:

III. **Reports**:
   A. Academic Senate Chair:
   B. President's Office:
   C. Provost:
   D. Statewide Senate:
   E. CFA:
   F. ASI:

IV. **Business Item(s)**:
   A. **Appointment of Jim Burleson, Management Area to the Academic Senate OCOB caucus for 2016-2018 term.**

   B. **Request to reinstate John Thompson as CLA Senator (term ends 2017).**

   C. **Approval of 2016-2017 Calendar of Meetings:** (p. 4).

   D. **Resolution on Department Name Change for the Recreation, Parks, & Tourism Administration Department**: Jerusha Greenwood, Recreation, Parks, & Tourism Administration Department (pp. 5-12).

   E. **Resolution on Implementation of Executive Order 1100**: Gary Laver, Academic Senate chair (pp. 13-17).

   F. **Resolution in Support of Cal Poly Participation in the Open Educational Resources Adoption Incentive Program of the College Textbook Affordability Act of 2015**: Dana Ospina, OER Task Force chair (pp. 18-22).

   G. **Resolution in Support of CFA's Call for a Strike:** Glen Thorncroft, Senator (p. 23).

   H. **Appointments to University committees for 2016-2017:** (pp. 24-26).

   I. **Appointments to Academic Senate committees for 2016-2018:** (pp. 27-34).

   J. **Resolution on University-Wide Prompts for Student Evaluations of Instructors**: Ken Brown, Faculty Affairs Committee chair and Dustin Stegner, Instruction Committee chair (pp. 35-36).

   K. **Resolution on Academic Program Review Cycles:** Ken Brown, Faculty Affairs Committee chair (pp. 37-77).

V. **Discussion Item**:
   A. **[TIME CERTAIN 4:50 PM]** Possible cancellation/rescheduling of April 19, 2016 Executive meeting.

   B. **Resolution in Support of the Academic Senate and Faculty of California State University, Chico** (p. 78).

VI. **Adjournment**:

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

Meeting of the Academic Senate Executive Committee
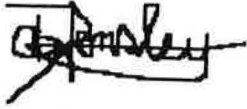### Tuesday, February 23, 2016
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the Executive Committee minutes from January 26, 2016.

II. Communication(s) and Announcement(s): M/S/P to add Business Item C: Resolution on Student Fee Referendum.

III. Reports:
   A. **Academic Senate Chair:** none.
   B. **President's Office:** Kathleen Enz Finken, Provost, announced that she and President Armstrong will be visiting with all of the colleges for conversations and discussions starting next week.
   C. **Provost:** Kathleen Enz Finken, Provost, reported that she and President Armstrong visited Camp San Luis Obispo and observed the current internships and projects that Cal Poly students are involved in at the camp. She plans to ask the colleges to send interested faculty to meet the team and look for collaborative opportunities. Nominations are being accepted for the Provost's Leadership Award for Partnership in Philanthropy until Friday, April 1st by 5pm. A joint council for Student Affairs and Academic Affairs is being established to combine projects and services.
   D. **Statewide Senate:** none.
   E. **CFA:** Graham Archer, CFA Chapter President, announced that the CFA is preparing for a strike from April 13th to the 19th.
   F. **ASI (Monteverdi/Schwaegerle):** Owen Schwaegerle, ASI President, reported on forming a team of students to go to Sacramento for the California Higher Education Student Summit. Part of the one-time money from the Student Success Fees were allocated to the Kennedy Library for renovation of the 24-hour study room and an increase in study spaces and another part went to the Cross Cultural Center. Vittorio Monteverdi, ASI Chair of the Board, reported that the ASI Board is voting on two endorsements: House Resolution 4223 – Post Grad Act and Assembly Bill 1721 – Cal Grant Program. The ASI Board will also be voting on a resolution regarding 7-day parking.

IV. **Special Report:**
   AB 798 and the Open Educational Resource (OER) Adoption Incentive Program by Dana Ospina, OER Task Force chair. Dana Ospina, OER Task Force Chair, presented the OER Task Force's goal on creating a plan and applying for Cal Poly's portion of the $3 million shared by all CSU and CCC campuses for open educational resources. Cal Poly could receive up to $50,000. The OER Task Force is also asking for any faculty members or departments interested in using the open educational resources in their courses to significantly lower the cost of course materials for students. The OER Task Force's proposal to the council is due by June 30th.

V. Business Item(s):
   A. **Appointment of Josh Machamer as GE Governance Board chair for Spring 2016.** M/S/P to the endorsement of Josh Machamer as the Interim Chair of the GE Governance Board for Spring 2016.

   B. **Resolution Requesting that Cal Poly Administration Develop an Integrated Strategic Plan:** Sean Hurley, Budget and Long-Range Planning Committee chair, presented a resolution to approve President Armstrong's Vision 2022 and for the Budget and Long-Range Planning Committee to work with Administration in implementing and providing oversight to the newly

developed strategic plan. <u>M/S/P to agendize the Resolution Requesting that Cal Poly Administration Develop an Integrated Strategic Plan.</u>

C. **Resolution on Student Fee Referendum:** Manzar Foroohar, Statewide Senator, Harvey Greenwald, Past Academic Senate Chair, and John Hampsey, English Professor, proposed **a** resolution on the implications to the UU Referendum and its potential impact on the campus culture and students. <u>M/S/P to agendize Option II of the Resolution on Student Fee Referendum.</u>

VI.   Adjournment: 5:00pm

Submitted by,

Denise Hensley
Academic Senate Student Assistant

03.09.16 (gg)

Academic Senate Calendar of Meetings
For 2016-2017

All Executive Committee meetings are held in 01-409 from 3:00 to 5:00pm unless otherwise noted. All Academic Senate meetings are held in UU220 unless otherwise noted.

DATE	MEETING
September 16, 2016 (Friday, 1:30 to 5:30pm, UU220)	Academic Senate Retreat
September 27	Executive Committee
October 11	Academic Senate
October 18	Executive Committee
November 1	Academic Senate
November 8	Executive Committee
November 15	Executive Committee (if needed)
November 29	Academic Senate
December 13	Academic Senate (if needed)
December 18 – January 8, 2017	**Finals Week and Quarter Break**
January 10	Executive Committee
January 24	Academic Senate
January 31	Executive Committee
February 14	Academic Senate
February 28	Executive Committee
March 7	Academic Senate
March 14	Academic Senate (if needed)
March 28 – April 2, 2017	**Finals Week and Quarter Break**
April 4	Executive Committee
April 18	Academic Senate
April 25	Executive Committee
May 9	Academic Senate
May 16	Executive Committee
May 23	Executive Committee (if needed)
May 30	Academic Senate
June 6	Academic Senate (if needed)
June 12 – June 22, 2017	**Finals Week and Quarter Break**

Adopted:

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

AS-__-16

RESOLUTION ON DEPARTMENT NAME CHANGE FOR THE
RECREATION, PARKS, & TOURISM ADMINISTRATION DEPARTMENT

1	WHEREAS,	The Recreation, Parks, & Tourism Administration Department (RPTA)
2		has requested the name of its department be changed to the
3		EXPERIENCE INDUSTRY MANAGEMENT DEPARTMENT to better
4		reflect the program the department is currently offering; and
5		
6	WHEREAS,	The request for this name change has been approved by the College of
7		Agriculture, Food and Environmental Sciences (CAFES) Curriculum
8		Committee, CAFES Academic Senate Caucus, RPTA Advisory Council,
9		and the Dean for CAFES; therefore be it
10		
11	RESOLVED:	That the name of the Recreation, Parks, & Tourism Administration
12		Department be changed to the EXPERIENCE INDUSTRY
13		MANAGEMENT DEPARTMENT.

Proposed by: the Recreations, Parks, & Tourism
Administration Department
Date: February 23, 2016

CAL POLY
SAN LUIS OBISPO

College of Agriculture, Food & Environmental Sciences
Dean's Office

MEMO

TO: Kathleen Enz Finken, Provost

FROM: Andrew Thulin, Dean

SUBJECT: Proposal Support: Recreation, Parks & Tourism Administration Department Name Change

DATE: October 9, 2015

I fully support the Recreation, Parks & Tourism Administration's proposal to change its name to the "Experience Industry Management Department."

The department has, over the course of several years, evolved its curriculum and faculty talent away from a traditional hospitality and tourism focus in order to better mirror the overall industry's evolution. Similarly updating the department name will provide Cal Poly a unique point of differentiation, better attracting top student and faculty from across the world, as well as better preparing graduates to have successful careers.

The department has devoted significant time to evaluating this opportunity, has consulted with numerous industry and academic sources, and is well-prepared to leverage this opportunity.

I encourage your support for department name change to Experience Industry Management. Feel free to contact me if you should have any questions regarding this request.

I support this proposal
KEFinke 10/26/15
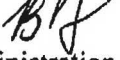
CAL POLY
SAN LUIS OBISPO

Recreation, Parks, & Tourism Administration Department
College of Agriculture, Food & Environmental Sciences

Tel   805-756-1288
Fax   805-756-7508

December 9, 2015

To: Cal Poly Deans' Council

From: Bill Hendricks, Department Head
         Recreation, Parks, & Tourism Administration

Re: Proposal to Change Recreation, Parks, & Tourism Administration Department name to Experience Industry Management

Enclosed is a proposal and justification to change the RPTA Department name to Experience Industry Management. The enclosure also includes documents of support from Provost Kathleen Enz Finken, CAFES Dean Andrew Thulin, the CAFES Curriculum Committee, and 16 letters, mostly from RPTA Advisory Council members. The RPTA faculty respectfully asks for your endorsement. We plan to present the proposal to the Academic Senate winter quarter.

CAL POLY

SAN LUIS OBISPO

Agribusiness Department

December 10, 2015

To: Andrew J. Thulin, Dean CAFES

From: Michael McCullough, Chair, CAFES Curriculum Committee

Re: Support for Recreation, Parks, & Tourism Administration Department name change to Experience Industry Management

In May and September 2015, the CAFES Curriculum Committee discussed the RPTA Department's proposed name change to Experience Industry Management. The committee recognizes the RPTA faculty's forward-thinking approach to their discipline, and academic and industry trends related to this industry and thus endorses the proposed department name change from Recreation, Parks, & Tourism Administration to Experience Industry Management.

CAL POLY
SAN LUIS OBISPO

Agribusiness Department
College of Agriculture, Food & Environmental Sciences

February 3, 2016

To: Andrew J. Thulin, Dean CAFES

From: Sean Hurley, Chair, CAFES Caucus

Re: Recommendation to change Recreation, Parks, & Tourism Administration Department name to Experience Industry Management

On February 3, 2016, the CAFES Caucus discussed the RPTA Department's proposed name change to Experience Industry Management. The committee concurs with the RPTA faculty's forward-thinking approach to their discipline. This change appears to be linked to academic and industry trends related to this industry. Thus, we endorse the proposed department name change from Recreation, Parks, & Tourism Administration to Experience Industry Management.

I support this proposal

17 Feb 2016

Proposal to Change Recreation, Parks, & Tourism Administration Department Name to Experience Industry Management

Experience Industry Management has emerged as a contemporary approach to the facilitation of experiences across all sectors of industries related to tourism, hospitality, event planning, outdoor recreation management, community recreation, and sport management. Experience Industry Management builds upon Pine & Gilmore's (1999) seminal book *"The Experience Economy."* In essence, designed, created, situated, and staged experiences become the foundation for guests, participants, customers, employees, and visitors as they engage in activities in diverse settings, including wineries, breweries, conventions, meetings, concerts, parks, sport venues, athletic events, festivals, restaurants, hotels, resorts, youth programs, community centers, employee experience programs, museums, farm tours, art galleries, etc. Individuals value these experiences because they are intrinsically motivated to enhance their quality of life and to create long-lasting memories of their life pursuits.

As hospitality has evolved from a commercial sector enterprise that focused primarily on lodging and food and beverage to now include public, non-profit, and private sectors, the emphasis on contemporary views of hospitality is paramount. The blending of tourism, travel, experiences, social media, travel platforms, sustainability, food, wine, culinary arts, culture, sports, outdoor recreation, conventions and meetings, and events in an academic program is possible with a shift in the Recreation, Parks, & Tourism Administration program to the cutting-edge approach to a discipline of managing experiences.

Acknowledging that the RPTA Department already has a nationally recognized faculty and progressive curriculum, with moderate revisions to the current major and with the synergies afforded by other academic departments in the CAFES and other colleges, highlighting experience industry management is a relatively simple task. The current RPTA major can be repackaged as *Experience Industry Management* allowing the program to become a leader in developing Cal Poly graduates who will contribute to an industry that is an economic driver and catalyst for the high quality of life of Californians. The first step in this process is a proposed name change for the department.

The timing for a change to *Experience Industry Management* is now. CAFES is embarking upon several initiatives and projects including a center for wine and viticulture on campus, an agriculture event center, Swanton Pacific Ranch facilities, new rodeo facilities, and curricula centered around fermentation sciences, brewing, distilling, tasting and sensory sciences. Coinciding with the future plans at Cal Poly, the California wine, brewery, and distillery industries now recognize that they are firmly entrenched in the hospitality and tourism sector. Few universities across the country can replicate the marriage between FSN, WVIT, and RPTA and other academic programs that will allow Cal Poly to be at the forefront nationally in the development of experience industry management as an academic program.

Although a few other CSU related academic programs have recently commenced with name changes to include hospitality, none have incorporated experience industry management in a program title (see Table 1). BYU has added an Experience Industry Management emphasis within the Recreation Management B.S. degree and for three years has hosted an annual

1

Experience Industry Management conference. In recent conversations with the BYU faculty, they will likely change the department name to Experience Industry Management this academic year. In addition, for the past seven years, faculty at Texas A&M have been working on the conceptual advancement of experience industry management and the convergence of industries and academic disciplines that support this newly developing view of parks, recreation, tourism, hospitality, employee services, and related disciplines. Moreover, a recent article (Duerden, Ward, & Freeman, 2015) in our discipline's leading scholarly journal the *Journal of Leisure Research*, emphasized the integration of leisure, marketing, and tourism to conceptually propose a cross-disciplinary framework for the provision and understanding of structured experiences.

As disciplines centered on experiences and engagement evolve, variations to the approach of this industry will obviously emerge. For example, the University of Indianapolis now offers a B.A. in Experience Design that focuses on interactive and multisensory experiences. Of some confusion is the concurrent emergence of User Experience Design that primarily emphasizes computer-based interfaces. The RPTA faculty believes that *Experience Industry Management* avoids these issues and is a more holistic approach to this evolving academic program area of study.

Table 1
CSU Programs

Campus	Previous Department Name	Previous Degree Name	Current Department Name	Current Degree Name(s)
CSU, Chico	Recreation and Parks Management	Recreation Administration	Recreation, Hospitality & Parks Management	Recreation Administration
CSU, Northridge	Recreation and Tourism Management	Recreation	Recreation & Tourism Management	Tourism, Hospitality & Recreation Management
CSU, East Bay	Recreation	Recreation	Hospitality, Tourism and Recreation	Hospitality & Tourism; Recreation

The RPTA faculty has unanimously approved by a vote of 6-0, with one abstention, a proposal to change the Department name to *Experience Industry Management*. Moreover, RPTA Advisory Council members are confident that this change will place Cal Poly at the forefront of this approach to our discipline around the country. Similarly, a report completed in December 2015 by Dr. Stuart Mann, a consultant hired to advise Cal Poly regarding the feasibility of an expanded hospitality management program, recommends that RPTA change its name to *Experience Industry Management*. This department name will more accurately represent the careers that RPTA students pursue and the interests of incoming students. Less than 10% of current RPTA students choose a concentration aligned with traditional park and recreation career paths. Nearly 65% of RPTA's 300 students are in the Event Planning and Management and Hospitality and Tourism Management concentrations and our graduates pursue careers in

numerous experience management settings (see Table 2). With the department name change, forthcoming curriculum revisions, and the concerted efforts among multiple CAFES departments and other colleges, Cal Poly will quickly be able to emerge as a leader in the experience industry management academic world.

Table 2
RPTA Alumni

Alumni Sample Position Title	Employer
Tourism Sales & Marketing Manager	Gate 7 Australia
Director of Client Services	INCA International Nature & Cultural Adventures
Astronaut Sales Representative	Virgin Galactic
General Manager	Chateau Margene Winery
Director U.S. Marketing	Visa Inc.
General Manager	Colorado State Fair
Senior Account Executive	Eventbrite
Corporate & Private Event Director	San Francisco Maritime National Park Association
Convention Sales Director	Visit Anaheim
Event Services Specialist	George P. Johnson Experiential Marketing
Owner & Race Director	All Out Events
Senior Manager, Suite & Premium Services	Sacramento Kings
Customer Success Manager	DoubleDutch
Director Recreation & Community Services	City of Mission Viejo
Direct to Consumer Marketing Manager	Jackson Family Wines
Worldwide Corporate Events	Apple
Director Programs and Events	San Francisco Chamber of Commerce
Tourism Manager	City of San Luis Obispo
Global Event Marketing	eBay Inc.
Venue Manager	Devine Ranch, LLC
Senior Manager, Travel Trade Development	Visit Napa Valley
Director of Airports	San Luis Obispo County
General Manager	Hampton Inn and Suites
Global Event Strategy	Cisco
Associate Hotel Account Manager	Hotwire.com
Catering Sales Manager	The Ritz-Carlton, Marina Del Rey
Event Coordinator, Employee Experience	LinkedIn
Director of Business Operations	Mammoth Mountain Ski Area
Marketing Coordinator	USA Waterpolo
Associate Director Human Resources	Fox Film, TV & Sports
Director of Sales & Marketing	Santa Cruz County Conference & Visitors Bureau
President	Los Angeles Angels RBI League
Global Business Development Coordinator	Santa Monica Travel & Tourism

Adopted:

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

AS-__-16

RESOLUTION ON IMPLEMENTATION OF EXECUTIVE ORDER 1100

1 2 3 4 5	WHEREAS,	CSU Executive Order 1100 mandates that for all students admitted Fall 2016 and after "A grade of C or better is required of each CSU or transfer student completing courses in written communication in the English language, oral communication in the English language, critical thinking, and mathematics or quantitative reasoning"; and
6 7 8	WHEREAS,	Cal Poly's policy is to allow students to enroll in one General Education course on a CR/NC basis (AS-479-97 Resolution on Credit/No Credit Grading); and
9 10 11	WHEREAS,	An assigned grade of C- receives a final grade of CR in a student-selected CR/NC class; and
12 13	WHEREAS,	There is currently no restriction on which GE course may be enrolled CR/NC; and
14 15 16	WHEREAS,	Due to Executive Order 1100, were a student to receive a grade of C-, s/he would receive a CR grade for the class but would not clear the GE area; and
17 18 19	WHEREAS,	This outcome would be confusing and misleading to students and not be efficient progress to degree; and
20 21 22	WHEREAS,	Students' education benefits from enrolling in these foundational GE areas on a graded basis; and
23 24 25	WHEREAS,	Only one of Cal Poly's two required Mathematics/Statistics courses is subject to the Executive Order and, as such, the other one can be a grade below a C; therefore be it
26 27 28 29 30	RESOLVED:	That Cal Poly disable student-selected CR/NC grading for GE Areas A1 (Written Communication), A2 (Oral Communication), and A3 (Critical Thinking), effective with Fall 2016 registration for A1 and A2 and effective with Winter 2017 registration for A3; and be it further
31 32 33 34	RESOLVED:	That the Office of the Registrar monitor and communicate with students on a quarterly basis who are enrolled in a GE B1 (Math/Stat) class on a CR/NC basis to ensure that they understand the need to earn a C or higher in order to satisfy one of the B1 GE areas.

Proposed by: Academic Senate Executive Committee
Date: March 2, 2016

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

State of California

RECEIVED

JUL 2 4 1997

CAL POLY

SAN LUIS OBISPO
CA 93407

Memorandum

Academic Senate

To: Anny Morrobel-Sosa, Chair
Academic Senate

Date: July 21, 1997

From: Warren J. Baker
President

Copies: Paul J. Zingg
Glenn Irvin
Harvey Greenwald
Euel Kennedy
Tom Zuur

Subject: **Response to Academic Senate Resolution AS-479-97/CC, Resolution on Credit/No Credit Grading**

This will acknowledge receipt of the above subject Senate Resolution and the additional work accomplished by the Academic Senate in response to my initial approval of Senate Resolution AS 464-96 which requested that the Senate explore the establishment of limited Credit/No Credit grading options for major and GE&B courses.

I am pleased to approve this new Resolution, recognizing that it establishes a maximum of 16 units of CR/NC grading in courses that are normally graded. In addition, this Resolution allows up to 4 units of CR/NC grading in major or support courses (subject to the approval by the student's major department and up to 4 units of CR/NC grading in GE&B courses.

I recognize that Credit/No Credit grading in GE&B courses continues to be an extremely important issue for students as well as faculty, and that this Resolution represents a compromise. The restriction to a maximum of 4 units CR/NC grading in GE&B courses is offset by the reduction from 79 to 72 units that are included in the newly approved GE&B model. It is my understanding that the Registrar's Office has indicated that most students take between 8 and 12 units of courses by CR/NC, and therefore, the 16-unit limitation would not represent a significant problem for most students.

With my approval of this new Resolution, I am establishing an effective date of Fall Quarter 1998, with the following two conditions:

1. That the academic departments/units create and publish an up-to-date list of major and support courses that also include those courses that could be taken CR/NC by their majors.

2. That the Registrar's Office work with the Academic Senate Curriculum Committee to develop procedures for implementing the new CR/NC grading policy. These procedures should clarify the responsibilities of the department, the faculty advisor, the college advisement centers, the Academic Records Office, etc.

Please extend my appreciation to those members of the Academic Senate and Curriculum Committee for the excellent work they have accomplished in developing this new CR/NC grading policy.

Adopted:

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

AS-__-16

RESOLUTION IN SUPPORT OF CAL POLY PARTICIPATION IN THE OPEN EDUCATIONAL RESOURCES ADOPTION INCENTIVE PROGRAM OF THE COLLEGE TEXTBOOK AFFORDABILITY ACT OF 2015

1 2 3	WHEREAS,	The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success; and
4 5 6	WHEREAS,	This rising cost of textbooks and supplies affects all student but disproportionately students of lower income; and
7 8 9 10	WHEREAS,	Cal Poly's Inclusive Excellence initiative states that it is "everyone's responsibility to address diversity and campus climate issues" and that "all students should have the opportunity to succeed"; and
11 12 13	WHEREAS,	On October 8, 2015, Assembly Bill 798, "College Textbook Affordability Act of 2015", was signed into law by the Governor of California; and
14 15 16 17 18	WHEREAS,	The goal of AB 798 is to increase student access to high-quality Open Educational Resources (OER), reducing the cost of textbooks and supplies for students in course sections for which OER are to be adopted to thus accomplish cost savings for students; and
19 20 21	WHEREAS,	AB 798 creates an incentive program for CSU and CCC campuses for accelerated adoption of OER, up to an amount of $50,000 to the campus; and
22 23 24 25	WHEREAS,	To be eligible for the grant funds, AB 798 requires the Academic Senate to adopt a resolution in support of increasing access to high-quality OER, when possible, to reduce textbook costs and supplies for students; therefore be it
26 27 28 29	RESOLVED:	That the Academic Senate support faculty who opt to consider using high quality, low- or no-cost, accessible textbook alternations, such as the California Open Online Library for Education (www.cool4ed.org); and be it further
30 31 32	RESOLVED:	That the Academic Senate charge the Open Educational Resources Task Force with the development of a plan to be submit to the Chancellor's Office as requested in AB 798.

Proposed by: Open Educational Resources Task Force
Date: March 7, 2016

Academic Technology Services
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Gerard L. Hanley, Ph.D.
Assistant Vice Chancellor
Tel: 562-951-4259
Fax: 562-951-4981
Email: ghanley@calstate.edu

December 18, 2015

MEMORANDUM

> RFP for up to $50,000 to support faculty development programs for adopting free and open educational materials **Attn: Provosts**

To: CSU Presidents and Academic Senate Chairs

From: Steven Filling, Chair of the ASCSU
             Meredith Turner, Assistant Executive Director, Chief Governmental Officer, CSSA
             Gerry Hanley, Assistant Vice Chancellor, Academic Technology Services

Subject: AB 798 and the Open Educational Resources Adoption Incentive Program

Improving the affordability of a Cal State education continues to be part of CSU's strategy to provide "access to excellence." National and state surveys have indicated that one reason students take fewer courses is the cost of their course materials (e.g. textbooks). The CSU has been a champion of reducing the cost of course materials through its Affordable Learning Solutions Initiative (www.affordablelearningsolutions.org), and it is our pleasure to announce that the State of California has recently passed legislation that provides funding for campuses to support faculty and students choosing and using high quality, no-cost and low-cost course materials. This memo provides an overview of the funding opportunity, guidance for acquiring the funding, and upcoming support services that will help your campus be successful in acquiring the funding.

ABOUT THE LEGISLATION: The goal of the College Textbook Affordability Act of 2015 is to reduce the costs of course materials for California college students by encouraging faculty to accelerate the adoption of high-quality, no-cost and low-cost course materials, especially Open Educational Resources (OER). The legislative strategy will be implemented through the OER Adoption Incentive Program which provides funding for faculty professional development focused on significantly lowering the cost of course materials for students while maintaining the quality of materials. As part of the legislation, the State of California has allocated $3 million dollars for the program and each Cal State and California Community College campus can request up to $50,000 for their campus program.

WHAT ARE OPEN EDUCATIONAL RESOURCES (OER) and WHAT ARE OUR CHOICES? OER are high-quality teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. You can find a wealth of OER at the California Open Online Library for Education (www.cool4ed.org), though you are not restricted to this collection of materials. You may also include other resources that are legally available and free of cost to students, such as your library's ebooks and ejournals, which are freely and legally available to all students. OER include, but are not limited to, full courses, course materials, modules, textbooks, faculty-created content, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

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HOW DOES YOUR CAMPUS ACQUIRE THE FUNDING? Your campus Academic Senate must complete two (2) requirements:

1. Adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students.
2. In collaboration with students and campus administration, create and approve a plan that describes evidence of the faculty's commitment and readiness to effectively use grant funds to support faculty adoption of OER.

These two requirements must be completed and submitted for review by June 30, 2016. For full details, review the legislation.

HELP IS AVAILABLE!   WE WANT YOU TO SUCCEED!

- Appendix A provides an overview of the suggested information to include as well as requirements for the campus plan to support faculty adoption of OER/no/low-cost course materials.

- We will be expanding the resources and support services on the California Open Online Library for Education website (www.cool4ed.org) by January 25, 2016. The resources and support services will include sample academic senate resolutions, sample templates for your proposal, easy access and discovery of OER, and more.

- We (Cal State University and the Online Learning Consortium) will be conducting a one-day conference/workshop series in Los Angeles to support Cal State University and California Community College campuses. This conference/workshop will take place **March 2, 2016** at the Crowne Plaza Hotel by LAX. Participants will learn about and discuss the following with colleagues:
  - The legislation (AB 798) and requirements for submitting proposals
  - The outcomes required for campus projects to receive the legislative funding, and many other benefits of a textbook affordability program on a campus
  - The tools, resources, and strategies for finding and adopting OER materials
  - Answers to questions that will help proposal development.

Other colleges and universities can attend the conference as well to learn about the policies, goals, and strategies for implementing a college textbook affordability initiative.

For more information about the conference, see:
http://onlinelearningconsortium.org/attend/collaborate/losangeles-2016/

- We will be conducting webinars in the Spring of 2016 to review the resources and services available.

- We will be distributing print and digital communications describing the opportunities and resources available.

- Members of the faculty-led California Open Educational Resources Council will be available to provide advice and guidance about OER. Leaders from California's higher education segments will also be in attendance to facilitate discussions.

- We will be sending out additional memos and communications via social media and an online community connected to the COOL4Ed website.

Thank you for your participation in this important initiative. We will continue to distribute information about support services in the spring of 2016. If you have questions about this program, please email cool4ed@cdl.edu .

cc: Timothy P. White, Chancellor
Loren Blanchard, Executive Vice Chancellor and Chief Academic Officer
Steve Relyea, Executive Vice Chancellor and Chief Financial Officer
Provosts and Vice Presidents for Academic Affairs
Vice Presidents for Student Affairs
Chief Information Officers
Directors, Academic Technology
Council of Library Deans
Managers, Campus Bookstores
Emily Magruder, Director, CSU Institute for Teaching and Learning
Directors, Faculty Development Centers

Appendix A:

Overview of Requirements for Campus Plan for Accelerating Adoption of Free and Open Educational Resources

Campus plan must include:
- Number of departments involved in the plan's implementation.
- Number of course sections where no-cost/low-cost open educational resources will be adopted.
- A contact person who will be responsible for:
    - The allocation of awarded funds in accordance with the proposed project
    - The reporting of outcomes of the project, in accordance with the RFP requirements
- Requests for up to $1,000 per course section along with the total amount requested. The maximum request is $50,000.
- Calculations describing how the campus will achieve greater than 30% cost savings in at least 10 course sections.
- Background on campus readiness to implement a college textbook affordability initiative.
- Description of how the faculty will learn about the California Open Online Library for Education and other existing OER. At their discretion, faculty may utilize appropriate resources for any of the 50 strategically selected lower division courses identified by the California Open Education Resources Council. See the Course Showcase at http://www.cool4ed.org/courseshowcase.html .
- Description of how the campus will provide access to OER materials for students, including how the campus will make hard copies of these materials available for students who lack access to these materials off-campus and make it possible for students with such access to print hard copies.
- Estimates of the percentage of cost savings for each course section calculated as follows:
    - The percentage of cost savings shall be the estimated decrease in the costs of books and supplies for a course section in the term resulting from the adoption of OER for that course section, divided by the costs of books and supplies for that course section in the preceding academic term with the typical courses materials (before OER was adopted).

NOTE: THE RFP WILL SPECIFY ALL PROPOSAL REQUIREMENTS AND PROVIDE AN EVALUATION RUBRIC. THIS OVERVIEW DOES NOT REPRESENT A FULL ACCOUNTING OF THE REQUIREMENTS FOR PROPOSAL FUNDING.

Deadlines and key dates:
- RFP will be available before February 1, 2016.
- June 30, 2016 - the deadline for a local academic senate of a campus of the CSU or the CCC to submit its resolution and plan to an online website (to be hosted by COOL4Ed).
- Within 60 days of receiving a campus' application, if the campus has satisfied all requirements, the California Open Educational Resources Council will make its grant award recommendations.
- No later than 30 days after the Council recommends the grant awards, the recommendations will be submitted to the Chancellor of the CSU. The CSU Chancellor shall award funding for grants to recipients (AB 798 has designated the CSU Office of the Chancellor as the administrative agent of the program). Funding for the California Community College campus grants will be transferred to the California Community College's Chancellor's Office for distribution to their campuses.
- By June 30, 2018, a campus may apply for a bonus grant equal to the amount of its initial grant if there is any funding remaining after the initial awards.

Adopted:

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

AS-___-16

RESOLUTION IN SUPPORT OF CFA'S CALL FOR A STRIKE

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WHEREAS, Faculty are essential for carrying out the core mission of the CSU, which is to provide quality education for our students; and

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WHEREAS, The AAUP *Principles on Academic Freedom and Tenure*[1] state that the academy should offer Faculty "a sufficient degree of economic security to make the profession attractive to men and women of ability;"[2] and

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WHEREAS, Our responsibility as Faculty is not just to our students, but also to our profession, to "achieve conditions that attract persons worthy of the trust to careers in education;" and

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WHEREAS, There has not been a significant general salary increase for CSU Faculty since 2007, when most of a promised 11% salary increase for CSU Faculty was canceled, and a 9.3% furlough pay cut was instituted in 2009; and

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WHEREAS, In 2015 the CSU received an increase from the state of $216 million in addition to its regular $5 billion operating budget, more than enough to fund CFA's bargaining proposal of a 5% raise without increasing student fees; and

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WHEREAS, More than 30 state legislators have sent letters to CSU Chancellor White calling on him to come to a timely agreement that fairly compensates the Faculty; therefore, be it

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RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis Obispo calls on the Chancellor to return to the bargaining table immediately and seek a contract settlement with the California Faculty Association to avoid the strike planned to begin April 13, 2016—as well as any subsequent action should negotiations continue to fail—that would disrupt every CSU campus and the academic progress of our students; and be it further

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RESOLVED: That President Armstrong forward this resolution to Chancellor White.

Proposed by: Glen Thorncroft, Senator
Date: March 22, 2016

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[1] http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure

[2] http://www.cta.org/About-CTA/Who-We-Are/Code-of-Ethics.aspx

Other Sources:
http://www.calfac.org/sites/main/files/file-attachments/on_csu_exec_pay_july_2015.pdf
https://academeblog.org/2016/02/18/support-growing-for-potential-cfa-strike/

Nominations Received for 2016-2017 University Committee

ACADEMIC ASSESSMENT COUNCIL – 5 vacancies: CAED (2016-2019), CAFES (2016-2018), CENG (2016-2019), OCOB (2016-2019), & PCS (2016-2019)

ADVISORY COMMITTEE ON WORKPLACE VIOLENCE PREVENTION - (2016-2018)

ASI BOARD OF DIRECTORS - (2016-2017)

ATHLETICS ADVISORY BOARD - (2016-2019)

CAL POLY CORPORATION BOARD OF DIRECTORS - (2016-2019)
Craig Baltimore, Architectural Engineering
A. Statement indicating consistent history of active involvement with an interest in University affairs.
My interest in the University extend beyond the borders of my Department. Early in my career I became involved with the University Fairness Board and Chaired the Board for 3 years, where I interacted directly with the Provost's Office and Provost on a number of the cases. I combined my relationship with the Provost with my interest in cross-college opportunities in alternative energy – a priority of the President to increase Cal Poly's reputation in alternative energy. These opportunities in alternative energy allowed me to develop critical relationships with the College Agriculture, where I was selected to be a member of the CAFES Dean Search Committee. Currently, I am part of the CalWave Ocean Energy team, where a research station and ocean energy production site is being proposed off of the coast of Vandenberg Air Force Base. The CalWave project is headed by the Institute for Advanced Technology and Public Policy.

In addition, I have added to my involvement by participating in and contributing to many University, CAED, and Dept. committees, such as the Academic Senate, CAED Deans Leadership Council, CAED Housing Committee, and Dept. of ARCE Director of Scheduling.

B. Statement of demonstrated ability to work productively as a member of a governing body.
Below are just two examples of my success in working as a member of a governing body.
Director Los Osos CSD
Publically Elected Official to the Los Osos Community Service District (CSD) Board of Directors - the governing and decision making body for the town of Los Osos, Ca (pop. 14,000). (2011-2014)
In the case of Los Osos, the Board of Directors is synonymous with a City Council. Los Osos CSD has powers in Water, Fire Protection, Emergency Services, Drainage, and Community Septic, and Joint Powers in Lighting and in Parks and Rec. Annual budget for Los Osos CSD is approx. $8.1 million. Powers in Planning & Permitting, Roads, and Public Safety are under the County of San Luis Obispo. The Board of Directors must coordinate and work with County in regards to these powers.
With all of the powers under the authority of the Los Osos CSD, a Board member has issues, responsibilities, personalities, and governance are similar if not the same as a college dean. Autonomy is perceived by the constituents, however there is a major accountability to governance beyond the CSD such as County, Coastal Commission, State Water Boards, EPA regulations, etc., which put many "unseen" constraints to the perceived autonomy.
During my tenure on the Board, Los Osos was able to emerge from Bankruptcy, reestablish working and positive relationship with the County of San Luis Obispo, continue significant work on the public waste water project, establish new accounting practices and software, hire new employees, and maintain a properly funded first responder fire department including the purchase of a new fire engine.

Chair of Standards Development, Masonry Society
The Masonry Society (TMS) an international organization committed to the development and promotion of masonry, including acting as the governing body for – writing the Building Code for Masonry Structures as well as guides and standards for all uses of masonry. The Standard

Development Committee was assigned to developed standards for Fire, Sound, and High Winds. (2010 – 2012).

As the governing body for Building Code, the Masonry Society must adhere to American National Standards Institute (ANSI) regulations on development of consensus documents. As a long standing member of the committee with knowledge and experience in ANSI process, I was asked to Chair the committee, because the Masonry Society was going through an internal reorganization of committees, and to lead and assure the charges of Standards Development Committee were met in the scheduled time table of the reorganization.

C. Statement indicating why membership on the Board is of interest.

Policy is a great interest of mine. I truly enjoy the capacity to direct, steer, and make policy for the good and future of an organization that is important to me. I have been able to contribute professionally by being on the Board of Directors of the Masonry Society. The Masonry Society is the professional organization that oversees and writes the building code for masonry structures (TMS 402). I have been able to contribute to my community by being a publically elected official to the Board of Directors for the Los Osos Community Services District (a 4 year term). Now, I would like the chance to contribute to my alma mater – Cal Poly.
I am experienced and enjoy the opportunity to contribute.

Neal MacDougall, Agribusiness

A. Statement indicating consistent history of active involvement with an interest in University affairs.

I have served on numerous university committees including the inaugural faculty research award committee (two years), the Campus Dining Committee, the Sustainability Committee, the Academic Assessment Committee, the General Education and Breadth (GEB) committee and the Search Committee for the VP of AFD. I have extensive experience grading the Writing Proficiency Exam (WPE), I have participated in a number of professional learning communities such as WINGED, Universal Design for Learning, Hybrid Teaching, the Critical Thinking Working Group. I have also worked extensively in the general area of sustainability on campus.

B. Statement of demonstrated ability to work productively as a member of a governing body.

Aside from great success working within my department (I have received the two awards for faculty service, the Western Ag Services and the Sunwest Foods awards), the formal governance work has been through my eighteen-year involvement with CCOF (California Certified Organic Farmers), the largest organic certifier in the country. I have served as an officer at the San Luis Obispo chapter level (chair of the certification committee and president), I have served on headquarter level committees (member and chair of the Certification Standards Committee) and I have served on the Board of Directors of CCOF, Inc. (I was the chapter representative and served as the Treasurer of the Board which means I also served on the Board's Executive Committee and I was the chair of the Finance Committee which handles budgets and other financial issues). Because I am not a certified grower, I was also able to serve on the Management Committee of the CCOF Certification Services LLC for four years in which I participated in the oversight and advising of the certification arm of CCOF, Inc. During the last two years of my service on the Management Committee, I was the Chair of the Management Committee in which I oversaw the functioning of the committee and met regularly with the President of Certification Services to address ongoing strategic plan and management issues. This involvement has given me a complete experience in the governance of a very successful corporate entity.

C. Statement indicating why membership on the Board is of interest.

I have striven to learn as much about how Cal Poly works so that I can be a better contributing member of the Cal Poly community. I have a strong belief that engagement at all levels of the university results in a better performing and more impactful institution – especially on the educational side. My service on committees and in the areas of teaching (see above) has taught me quite a bit. My time on the Campus Dining Committee started to give me additional insight into how Cal Poly Corporation works and I am eager to learn more and help wherever I can. I think that with my CCOF experience, I can bring some insights into the position as a member of the CPC board and I can hit the ground running. Also, having just served as a member of the Search Committee of the VP for AFD, I have become familiar with the workings of Corporation.

CAMPUS FEE ADVISORY COMMITTEE - (2016-2017)

CAMPUS SAFETY AND RISK MANAGEMENT COMMITTEE – 2 vacancies: (2016-2018) & (2016-2017)

DISABILITY ACCESS AND COMPLIANCE COMMITTEE - (2016-2018), 2 vacancies for Accommodation Review Board: (2016-2018) & (2016-2017)

HEALTH SERVICES OVERSIGHT COMMITTEE – (2016-2017)

INCLUSIVE EXCELLENCE COUNCIL - (2016-2019)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE - (2016-2019)
> **John Lawson, Architectural Engineering (6 years at Cal Poly) Tenured**
> I am applying for the "non scientific" position that has remained vacant for some time on this committee. I believe this position is nominated through the Executive Committee of the Academic Senate.
>
> In line with the intent of this position, my expectations and goal are to provide feedback and guidance to the committee from an outsider's perspective. With my background in architecture and engineering, I am not biased towards any food related industry nor research related professions; however, I believe I am objective and have an open-mind to both sides of any argument. Whether considering the vast benefits society derives from animal research and the food they provide, or considering unnecessary animal suffering for little benefit to society, I believe I can provide a balanced approach to viewing issues that may come up for the committee. An example of my balanced approach is my appointment by the American Arbitration Association as a "neutral expert" for the purpose of resolving two deadlocked disputes in the construction litigation. This appointment was based on my ability to listen to both sides and make even-handed fair decisions.
>
> Personally, I have experience owning large stock animals, fowl, as well as numerous small pets. I appreciate the jobs and food animals serve as well as the companionship they provide. I hope to be a contributing member to this committee.
>
> **Heather Liwanag, Biological Sciences (.5 year at Cal Poly) Tenure track**
> As an animal researcher myself, I have a keen interest in contributing to the humane and scientifically sound use of animals. I understand that the purpose of the IACUC is to maintain the standards of the animal research facilities on campus, and to ensure that the animal research performed at Cal Poly is both scientifically and ethically robust. Because my research program includes experiments with marine mammals, I am familiar with state and federal permitting procedures for the use of protected species. I have a genuine concern for the welfare of research animals, and I also understand the value of animal research from a scientist's perspective. This will allow me to review protocols with an awareness and appreciation for what is at stake. I do have some experience, as I served on the IACUC at my previous institution (Adelphi University) for two years. I am a new faculty member in my first year at Cal Poly, and I believe that serving on the IACUC is an important and rewarding way to contribute my service to the university.

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 4 vacancies: CAED (2016-2019), CAFES (2016-2017), CLA (2016-2019), & CSM (2016-2019)
> **Bill Loving, Journalism - CLA (8 years at Cal Poly) Tenured**
> I write about copyright and trademark in the media law textbook that I author. I have taught copyright classes at three different universities. I was half of the Idaho State University copyright committee in 2004-2005. I have served as an expert in copyright litigation.

STUDENT HEALTH ADVISORY COMMITTEE - (2016-2017)

STUDENT SUCCESS FEE ALLOCATION ADVISORY COMMITTEE - (2016-2017)

SUSTAINABILITY ADVISORY COMMITTEE - (2016-2018)
UNIVERSITY UNION ADVISORY BOARD - (2016-2017)

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Nominations Received for
2016-2018 Academic Senate Committees Vacancies

*Indicates willingness to chair if release time is available

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCE
Curriculum Committee

> **Michael McCullough, Agribusiness (8 years at Cal Poly) Tenured - Incumbent**
> I would like to continue as the CAFES representative during the curriculum review cycle. I have been the college curriculum chair and will see this cycle through at that level. I will be able to provide a consistency by doing so.

Distinguished Teaching Awards Committee
Fairness Board

> **Fernando Campos-Chillon, Animal Science (5 years at Cal Poly) Tenure track – Incumbent ***
> As a faculty member and present member of the Fairness Board, my motivation to serve on the fairness board at Cal Poly is driven by my interest to serve ethically the students and the university with a combined experience of a long academic career and private industry. My academic career involved undergraduate and graduate degrees (BS, MS, PhD), professional degree (DVM) and clinical residency training with specialization board certification (Diplomate American College of Theriogenologists). In my diverse student days, I faced several situations involving myself as well as other students wherein there were issues with unfair treatment, grading or disqualifications from instructors, and using the right channels and procedures, those situations were resolved in an effective and professional manner. In private industry, I was the CEO of an equine reproduction company and day after day, conflicts arose from managers and employees in terms of responsibilities and compensation. The problems were addressed by evolving management policies enlightened by ethical perspectives and the fair representation of all parties. Placing value and trust in the arguments of both parties is the key of problem resolution. There are times when bad intent is evident but the majority of issues present conflict due to a lack of open and honest communication. Students deserve the advocacy of a fair committee to recognize any malintent on behalf of either party but mainly to oversee the event of mis- or non-communication. The fairness board should be that objective mediator and channel of mentorship, in which the process and ruling on a grievance is itself a "teaching moment" for students and faculty alike. My expectation has been be a good asset to the board, to be approachable to the students so they are aware an option is available in a student/faculty grade dispute, and to offer the appropriate channels to resolve them. In the past terms the experience was personal and professionally constructive and would like continue being part of it.

GE Governance Board (2016-2019)

> **Neal MacDougall, Agribusiness (19 years at Cal Poly) Tenured - Incumbent**
> I have been serving on the committee for the past couple of years and wish to continue the work -- especially as we move past the Program Review period and begin implementing the results (which we have not yet gotten back).

Grants Review Committee

> **Lauren Garner, Horticulture & Crop Science (10 years at Cal Poly) Tenured - Incumbent**
> I have served on the Academic Senate Grants Review Committee since 2010 and am extremely interested in continuing on this committee. I have been able to attend all meetings and have enjoyed the opportunity to review and support the research of Cal Poly's students and faculty through the Committee's work with the Student Research Competition and the Research, Scholarly and Creative Activities Grant review process, respectively. Grantsmanship is an area of professional development in which I have substantial interest and activity. Grants that I have obtained support my research activity in fruit tree production and applied plant physiology, including funding for graduate and undergraduate student support.

Instruction Committee
Research, Scholarship & Creative Activities Committee (2016-2017)

COLLEGE OF ARCHTECTURE AND ENVIRONMENTAL DESIGN
Budget & Long-Range Planning Committee

Cesar Torres Bustamante, Landscape Architecture (6 years at Cal Poly) Tenured – Incumbent (received after deadline)
I would like give continuity to work on the strategic planning as well as further develop the committee's goal of better understanding of budget allocation.

Curriculum Committee

Phil Barlow, Construction Management (10 years at Cal Poly) Tenured - Incumbent
I am currently ending my second term on the Academic Senate Curriculum Committee as the CAED representative, I am hoping to continue on this committee for one more term. I have greatly enjoyed working on this committee the past four years and would like to end my tenure with one additional term. Working with all the members of the committee including Brian Self, the new chair, has been a pleasure. My experience includes being the curriculum chair for the CM Department for five years and serving on the college curriculum committee for the three years now.
I look forward to serving and transitioning in a new CAED college committee member in the coming year.

Distinguished Teaching Awards Committee

Umut Toker, Architecture (11 years at Cal Poly) Tenured - Incumbent
As a recipient of this award, I have been serving on the DTA Committee for a number of years now. I believe this is an extremely important committee since I believe teaching excellence should be recognized. I would like to continue contributing my time and effort to this committees' work so we can continue to acknowledge our colleagues' efforts towards teaching excellence.

Fairness Board

Jill Nelson, Architectural Engineering (8 years at Cal Poly) Tenured – Incumbent *
I would like to continue on the Fairness Board. I feel my skills are well suited to resolve the challenges this board faces. I have been an active member and will continue to remain active on board.

Research, Scholarship & Creative Activities Committee

COLLEGE OF ENGINEERING
Distinguished Scholarship Awards Committee (2016-2017)

Lubomir Stanchev, Computer Science (<1 year at Cal Poly) Tenure track *
It the past 15 years I have published more than 30 papers in peer-reviewed journal and conference proceedings. I have also been the Co-PI of a $100,000 DARPA grant. I believe that I can be a good judge of scholarship achievements and I would be glad to serve on the committee if given the opportunity.

Distinguished Teaching Awards Committee

Lubomir Stanchev, Computer Science (<1 year at Cal Poly) Tenure track *
I have more than ten years experience teaching at the undergraduate and graduate university level. I am very interested in teaching. I have publications in the area, including a first-year textbook. If elected on the committee, I would be glad to review the teaching accomplishments of my colleagues.

GE Governance Board (2016-2019)
Instruction Committee

Sustainability Committee

David Braun, Electrical Engineering (19.5 years at Cal Poly) Tenured – Incumbent *

My motivation to serve on the Sustainability Committee stems from a concern that quality of life for humans and millions of other species depends on humanity pursuing more sustainable practices. Education provides one key route to disseminate knowledge regarding sustainability and how to achieve a sustainable condition using interdisciplinary strategies based on social and political equity, economic, environmental, ecological, technical, and ethical considerations.

I have served as an active member of the Sustainability Committee since 2008. I helped the committee develop the Sustainability Learning Objectives and helped the committee develop and pilot instruments to assess the Sustainability Learning Objectives.

In 2014, I began chairing the committee. The end-of-year report submitted in June 2015 details the significant progress made by the committee that year (http://tinyurl.com/ASSC2015). After the CSU Board of Trustees adopted an expanded CSU Sustainability Policy in 2014, the Sustainability Committee responded eagerly, and the Senate added the new Policy to the Committee's responsibilities as part of **AS-791-15 Resolution on Changes to the *Bylaws of the Academic Senate***. A greater share of the Committee's effort went toward conceiving and implementing a process to identify courses meeting the Sustainability Learning Objectives, resulting in **AS-792-15 Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives**. Following the approved process, the committee reviewed all GE courses and proposed a list of GE courses meeting the Sustainability Learning Objectives. The courses now appear online: http://suscat.calpoly.edu/.

AS-792-15 also directs the Sustainability Committee to review the rest of the catalog over the 2015-2017 timeframe to identify other courses meeting the Sustainability Learning Objectives. The Committee continues that process this year along with its other duties. I would like to remain on the committee to continue this work and the assessment work, which will likely extend beyond 2017.

My teaching efforts have extensively emphasized sustainability learning objectives in highly technical electrical and computer engineering courses:

I teach students how to analyze sustainability issues associated with electronics lab experiments using instructions developed to teach students how to prepare lab reports in a format suitable for submission to IEEE journals. See
http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE346-Reports.doc
http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE347-Reports.doc
http://courseware.ee.calpoly.edu/~dbraun/courses/IEEE-EE422-Reports.doc
I incorporate sustainability analysis writing assignments into EE 306, EE 413, and EE 460. See
http://courseware.ee.calpoly.edu/~dbraun/courses/ee306/SustainabilityAnalysis.html
http://courseware.ee.calpoly.edu/~dbraun/courses/ee413/SustainabilityAnalysis.html
http://courseware.ee.calpoly.edu/~dbraun/courses/ee460/SrProjPlan.html#ABETSrProjAnalysis

The following publications and conference talks document related work:

1. "A Process to Qualify Courses for a Sustainability Catalog," D. Braun, N. Borin, and S. Kelting, presented at the *2015 California Higher Education Sustainability Conference*, S.F. State, July 20 – July 24.
2. "Developing and Assessing University Level Sustainability Learning Objectives," D. Braun, H. Greenwald, K. Lancaster, D. Levi, N. MacDougall, H. Francis, presented at the *2012 California Higher Education Sustainability Conference*, Davis, June 18 – June 21.
3. "Teaching Sustainability Analysis in Electrical and Computer Engineering Courses" D. Braun, presented at the *2012 PSW ASEE Conference*, at Cal Poly, San Luis Obispo.

4. "Teaching Sustainability Analysis in Electronics Lecture Courses" D. Braun, Paper AC 2011-369 presented on June 29, at the *2011 ASEE Annual Convention*, Vancouver, BC, Canada.
http://works.bepress.com/dbraun/32/
5. "Teaching Sustainability Analysis in Electrical Engineering Lab Courses," D. Braun, *IEEE Transactions on Education*, 2010 **53** (2) 243-247.
http://digitalcommons.calpoly.edu/eeng_fac/174/

COLLEGE OF LIBERAL ARTS
Budget & Long-Range Planning Committee
Curriculum Committee
> **Gregory Bohr, Social Sciences (13 years at Cal Poly) Tenured - Incumbent**
> I am currently serving as the Social Sciences Department Curriculum Committee Chair and the Chair of the College of Liberal Arts Curriculum Committee, as well as the CLA representative to the Academic Senate Curriculum Committee. I have held these positions for the past two Catalog cycles. We are currently reviewing all 2017-19 curriculum proposals from CLA departments, and I hope/expect to use the familiarity built up during that process to effectively represent the college during the ASCC review next year.

Distinguished Scholarship Awards Committee
> **Christina Firpo, History (9 years at Cal Poly) Tenured – Incumbent ***
> I have served on many scholarship awards committees at Cal Poly, including those for the history department, the WGS department, and the distinguished scholarship committee. I have also served on similar committees outside of Cal Poly, including for the Vietnam Studies Group Graduate Paper Prize and the book prize for the International Conference of Asian Scholars. I also have extensive experience reviewing articles and books for peer reviewed journals and top university presses. I, myself, have published eight articles and one book, all with peer- reviewed journals and university presses. I served on this committee during the 2015-2016 school year and enjoyed it immensely.

Faculty Affairs Committee
> **Ken Brown, Philosophy (9 years at Cal Poly) Tenured – Incumbent ***
> I have been the CLA representative to FAC since 2010, and have chaired FAC since 2012. Among my accomplishments as chair and as a member of FAC are the following:
>
> FAC drafted the report Achieving Salary Equity for Cal Poly
> Faculty, and the resolution to endorse the report: AS-802-15:
> Resolution on Faculty Involvement in the Development and Articulation of Faculty Salary Adjustment Plans
> FAC assisted the Research, Scholarship and Creative Activities committee in authoring:
> AS-780-14: Resolution on Revisions to Policies Related to Centers and Institutes
> FAC was consulted by Instruction Committee in authoring:
> AS-768-13: Resolution on Final Examination Overload Conflicts
> AS-759-13: Resolution on Student Evaluations
> FAC authored, and I presented to the Academic Senate:
> AS-748-12: Resolution on Shared Governance
> AS-723-11: Resolution on Faculty Affairs Review of Retention Promotion and Tenure Focus Group Report

Currently FAC has two resolutions in preparation which should be proposed to the Senate by Spring 2016. We are also amid a major project of revising the University Faculty Personnel Actions policy document. This project has been on our agenda since 2013 and is slated for completion likely this coming Fall. It would then undergo significant scrutiny by the Senate, Deans, and Academic Affairs. I suggest to the Senate Executive Committee to consider continuity in the membership of FAC as helpful to the completion of this project.

Instruction Committee
Research, Scholarship & Creative Activities Committee
Christy Chand, Theatre & Dance (4 years at Cal Poly) Tenure track
My interest in serving on this committee comes from having a greater desire to learn about faculty research opportunities and possibilities. As a dance professor, my research manifests in a way this is often very different from those in the sciences. I see this service as a way to broaden my mind, but also to offer my areas of expertise to those who are not familiar with artistic research. Additionally, as a fourth-year faculty member, I am trying to branch out my service reach and I feel like this committee would be a great place to land and learn.

Sustainability Committee

COLLEGE OF SCIENCE AND MATHEMATICS
Budget & Long-Range Planning Committee
Steve Rein, Statistics (18 years at Cal Poly) Tenured – Incumbent *
As a past Academic Senate Chair, I understand a bit of what goes into the long-range planning and budget aspects of running the University. I get the feeling that BLRP is starting to gain traction with a set of members who have been there for a few years and with the administration working well with the committee. I want to continue to participate to further develop this committee into a good way of the faculty providing input into key questions related to ensuring a stable financial future for the University and for making long-term plans that impact our campus.

Distinguished Scholarship Awards Committee
Lawrence Sze, Mathematics (18 years at Cal Poly) Tenured – Incumbent
(received after deadline)
I am an associate professor of Mathematics with 9 refereed research publications. I have served on three departmental hiring screening committees and have reviewed the resumes and research statements of a few hundred job applicants. As a member of the PRC I have also regularly reviewed the WPAFs of my colleagues. These experiences helped me develop an appreciation for outstanding scholarship and career arcs.

Recognition of the outstanding scholarly accomplishments of our faculty is a way of articulating the particulars of Cal Poly's mission both to ourselves and to the external community at large. I regularly draw inspiration from the accomplishments of my many fine colleagues and am eager to share them with the world

Distinguished Teaching Awards Committee
Dylan Retsek, Mathematics (13 years at Cal Poly) Tenured – Incumbent *
I am interested because I am in my first year on this committee and just learning the ropes. I have found the experience rewarding thus far and would appreciate the chance to continue my service while at the same time observing my talented teaching colleagues from all across the campus.

GE Governance Board (2016-2019)
Emily Fogle, Chemistry & Biochemistry (8 years at Cal Poly) Tenured - Incumbent
I have been a member of the GEGB for 2 years and wish to continue. I teach in general education classes in the Chemistry department for both science and non-science majors. I believe that the

broad background the general education provides students is of great importance and want to contribute to keeping GE vibrant and relevant to students.

Grants Review Committee

Todd Hagobian, Kinesiology (7 years at Cal Poly) Tenured *

My goal to be a member on this committee is to provide university support and aid in developing research policies (when applicable) and making recommendations to the Dean of Research regarding grants, awards, and student competition. I have prior experience evaluating student research and grants review with the American College of Sports Medicine, which is the governing body of exercise physiology. In regards to my research, have a nationally recognized clinical line of research focused on effective lifestyle methods to improve weight and health outcomes in mothers, fathers, and family members in the time surrounding pregnancy and beyond. As a trained physiologist, with extensive clinical research experience in weight, health, and performance outcomes, I am well equipped to evaluate students and grants. My clinical research is focused on two main areas; 1) lifestyle interventions to improve weight and health outcomes in fathers and family members in the time surrounding pregnancy, and 2) physiological, biological, psychosocial, and behavioral mechanisms underlying family weight changes. I am the PI on a funded NIH grant (1R01HL118208-01; PI Hagobian) to determine whether gestational lifestyle interventions have a positive "ripple" effect on partners' weight and health outcomes. Moreover, I am a co-investigator on an NIH funded grant (5U01HL114377-02; PI Phelan) assessing whether a comprehensive lifestyle intervention targeting healthy eating, activity, and behavior prevents excessive gestational weight gain. Currently, I am interested in endocrine disruptors and the impact on the risk for type 2 diabetes. Thus, as a physiologist with clinical expertise in regulation of weight, physiologic outcomes, and diet and exercise interventions, I am excited to be potentially be a member on this committee.

Research, Scholarship & Creative Activities Committee

Suzanne Phelan, Kinesiology (8 years at Cal Poly) Tenure track - Incumbent

I am interested in supporting research endeavors at Cal Poly. This includes facilitating cross-departmental collaborations, student research, and faculty endeavors. Cal Poly needs strengthening in areas including humans subjects research/monitoring and data safety. I would be excited to work on these and/or other initiatives with this committee for the upcoming year.

Sustainability Committee

Jonathan Fernsler, Physics (10 years at Cal Poly) Tenure track - Incumbent
(received after deadline)

After serving on the ASSC for the last two years, I hope to build on our work developing the SUSCAT course catalog by integrating non-GE courses, making SUSCAT courses easy to find for students, bringing sustainability speakers to Cal Poly, and certifying Cal Poly in campus wide programs such as ASSHE STARS.

ORFALEA COLLEGE OF BUSINESS

Budget & Long-Range Planning Committee

Tad Miller, Accounting (29 years at Cal Poly) Tenured - Incumbent

I would like to continue serving on the Budget and Long-Range Planning Committee. I believe training as an accountant provides an important perspective to the committee.

Curriculum Committee

Barry Floyd, Management (25 years at Cal Poly) Tenured – Incumbent *

I have served on the ASCC the past 1.5 years (completing my second year now) and wish to continue to serve. I am the chair of the OCOB undergraduate committee and will continue in this role next year if all goes as planned. I have worked to improve the curriculum review process in the OCOB and hope to have the OCOB be the poster child for excellence in this regard, though more time is needed to build on the experience gained. In fact, this process is quite complex; only now do I feel that I have sufficient knowledge to make a difference. So I ask to continue in order to achieve the goal stated.

Distinguished Scholarship Awards Committee
Faculty Affairs Committee

Eduardo Zambrano, Economics (9 years at Cal Poly) Tenured – Incumbent
I have enjoyed working at t his Committee thus far and believe that can continue to contribute to it in a multitude of ways. I find particularly relevant the charge of rewriting the University Faculty Personnel Actions Procedures and Criteria as my College is embarked on the same task with its own Retention Promotion and Tenure document. I wish to support my college's initiative of rewriting the local document while also participating in the writing of the university wide document.

Grants Review Committee

Javier de la Fuente, Industrial Tech. & Packaging (2.5 years at Cal Poly) Tenure track - Incumbent
My interest in participating in the Grants Review Committee is two folded:
1) As a new faculty at Cal Poly, I would like to learn more about the review process for internal grants and state faculty support grants.
2) I enjoyed very much serving on this committee for a year. I would like to continue helping my colleagues.

Instruction Committee
Sustainability Committee

Norm Borin, Marketing (24 years at Cal Poly) Tenured – Incumbent *
I have always been a strong advocate for sustainable practices whether at home or in the workplace environment. I have taken this personal interest and developed a research stream that focuses on determining the optimal business green strategy and communicating green product attributes to consumers. I would like to work with this committee to help build green partnerships with outside constituents who can help develop learning materials for the classroom and grant or research opportunities for faculty and students. In addition, the recent CSU Sustainability Policy highlights the importance that Cal Poly move forward with sustainability issues and I believe I can help out in this regard. One of the key roles we can play is to help educate students on the individual responsibility they have in the area of sustainability.
During my 24 years at Cal Poly I have served 15 years as an elected chair of either my department or many college and university committees. I believe this is due to my peer's confidence that I can develop agendas, move them forward and complete tasks in a timely fashion that is respectful of all stakeholder views.

PROFESSIONAL CONSULTATIVE SERVICES
Budget & Long-Range Planning Committee (2016-2017)
Distinguished Scholarship Awards Committee (2016-2017)

Zach Vowell, Library (2.5 years at Cal Poly) Tenure track
As a recent recipient of grant awards from the Institute of Museum and Library Services as well as Cal Poly's Research, Scholarship, and Creative Activities program, I have experience in conducting research and knowing what makes a good research project. I hope to contribute my time and energy to the committee's work of recognized distinguished scholarship, and I also hope to learn more about the work that is being done across Cal Poly. I believe this type of recognition will help strengthen Cal Poly's growing culture of faculty scholarship, and I am eager to help this culture thrive.

Distinguished Teaching Awards Committee (2016-2017)
Faculty Affairs Committee

Brett Bodemer, Library (6 years at Cal Poly) Tenured – Incumbent
The Faculty Affairs Committee undertakes very important work, with both long-term projects and what might also be termed critical "pop-up" items. This year we are working on the continuing endeavor to create a university-wide template for RPT, but have also worked with the Instruction Committee to forward resolutions on teaching evaluations and periodic program reviews. One of my chief reasons for wishing to continue on this committee is to contribute to committee-member

stability that will help usher the RTP template to completion. I also think it is crucial to get PCS perspective on the other varieties of issues that the crop up, and since the library represents the majority of non-teaching faculty in PCS I think this is important.

Fairness Board
GE Governance Board (2016-2019)

Kaila Bussert, Library (1.5 years at Cal Poly) Tenure track

I am writing to express my interest in serving on the General Education Governance Board as the Professional Consultative Services member. My position as the Foundational Experiences Librarian relates directly to supporting student success in General Education courses. I am responsible for leading Kennedy Library's instruction program in GE Area A courses, reaching over 3,500 students each academic year, as well as developing and integrating support for foundational information literacy competencies across General Education. I would like to serve on the Board in order to engage with the policies, issues, and goals concerning General Education at Cal Poly. I am deeply interested in contributing to the strengthening of General Education, and as a librarian I would bring a perspective on information literacy and lifelong learning goals as part of the General Education curriculum.

Since arriving at Cal Poly in 2014, I have demonstrated a commitment to serve the university. I am currently the PCS member of the Academic Senate Instruction Committee and a member of the GWR Academic Senate Task Force. I also recently served on the First Year Experience Task Force appointed by the Provost.

Research, Scholarship & Creative Activities Committee

Mark Bieraugel, Library (4+ years at Cal Poly) Tenure track – Incumbent

I really enjoy working on this committee. As a librarian I bring a unique and broad view of Cal Poly. Having served on the committee I feel a second term I can be an even more effective committee member as I know more about the charge and outcomes of the committee. As a faculty member who has gone through the process of using human subjects in my research I bring that background to the committee. As an information professional I also bring my background in managing information, information processes, data management, and information depositories.

Adopted:

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

AS-___-16

RESOLUTION ON UNIVERSITY-WIDE PROMPTS FOR STUDENT EVALUATIONS OF INSTRUCTORS

1 2 3 4	WHEREAS,	The 2014-2017 Collective Bargaining Agreement mandates that "Written or electronic student questionnaire evaluations shall be required for all faculty unit employees who teach" (15.15); and
5 6 7	WHEREAS,	Cal Poly Academic Senate resolution AS-759-13 RESOLUTION ON STUDENT EVALUATIONS states the following:
8 9 10 11		"the Academic Senate requires that student evaluations include university-wide questions and the opportunity for students to provide written comments on teaching and course effectiveness"
12 13 14 15 16		"the Academic Senate designate[s] the Instruction and Faculty Affairs Committees as the appropriate committees for making potential revisions to university-wide student evaluation questions in the future, and these revisions are subject to approval by the Academic Senate"; and
17 18 19	WHEREAS,	The upcoming transition to online student evaluations of instructors requires all programs to adapt their evaluation instruments to the online evaluation system; therefore be it
20 21 22	RESOLVED:	That the Academic Senate adopt university-wide instructor evaluation prompts in the attached Report on University-Wide Prompts for Student Evaluations of Instructors; and be it further
23 24 25 26	RESOLVED:	That the Academic Senate require these university-wide evaluation prompts be included in all student evaluations of instructors upon the campus-wide rollout of the online evaluation system; and be it further
27 28 29 30	RESOLVED:	That the Academic Senate require both the evaluation questionnaire and the reports of results to distinguish these two university-wide evaluation prompts from additional questions or prompts colleges or programs may include in their evaluation instruments; and be it further
31 32 33	RESOLVED:	That the Academic Senate request that the office of Academic Personnel work with colleges and programs to facilitate the inclusion of the two university-wide evaluation prompts in each college or program evaluation instrument.

Proposed by:	Faculty Affairs Committee, and Instruction Committee
Date:	February 25, 201

**Report on University-Wide Prompts for Student Evaluations of Instructors
By the Academic Senate Instruction and Faculty Affairs Committees
February 24, 2016**

Academic Senate resolution AS-759-13 required that two prompts be included in all student evaluations of faculty. These prompts asked students to express their level of agreement or disagreement with statements that their instructors and courses were "educationally effective." This resolution also empowered FAC and IC in the task of formulating any revisions to these questions.

FAC and IC have also assisted the office of Academic Personnel in the project of implementing online evaluations. In Winter 2016 the FAC and IC chairs and the AVP of Academic Personnel presented a progress report on the status of the online evaluation system to the Senate Executive Committee and then to the Academic Senate. At those presentations senators expressed their disapproval of the formulation of the questions that the Senate had formerly approved in the above-mentioned resolution.

FAC and IC have re-examined these questions and propose to the Senate the following revised prompts as comprising the two prompts to be implemented university-wide on all student evaluations of instructors:

> "Assign an overall rating to this course."
> "Assign an overall rating to this instructor."

FAC and IC propose the following scale for responses to these prompts:

> "5 = Excellent"
> "4 = Above Average"
> "3 = Average"
> "2 = Below Average"
> "1 = Unsatisfactory"

The rationale for the language of these prompts is directness in asking students to provide their opinions about their instructors and courses according to a scale that should seem reasonable for the task at hand. This is simply a focused revision to the formerly proposed prompts and response scale in the report appended to AS-759-13, which allows all else in that report to remain in effect.

These two prompts would be common to all evaluation instruments for every course evaluated at Cal Poly as of Fall 2016, the proposed timeframe for implementing online evaluations across the university. They would be built into the online evaluation system. Colleges and Programs have their own evaluation instruments, which would comprise an additional layer of questions or prompts in evaluation instruments for courses offered within each college/program. The office of Academic Personnel will assist all programs/colleges with the project of adapting their current evaluation instruments to the new online system. This is the right time for colleges and programs to reassess their evaluation instruments in light of these two university-wide prompts, and to determine whether any change to existing questions or prompts is appropriate given the formulations of these two university-wide prompts.

Adopted:

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

AS-___-16

RESOLUTION ON ACADEMIC PROGRAM REVIEW CYCLES

1 2 3	WHEREAS,	Cal Poly is committed to the strengthening of its academic programs via ongoing, rigorous program review; and
4 5 6 7	WHEREAS,	A critical element of academic program assessment involves the annual monitoring by programs of a limited number of parameters fundamental to program effectiveness (e.g., retention and graduation rates); and
8 9 10 11 12 13 14	WHEREAS,	Careful attention and responsiveness to these annual metrics may relieve academic programs from the need to invest in comprehensive program reviews on a six-year cycle as stipulated by the Task Force on Institutional Accountability and Learning Assessment in their 2000 *Report on Institutional Accountability: Academic Program Review* adopted by the Academic Senate in AS-552-00 Resolution on Academic Program Review; and
15 16 17 18	WHEREAS,	In its May 1972 document, *Academic Master Planning in the California State University and Colleges*, the Chancellor's Office permits periodic program reviews "at intervals from five to ten years"; therefore be it
19 20 21 22	RESOLVED:	That on an annual basis academic programs review reports of data collected by the Office of Academic Programs and Planning and provided to programs for subsequent use in academic program reviews; and be it further
23 24 25 26	RESOLVED:	That the review cycles of Cal Poly academic programs subject to external accreditation continue to follow the timeline determined by their accreditation bodies; and be it further
27 28 29 30	RESOLVED:	That Cal Poly academic programs subject to review according to cycles determined by our faculty (including General Education, centers, and institutions) be reviewed normally on an eight-year cycle; and be it further
31 32 33 34	RESOLVED:	That a shorter cycle of six years be followed for academic programs whose program review reports indicate issues which require a shorter term to evaluate; and be it further
35 36 37	RESOLVED:	That the timeframe for subsequent academic program review be included in the documents which conclude a program review cycle; and be it further

38	RESOLVED:	That all other provisions of the *Report on Institutional Accountability: Academic*
39		*Program Review* adopted in AS-552-00 Resolution on Academic Program
40		Review be retained as well as those in AS-718-10 Resolution on Modification to
41		Academic Program Review Procedures concerning the appointment of internal
42		reviewers for academic program review.

Proposed by: Academic Senate Executive Committee and
                Faculty Affairs Committee

Date: March 7, 2016

Adopted: November 21, 2000

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

AS-552-00/IALA
RESOLUTION ON
ACADEMIC PROGRAM REVIEW

1　**Background:** In 1971, The California State University (CSU) Board of Trustees established an
2　academic planning and program review policy (AP 71-32) requiring each campus to establish
3　criteria and procedures for planning and developing new programs and conduct regular reviews
4　of existing programs. CSU Executive Order No. 595 calls for "regular periodic reviews of
5　general education policies and practices in a manner comparable to those of major programs.
6　The review should include an off-campus component." CSU Executive Order No. 729 also calls
7　for periodic reviews of centers, institutes, and similar organizations. These policies have been
8　reaffirmed in *The Cornerstones Report* and in the *Cornerstones Implementation Plan.* In 1992
9　Cal Poly adopted the *Academic Program Review and Improvement Guidelines* establishing
10　procedures for the conduct of academic program reviews. These procedures and
11　recommendations for external reviews of programs have since been modified. Currently, the
12　information requested from programs that undergo internal review includes descriptions of
13　educational goals, instructional designs and methods, assessment methods and the data so
14　collected, and the procedures for utilizing the collected information.
15

16　In 1999, the Provost appointed and charged the Task Force on Institutional Accountability and
17　Learning Assessment "to propose a systematic and coordinated approach to addressing academic
18　(and larger institutional) accountability and assessment issues" consistent with our institutional
19　mission and values. The need to build upon, integrate and implement the perspective and
20　approaches contained in existing Cal Poly documents, and the desire to keep these approaches
21　clear, concise and simple were also emphasized. The revised academic program review process
22　drafted by the Task Force, and attached to this resolution, is submitted for your consideration.
23

24　WHEREAS:　The CSU has established policies requiring periodic review of the following
25　　　　　　academic programs: major programs, graduate programs, and general education.
26　　　　　　These policies have been reaffirmed in *The Cornerstones Report,* the
27　　　　　　*Cornerstones Implementation Plan,* and *The CSU Accountability Process.*
28

29　WHEREAS:　Cal Poly's Academic Senate has also established procedures and guidelines for
30　　　　　　the conduct of academic program reviews, as evidenced by Senate resolutions:
31　　　　　　*Academic Program Reviews* (AS-383-92), *Academic Program Review and*
32　　　　　　*Improvement Guidelines, Academic Program Review and Improvement*
33　　　　　　*Guidelines Change* (AS-425-94), *External Review* (AS-496-98) and *Procedures*

34   *for External Review* (AS-497-98), *Program Efficiency and Flexibility* (AS-502-
35   98), *Program Review and Improvement Committee Bylaws Change(AS-523-99)*.
36

37   WHEREAS: The implementation of the Academic Senate resolutions on academic program
38   review has resulted in a duplication of processes and inefficient use of resources.
39

40   WHEREAS: An effective academic program review should recognize program distinctiveness
41   and different disciplinary approaches to student learning.
42

43   WHEREAS: An effective academic program review should also include the direct participation
44   of the Deans, as recently noted in by the WASC Visiting Team in the *WASC*
45   *Visiting Team Final Report.*
46

47   WHEREAS: Self-studies of interest and significance to the faculty are more conducive to
48   program improvement than are formulaic exercises in compliance.
49

50   WHEREAS: Accreditation processes conducted by highly respected national agencies for 27 of
51   the Cal Poly Academic Programs may already provide all the essential
52   requirements of program review, including learning outcomes and accountability
53   with respect to program goals; therefore, be it
54

55   RESOLVED: That all Cal Poly programs with accreditation or recognition review processes,
56   which cover the essential elements of academic program review in accord with
57   any CSU and Cal Poly mandated requirements should be able to fulfill all IALA
58   program review requirements, using the same accreditation documents; and, be it
59   further
60

61   RESOLVED: That the Provost, in consultation with the college dean, the program administrator,
62   and the Chair of the Academic Senate (or designee) detennine whether the
63   accreditation process covers the essential elements of academic program review in
64   accordance with any CSU or Cal Poly mandated requirements; and, be it further
65

66   RESOLVED: That the Academic Senate accept and adopt the academic program review process
67   proposed in the "Report on Institutional Accountability: Academic Program
68   Review."

Proposed by: The Task Force on
Institutional Accountability and Learning
Assessment (!ALA)
Date: October 3 ,2000
Revised: November 21 ,2000

State of California

CAL POLY

Task Force on Institutional
Accountability and Learning Assessment

21 November 2000

REPORT ON INSTITUTIONAL ACCOUNTABILITY: ACADEMIC PROGRAM REVIEW

TASK FORCE ON INSTITUTIONAL ACCOUNTABILITY
AND LEARNING ASSESSMENT

Anny Morrobel-Sosa, Chair (Special Assistant to the Provost, Materials Engineering)
Denise Campbell (Special Assistant to the Provost)
W. David Conn (Vice Provost for Academic Programs and Undergraduate Education)
Susan Currier (Associate College Dean, College of Liberal Arts)
James Daly (Statistics)
Myron Hood (Academic Senate Chair, Mathematics)
Steven Kane (Disability Resource Center)
Roxy Peck (Associate College Dean, College of Science and Mathematics)
Thomas Ruehr (Soil Science)

EXECUTIVE SUMMARY

After an extensive study of academic program review processes and practices statewide and nationwide, the Task Force on Institutional Accountability and Learning Assessment proposes a revised academic program review process'for Cal Poly. Some of the key features include:

- a mission-centric focus of program reviews
- a discipline-based program review that recognizes program distinctiveness and different disciplinary approaches to student learning
- a self-study that is defined, designed and conducted by the program faculty and encourages serious reflection on issues of interest and significance that is more conducive to program improvement
- the combination of internal and external reviews (peer review and/or specialized accreditation/recognition)
- the involvement of program faculty, students, community, campus administrators, and external experts in the discipline
- the involvement of College Deans in helping to design the review
- a program review team composed of (at least) four members who are knowledgeable in the discipline/field of the program under review
- a 1-2 day site visit conducted by the program review team and
- a feedback loop that includes the development of an action plan for improvement, jointly written by the program, the Dean and the Provost
- a six-year cycle for periodic reviews of all academic programs, including General Education, and centers and institutes
- the alignment of academic program review with planning, budgeting, and Cal Poly's accountability process for the CSU

INTRODUCTION

In 1971, the California State University (CSU) Board of Trustees established an academic planning and program review policy (AP 71-32) requiring each campus to establish criteria and procedures for planning and developing new programs and conduct regular reviews of existing programs. CSU Executive Order No. 595 calls for "regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component." CSU Executive Order No. 729 also calls for periodic reviews of centers, institutes, and similar organizations. These policies have been reaffirmed in *The Cornerstones Report* and in the *Cornerstones Implementation Plan.* In 1992 Cal Poly adopted the *Academic Program Review and Improvenlent Guidelines* establishing procedures for the conduct of academic program reviews. These procedures and recommendations for external reviews of programs have since been modified. Currently, the information requested from programs that undergo internal review includes descriptions of educational goals, instructional designs and methods, assessment methods and the data so collected, and the procedures for utilizing the collected information. Thus, there is an increasing interest toward incorporating principles that make individual courses and the general programs in which they reside more accountable for student learning.

The Task Force on Institutional Accountability and Learning Assessment was appointed and charged by the Provost "to propose a systematic and coordinated approach to addressing academic (and larger institutional) accountability and assessment issues" consistent with our institutional mission and values. We have used as guiding principles the need to build upon, integrate and implement the perspective and approaches contained in existing (Cal Poly and CSU) documents, and the desire to keep these approaches clear, concise and simple. Establishing consistency, while maintaining flexibility, in internal accountability, external accountability and reporting is crucial. The Task Force has applied this approach in preparing this document, *Report on Institutional Accountability: Academic Program Review,* and used the following documents as resources:

 Cal Poly Mission Statement
 Cal Poly Strategic Plan
 Commitment to Visionary Pragmatism
 Academic Program Reviews (AS-383-92)
 Academic Program Review and Improvement Guidelines
 Academic Program Review and Improvement Guidelines Change (AS-425-94)
 External Review (AS-496-98) and *Procedures for External Review* (AS-497-98)
 Program Efficiency and Flexibility (AS-502-98)
 Program Review and Improvement Committee Bylaws Change(AS-523-99)
 Cal Poly Plan
 Cal Poly's General Education Program
 Cal Poly as a Center ofLearning (WASC Self-Study)
 Review ofthe Baccalaureate in the California State University
 The Cornerstones Report
 Cornerstones Implementation Plan
 The CSU Accountability Process
 Cal Poly's Response to the CSU Accountability Process
 "Best Practices" Documents and Resources from Other Institutions

GUIDING PRINCIPLES AND DEFINITIONS

Academic program review (APR) is a comprehensive and periodic review of academic programs, General Education, and centers and institutes. APR is a function of the Provost, in conjunction with the College Deans and the Academic Senate, and is coordinated by the Vice-Provost for Academic Programs and Undergraduate Education (VP-APUE).

Academic program review has as its primary goal, enhancing the quality of academic programs. Hence, it is an essential component of academic planning, budgeting, and accountability to internal and external audiences. APR is not a review of academic departments or other such administrative units. Each program, department (administrative unit) and college is responsible for their curricular decisions and programmatic offerings within existing resources. All such decisions shall be the purview of the faculty of the program, department (administrative unit) and/or college. Interdisciplinary programs, centers, and institutes also fall within the purview of this policy.

Academic program review of programs subject to professional or specialized accreditation/recognition will be coordinated to coincide with the accreditation/recognition or re-accreditation/recognition review, whenever possible. The document(s) developed for professional or specialized accreditation/recognition reviews may already provide the essential requirements of APR and thus, may also be used for this purpose. Although some programs may choose to use the self-study developed for their professional accreditation/recognition as one of the elements of the APR, it is important to note that accreditation/recognition reviews serve a different purpose than that of institutional academic program reviews.

The following definitions should help in distinguishing terms used throughout this document:
- Academic program is a structured grouping of course work designed to meet an educational objective leading to a baccalaureate or post-baccalaureate degree, or to a teaching credential.
- Centers, institutes and similar organizations are entities under the aegis of an administrative unit that "offer non-credit instruction, information, or other services beyond the campus community, to public or private agencies or individuals."
- Department is an administrative unit which may manage one or more academic program, center, institute or similar organization.
- The term program is used to mean an academic degree program, General Education program, center, institute or similar organizations subject to institutional review.
- The Program Administrator is the individual responsible for administrative authority of the Program, and is usually referred to as the Program Head, Chair, or Director.
- The self-study is to be designed and prepared by the Program Administrator and representative Program faculty, referred to in this document as the Program Representative(s).
- The (time) schedule for every academic program review is based on business, not calendar, days.

PURPOSE

The goal of academic program review is to improve the quality and viability of each academic program. Academic program review serves to encourage self-study and planning within programs and to strengthen connections among the strategic plans of the program, the College and the University. Academic program reviews provide information for curricular and budgetary planning decisions at every administrative level.

PROCESS SUMMARY

The academic program review process is intended to close the circle of self-inquiry, review and improvement. The basic components of APR are:
- a *self-study* completed by the faculty associated with the Program,
- a *review and site-visit* conducted by a Program Review Team chosen to evaluate the Program, and
- a *response* to the Program Review Team's report, prepared by the Program Representative(s), the Program Administrator, the College Dean and the Provost.

Although details are contained throughout this document, the process can be summarized as follows:
1. The Provost and College Dean select and announce the programs to be reviewed at least one year prior to the review.
2. For each program under review, a Program Review Team (Team) is appointed and a schedule is established for the review. Willingness and availability of the Team members for the entire review process should be secured well.in advance. Procedures and charge to the Team must also be communicated and acknowledged by each member of the Team prior to the review.
3. The Program representative(s), Program Administrator, College Dean and Provost negotiate the content or theme of the self-study and establish a schedule for completion of the review. An essential element of the self-study must address student learning.
4. The Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether the accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.
5. The Program representative(s) conducts the self-study and submits copies to the VP-APUE for distribution to the Team, College Dean and Provost at least 45 days prior to the scheduled site-visit.
6. The Team reviews the self-study, requesting additional materials as needed, and conducts a 1-2 day site-visit of the Program. The site-visit is coordinated by the VP-APUE and should include meetings with the Program faculty, staff, students and administrators.
7. The Team submits a draft report to the VP-APUE within 21 days of the site-visit for distribution to the Program. The Program representative(s) reviews the draft for accuracy and facts of omission.
8. The Team submits the final report (consisting of findings and recommendations) to the VP-APUE for distribution to the Program, College Dean and Provost within 45 days of the site-visit.
9. The Program representative(s) prepares a formal response to the Team report within 21 days and submits it to the VP-APUE for distribution to the College Dean and Provost.

10. The Program representative(s), the Program Administrator, the College Dean and the Provost hold a "follow-up" meeting to discuss final APR report (the Program's self-study, program review Team report, and program response).
11. The College Dean, in collaboration with the Program Administrator, submits to the Provost an action plan consistent with the recommendations of the APR report and how the program fits into the College mission and strategic plan.
12. A copy of the APR report and the action plan is forwarded to the Academic Senate.

ROLES AND RESPONSIBILITIES

Academic program review is a function of the Provost, in conjunction with the College Dean and the Academic Senate, and is coordinated by the VP-APUE. As required by the CSU Board of Trustees, academic programs "should be reviewed periodically at intervals of from five to ten years." While past campus practice required that program reviews be undertaken at five-year intervals, the inclusion of reviews of centers and institutes suggests that the review cycle be modified. Therefore, all academic programs, including General Education, centers, and institutes will be reviewed on a six-year cycle. This schedule may be accelerated in individual cases either at the discretion of the Provost or College Dean or in compliance with recommendations from prior program reviews. In addition to the selection of reviewers, the Academic Senate will have the opportunity to suggest programs or programmatic areas for review. Wherever possible, APR's will coincide with specialized accreditation/recognition, other mandated reviews, or with reviews for new degree programs. For example, engineering programs are subject to accreditation/recognition by ABET on a six-year cycle, whereas business programs are subject to accreditation/recognition on a ten-year cycle. Hence, it is appropriate to consider that engineering programs be reviewed every six years, and that business programs be reviewed every five years. Programs in related disciplines or with similar missions should also be reviewed concurrently.

Each academic program review is conducted by a singular Program Review Team. It is expected most reviewers be knowledgeable in the discipline/field of the program under review. The Team will normally be composed of (at least) four members to be selected using the following guidelines:
- One member chosen by the Dean of the college whose program is under review. This person may be either a current Cal Poly faculty member (from a College different than that of the program under review) or an external reviewer.
- One or two current Cal Poly faculty members (from a College different than that of the program under review) chosen by the Academic Senate Executive Committee.
- Two external members representing the discipline of the program under review chosen by the President.

The composition of the Team may change when the academic program review coincides with a specialized accreditation/recognition review. In this case, it is incumbent on the individual(s) chosen by the Academic Senate Executive Committee to provide the necessary institutional review.

The VP-APUE will appoint one of the Team members to be Chair and will coordinate all reviews, in accordance with the established schedule, to ensure that the process is both efficient and fair.

The academic program review process can be summarized in three parts: *the self-study, the review and site-visit,* and *the response* (follow-up).

ELEMENTS OF THE SELF-STUDY

In preparation for the review, the Program will undertake a thorough self-study that is defined and designed by the Program faculty in conjuction with the College Dean and Provost. It establishes the program's responsibility for its own mission, purpose and curricular planning within the context of the College and University missions. To accomplish this objective the report should consist of two parts:

Part I - A inquiry-based, self-study, the content or theme of which is to be proposed by the Program and negotiated with the College Dean and Provost. An important element of the content or theme chosen for the self-study must address student learning. To accomplish this, the self-study should include the following points as appropriate or relevant to the Program mission.
- Statement of purpose, quality, centrality, currency, and uniqueness (where appropriate)
- Principles and processes for student learning outcomes and assessment methods
- Strategic plan for program development, planning and improvement

Part II - General information that consists of data appropriate and relevant to the Program mission. (Most of this data is part of that already required for *Cal Poly's Response to the CSU Accountability Process* and may be obtained with assistance from the office of Institutional Planning and Analysis.)
- Faculty, staff and students engaged in faculty research, scholarship and creative achievement, active learning experiences and academically-related community service or service learning
- Integration of technology in curriculum and instruction
- Evidence of success of graduates (e.g., graduates qualifying for professional licenses and certificates, graduates engaged in teaching, government, or public-service careers)
- Description of adequacy, maintenance and upkeep of facilities (including space and equipment) and other support services (library, and technology infrastructure)
- Alumni satisfaction; employer satisfaction with graduates

When requested by a program, the Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether an accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.

The Program will provide copies of the two-part, self-study to the VP-APUE for distribution to the Team, College Dean and Provost.

THE PROGRAM REVIEW TEAM
SITE-VISIT AND REPORT

The Team will receive a copy of the Program's self-study document at least 45 days prior to a proposed site-visit. All members of the Team should read the self-study and are encouraged to request additional materials as needed. A 1-2 day site-visit will be coordinated by the VP-APUE, but travel arrangements and expenses for external reviewers are the responsibility of the College Dean whose program is under review. These might include travel, lodging, meals, and honorarium, etc.

The Team should also be provided with sufficient time to discuss among themselves how to proceed with the visit. This would preferably occur at the beginning of the site-visit. It is expected that during the site-visit, the Team will have access to faculty, staff, students and administrators, and any additional documentation or appointments deemed necessary for the completion of the review. The Team should also be given the opportunity to meet with the Program representative(s), the Program Administrator, the College Dean and/or Provost to discuss possible outcomes of the review at the end of the site-visit. It is the responsibility of the chair of the Team to ensure that all members of the Team work together throughout the review and that the final report reflects the recommendations of all reviewers.

Within 21 days of the site-visit, the Team will provide a draft of the report to the VP-APUE for distribution to the Program. The report should address the major issues facing the program and the program's discipline within the larger context of the College and University mission and strategic plan, and should suggest specific strategies for improvement. The Program representative(s) will then review the draft report solely for accuracy and facts of omission. The final Team report (consisting of findings and recommendations) should be completed within 45 days of the site-visit and forwarded to the VP-APUE for distribution to the Program, the College Dean and the Provost.

RESPONSE (FOLLOW-UP) TO ACADEMIC PROGRAM REVIEW

The effectiveness of academic program review depends on the implementation of the appropriate recommendations contained in the APR report. Hence, a follow-up meeting will be scheduled by the VP-APUE, to include the Provost, the Program Administrator, the Program Representative(s), and the College Dean. The purpose of this meeting is to discuss the recommendations of the Team report, the Program's response, and to develop an action plan for achieving compliance and improvement by the program. The results of this meeting will be summarized in a written document to be prepared by the College Dean and distributed to the Program and the Provost. This document will inform planning and budgeting decisions regarding the Program.

A copy of the APR report and the action plan will be forwarded to the Academic Senate. The Provost will prepare a narrative summary of Cal Poly's academic program review activity for the CSU Chancellor's Office as part of the annual reporting for the _CSU Accountability Process_, with a copy to the Academic Senate.

PROCESS FLOWCHART

A visual description of the academic program review process.

College Deans and the Provost select/announce the programs to be reviewed (at least one year rior to the review) and a timetable is set.

College Deans, Academic Senate Executive Committee and President appoint a Program Review Team.

The Program representative(s), College Dean and Provost negotiate the content or theme of the self-study.

The Provost, in consultation with the College Dean, the Program Administrator, and the Chair of the Academic Senate (or designee) will determine whether the accreditation/recognition review process covers the essential elements of APR in accordance with any CSU or Cal Poly mandated requirements.

The Program representative(s) conducts the self-study. The self-study is distributed to the Program Review Team, College Dean and Provost at least 45 days prior to the scheduled site-visit.

The Program Review Team conducts a 1-2 day site-visit. The Team is provided access to the Program facuLty, staff, students and administrators.

The Program representative(s) reviews draft report from the Program Review Team for accuracy and facts of omission. The Team submits the final program review report for distribution to the Program, College Dean and Provost.

The Program representative(s) prepares a formal response to the Team report for distribution to the Colle_e Dean and Provost.

Program Administrator, College Dean, Provost and VP-APUE hold a "follow-up" meeting to discuss APR report and program response.

Program Administrator and College Dean submit to the Provost an action plan for Program im rovement. A co of the APR re ort and action lan is forwarded to the Academic Senate.

The VP-APUE maintains a record of all academic program reviews.

A CHECKLIST FOR ACADEMIC PROGRAM REVIEW

A sample timetable and checklist for the academic program review process is presented here. Some of these events may occur concurrently.

TARGET DATE	ACTIVITY	RESPONSIBILITY
October	Programs scheduled for review are selected and announced one year prior to the review, and a timetable is set.	College Deans and Provost
Prior to site visit	Program Review Team is appointed.	College Deans, Academic Senate Executive Committee, President
Prior to site visit	Participation of Team members is confirmed. Chair of Team is appointed	VP-APUE
Prior to site visit	Content/theme of self-study is proposed and negotiated.	Program representative(s), College Dean and Provost
Prior to site visit	If requested, determination of concordance between essential elements of APR and accreditation/recognition review process	Provost, College Dean. Program representative(s), and Academic Senate Chair (or designee)
Prior to site visit	Program representative(s) conducts the self-study.	Program
At least 45 days prior to site visit	Self-study document is provided to VP-APUE for distribution to Team, College Dean and Provost.	Program and VP-APUE
At least 45 days prior to site visit	Team reviews the Program's self-study.	Team
Site visit	The Team conducts a 1-2 day site-visit and is provided access to the Program faculty, staff, students and administrators.	Team, Program, College Dean, Provost and VP-APUE
At most 21 days after the site visit	Team's draft report is submitted to VP-APUE for distribution to the Program.	VP-APUE
At most 45 days after the site visit	Program representative(s) reviews the Team draft report for accuracy and facts of omission.	Program
At most 45 days after the site visit	Team submits final program review report to VP-APUE for distribution to Program, College Dean and Provost.	Team and VP-APUE
At most 60 days after the site visit	Program representative(s) prepares response to the Team Report and submits the response to VP-APUE for distribution to College Dean and Provost.	Program and VP-APUE
Within 90 days after site visit	Follow-up meeting to discuss academic program review report.	Program Administrator, College Dean, Provost and VP-APUE
Within 120 days after site visit	Action plan for Program improvement is submitted to the Provost and forwarded to the Academic Senate.	Program Administrator and College Dean
October (of following year)	Programs scheduled for review are selected and announced	College Deans and Provost

State of California

Memorandum

CAL POLY
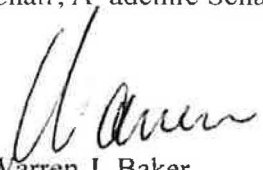
SAN LUIS OBISPO
CA 93407

To: Myron Hood
        Chair, Academic Senate

Date: January 8, 2001

From: Warren J. Baker
        President

Copies: Paul Zingg
          David Conn
          Army Morrobel-Sosa
          College/Unit Deans

Subject: Response to Academic Senate Resolution AS-552-00/IALA
           Resolution on Academic Program Review

I am pleased to approve the above-subject Resolution. I commend the Senate for adopting the Academic Program Review Resolution proposed by the Task Force on Institutional Accountability and Learning (IALA). Specifically, the Resolution calls for:

- A discipline-based program review that recognizes program distinctiveness and different disciplinary approaches to student learning;
- The combination of internal and external reviews (peer review and/or specialized accreditation/recognition);
- The involvement of college deans in helping to design the review;
- A feedback mechanism that includes the development of an action plan for improvement, jointly written by the program, the dean, and the Provost and
- The alignment of academic program review with planning, budgeting, and Cal Poly's accountability process for the CSU.

The Provost's staff will begin the implementation stage immediately by meeting with each of the college/unit deans to determine an appropriate timeline for their respective program reviews.

Adopted: October 26 2010

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

AS-718-10

RESOLUTION ON MODIFICATION TO
ACADEMIC PROGRAM REVIEW PROCEDURES

1 2 3 4	WHEREAS,	Academic program review procedures for baccalaureate and graduate programs were first implemented in 1992 along with the formation of an Academic Senate Program Review and Improvement Committee; and
5 6 7 8 9	WHEREAS,	Procedures for adding and selecting internal reviewers (Cal Poly faculty members outside the program who are "knowledgeable in the discipline/field of the program under review") and external reviewers (individuals from other educational institutions) to academic program review were drafted and approved in 1996; and
10 11 12 13	WHEREAS,	In 2000, after extensive study of academic program review practices nationwide, a new process for academic program review was proposed for Cal Poly by the Task Force on Institutional Accountability and Learning Assessment; and
14 15 16 17 18	WHEREAS,	The 2000 academic program review process—which eliminated the Academic Senate Program Review and Improvement Committee—was approved by the Academic Senate on November 21 2000 as "Resolution on Academic Program Review," resolution number AS-552-00; and
19 20 21	WHEREAS,	The 2000 academic program review process calls for the Academic Senate Executive Committee to be the final approving body for the program's internal reviewers; and
22 23 24 25 26 27	WHEREAS,	A Kaizen ("continuous improvement") pilot project reviewed the current academic program review process in early 2010 and recommended "removing Senate [Executive Committee] approval" from the process in order to remove steps that resulted in redundant approval since the internal reviewer nominations are already "selected and vetted by the program faculty and endorsed by the college deans and the vice provost"; and
28 29 30 31	WHEREAS,	Waiting for Academic Senate Executive Committee approval often delays the appointment of the internal reviewer(s) and causes the academic program review process to run behind schedule; therefore be it
32 33 34	RESOLVED:	That the Academic Senate Executive Committee be removed as the final approving body in the appointment of internal reviewers for academic program review; and be it further
35 36 37	RESOLVED:	That the Academic Programs Office provide annual summaries to the Academic Senate on the findings of academic programs that underwent academic program review in that year, including a list of internal reviewers as part of the report.

Proposed by: Academic Senate Executive Committee
Date: September 21 2010
Revised: October 19 2010

State of California
Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Rachel Fernflores
Chair, Academic Senate

Date: November 15, 2010

From: Robert Glidden
Interim President

Copies: R. Koob, E. Smith

Subject: Response to Academic Senate Resolution AS-718-10
Resolution on Modification to Academic Program Review Procedures

This memo acknowledges receipt and approval of the above-entitled Academic Senate resolution.

CSU System		
Bakersfield	7	http://www.csub.edu/academicprograms/Program%20Review/index.html
Channel Islands	5	http://www.csuci.edu/continuousimprovement/program-review.htm
Chico	5	http://www.csuchico.edu/apr/index.shtml
Dominguez Hills	6	http://www4.csudh.edu/iea/program-review/index
East Bay	5	http://www20.csueastbay.edu/faculty/senate/five-year-review.html
Fresno	5-7	http://www.fresnostate.edu/academics/oie/review/
Fullerton	7	http://www.fullerton.edu/assessment/programperformancereview/
Humboldt	5	https://www2.humboldt.edu/academicprograms/program-review
Long Beach	7	http://web.csulb.edu/divisions/aa/grad_undergrad/senate/councils/prap/self_studies/
Los Angeles	5	http://www.calstatela.edu/academic/programsandaccreditation http://www.calstatela.edu/academicsenate/handbook/ch4b
Maritime Academy	5-6	https://www.csum.edu/web/accreditation/2
Northridge	6	http://www.csun.edu/assessment-and-program-review/program-review
Pomona	5	http://www.cpp.edu/~academic-programs/program-review/index.shtml
Sacramento	6	http://www.csus.edu/acaf/programreview/
San Bernardino	7	Senate resolution: http://senate.csusb.edu/fam/policy/%28fsd99-03.r6%29academic_program_review.pdf
San Diego	5-7	https://newscenter.sdsu.edu/gra/files/04447-academic_program_review_guidelines_2015_-_2016.pdf
San Francisco	6	http://air.sfsu.edu/program-review
San Jose	5	http://www.sjsu.edu/ugs/faculty/programplanning/
Cal Poly	5-7	http://academicprograms.calpoly.edu/content/general
San Marcos	5-7	http://www.csusm.edu/assessment/programreview/
Sonoma State	5	http://www.sonoma.edu/aa/ap/pra/
Stanislaus	7	https://www.csustan.edu/office-assessment/academic-program-review

UC System		
Berkeley	8-9	http://vpsafp.berkeley.edu/program-reviews/
Davis	7	Undergraduate: http://academicsenate.ucdavis.edu/committees/committee-list/undergrad_council/uipr.cfm#Upcoming Graduate: https://gradstudies.ucdavis.edu/faculty-staff/graduate-council/graduate-program-review
Irvine		(could not readily find info)
UCLA	8	http://www.senate.ucla.edu/programreview/
Merced	7	http://assessment.ucmerced.edu/assessment-campus/annual-assessment/program-review
Riverside	7	http://senate.ucr.edu/about/policies/upr_procedures.pdf
San Diego	6-7	http://academicaffairs.ucsd.edu/ug-ed/asmnt/ugrev/
San Francisco	5-8	Graduate: https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/Acad%20Prog%20Review%20FINAL-05.09.2014.pdf (could not readily find UG info)
Santa Barbara	8	https://programreview.ucsb.edu/procedures/index.cfm/Academic.Review.Procedures.pdf?V=AB0A9BF78E656659AC89F804D62551DBAE7792DBD01AF5072FD388E99A05A71EE8930D6B3DB779296D6703E2E3CA843A7BD43197E7B2D364B1F9D25BAD1149A80F40D000F8AECB0ECED6896D4069A13B6A5501C89EBEB7254CEBA9AC5931CB01
Santa Cruz	6-8	http://planning.ucsc.edu/acadplan/pgmreview.asp

WASC
Senior College and
University Commission

Resource Guide for 'Good Practices' in Academic Program Review

2013 Handbook of Accreditation Update

WSCUC thanks the 2008 Program Review Task Force Members from for the first version of this guide:

- Chair: Cyd Jenefsky, University of the Pacific
- Marilee Bresciani, San Diego State University
- Linda Buckley, University of the Pacific
- David Fairris, University of California, Riverside
- Margaret Kasimatis, Loyola Marymount University

Table of Contents

WSCUC'S REQUIREMENTS FOR PROGRAM REVIEW

The following criteria (CFR = criteria for review) from *the 2013 Handbook of Accreditation* (Standards 2 and 4) address program review and place it within the larger context of the need for each institution to develop an ongoing, comprehensive quality assurance and improvement system:

CFR 2.7

> All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

CFR 4.1

> The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

CFR 4.3

> Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

CFR 4.4

> The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

CFR 4.5

> Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

CFR 4.6

> The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

PURPOSE AND SCOPE OF THIS GUIDE

This good-practice guide is designed to assist colleges and universities with meeting program review expectations within WSCUC's *2013 Handbook of Accreditation*. While it is useful for meeting the standards, the guide is framed in terms of 'good practices' for academic program review processes rather than accreditation compliance.

This 'good practice' guide is not designed as a comprehensive instruction manual for how to implement outcomes-based program review. There are many existing resources which serve this purpose (Allen, 2004; Angelo & Cross, 1993; Bresciani, 2006; Bresciani, Zelna & Anderson, 2004; Huba & Freed, 2000; Maki, 2004; Suskie, 2004; Palomba & Banta, 1999; Walvoord, 1998; Walvoord, 2004). Nor is this an instruction manual for how to integrate program review into broader institutional quality assurance, budgeting and planning processes. Instead, it describes some of the key concepts and good practices implicit in an outcomes-based program review process in an effort to assist institutions with understanding WSCUC's expectations.

There are three main sections to this guide:

I. Framing concepts for a program review process that meets WSCUC's expectations
II. Overview of components and steps for conducting an outcomes-based program review process
III. Strategies for using program review results to inform planning and budgeting processes

Highlighted throughout this guide are three features of program review processes which are expected under the WSCUC standards:

- outcomes-based assessment of student learning and development
- evidence-based claims and decision-making, and
- use of program review results to inform planning and budgeting.

The first two features are explained in Section I. The last feature—use of results to inform planning and budgeting—is probably the most challenging to achieve, yet the most important component for a review process to be effective and sustainable. For this reason, we have devoted all of Section III to addressing this issue. We recognize that this is still a nascent conversation within higher education. We anticipate that this guide gradually will link to good practices from colleges and universities as they develop effective strategies for systematically using program review results for continuous improvement.

Please note that this guide is not intended to be prescriptive; it provides guidelines only, since program review processes need to fit organically within an institution's existing structural processes and values. Moreover, this guide does not presume to offer a definitive explanation of the new requirements rather, it is designed merely as a helpful resource toward implementing the WSCUC standards.

I. FRAMING CONCEPTS

This section provides a general overview of what a program review is and its relationship to accreditation reviews. It also explains the three key features of the revised program review process addressed in this guide: outcomes-based assessment of student learning, evidence-based claims and decision-making, and integration with planning and budgeting. Combined, these three features shift program review from a traditional input-based model to an outcomes-based model, heighten attention to improving the quality of student learning, shift the focus from conducting an effective program review to using the results effectively, and facilitate integrating the results of program-level evaluations into larger institutional processes.

A. Definition and Purpose of Program Review

A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of programs. The evaluation is conducted through a combination of self-evaluation, followed by peer-evaluation by reviewers external to the program or department and, usually, also external to the organization. It is a comprehensive analysis of program quality, analyzing a wide variety of data about the program. The results of this evaluation process are then used to inform follow-up planning and budgeting processes at various levels in the institution—program, department, college, university— and incorporated into the institution's overall quality assurance system. An institution's program review process typically occurs on a regular cycle of five to eight years, meaning that each program/department is reviewed every five-eight years.

Program review is a required element in the WSCUC accreditation process. While accreditation attests to the institution's capacity and effectiveness, it is not possible for WSCUC to review and evaluate every degree program in the course of an accreditation review. Instead, WSCUC expects institutions to have processes that assure program currency, quality and effectiveness. When implemented effectively and followed up deliberately, program review is a powerful means of engaging faculty in evaluating and improving programs in the organization.

Even though required by WSCUC, the primary utility of program review is internal to an institution. It provides a structure to foster continuous program improvement that is aligned with departmental, college, and institutional goals. Such improvements may include:

- Developing or refining program learning outcomes and identifying appropriate means for assessing their achievement
- Better aligning department, college and institutional goals
- Refining departmental access and other interventions to improve retention/attrition, and graduation rates

- Making curricular and other changes to improve student learning and retention
- Refining, reorganizing or refocusing curricula to reflect changes in the discipline or profession
- Reorganizing or improving student support systems, including advising, library services, and student development initiatives to improve the academic success of students in the program
- Designing needed professional development programs, including programs to help faculty learn how to develop and assess learning outcomes, to improve pedagogy, and to improve curricular cohesion
- Reorganizing or refocusing resources to advance student learning or specific research agendas
- Re-assigning faculty/staff or requesting new lines
- Illuminating potential intra-institutional synergies
- Developing specific action plans for modifications and improvements
- Informing decision making, planning and budgeting, including resource re/allocation
- Linking and, as appropriate, aggregating program review results to the institution's broader quality assurance/improvement efforts

B. Distinction between Types of Accreditation Review and an Institution's Program Review Process

Colleges and universities engage in a variety of review processes, including:

- WSCUC Regional Accreditation
- Specialized Program Accreditation and State Licensure
- Institutional Program Review

WSCUC 's regional accreditation review evaluates whether the institution as a whole meets WSCUC standards. This institution-wide review focuses on the capacity (personnel, curricula, student learning, finances, infrastructure, organizational processes, etc.) and effectiveness of the college or university to meet its particular mission and its documented results in fulfilling its educational goals and outcomes.

WSCUC expects each institution to have its own ongoing system of quality assurance and improvement: program review and assessment of student achievement are key components of this system. The forms of external review described below are part of such a system, not a series of separate, disconnected activities.

Specialized accreditation reviews are conducted by outside agencies which certify the professional quality of particular programs. Specialized accreditors evaluate whether or not a program meets the standards set by the disciplinary or professional body or a State licensing agency. Examples of this type of accrediting body include the Association to Advance Collegiate Schools of Business (AACSB), Accreditation Board for Engineering and Technology (ABET), the American Bar Association (ABA), the National Council of Accreditation of Teacher Education (NCATE), and the California Commission of Teacher Credentialing (CCTC).

An institutional academic program review evaluates degree programs in a department or cross-disciplinary/school program (such as General Education) within the institution. This type of review is usually conducted as a formative assessment to assist with ongoing planning and improvement of

programs. Such institutional program review is required by WASC standards (CFR 2.7) and is the type of review addressed in this resource guide. The program review process must include an assessment of student learning outcomes, an external review of the program2 (of which a specialized accreditation is one form), and the use of program review results for continuous program improvement.

Universities and colleges are encouraged to coordinate the specialized program accreditation process (e.g., ABET, NCATE, AACSB, etc.) with the institutional program review process to avoid duplication of labor. This is sometimes accomplished by substituting the specialized accreditation review for an institution's internal program review process. If the specialized accreditation review does not include assessment of student learning outcomes and/or other required elements of an institution's internal program review process, then these additional elements are sometimes reviewed immediately prior to or following the specialized accreditation review (and then appended to the specialized accreditation review documents).

C. Distinguishing Features of this Resource Guide

Below is a brief definition of the three essential features embedded in the program review model discussed in this guide. These elements are consistent with the revised WSCUC standards and may be new to institutions' program review processes:

- *Evidence-Based Claims and Decision-Making*

Any conclusions drawn within a self-study report or decisions made as a result of a program review are to be informed by evidence. That is, all claims within a self-study report about a program's strengths, weaknesses, and proposed improvement plans are to be supported by relevant qualitative and/or quantitative evidence (see *Using Evidence in the WSCUC Accreditation Process: A Guide for Institution*, available on the WSCUC website). This contrasts, for instance, with program review self-studies that are largely descriptive and based on advocacy. Hence, the section of this guide describing the components of a self-study report (IIC below) identifies types of evidence useful for answering questions about various aspects of a program's quality or viability.

- *Assessment of Student Learning Outcomes*

Evidence-based program review includes the ongoing evaluation of how well a program's student body (in the aggregate) is achieving the stated learning outcomes (or objectives) for that program. While such assessment of student learning outcomes is independent of program review and part of ongoing faculty processes for program improvement, program reviews need to incorporate an analysis of a program's assessment of student learning. This includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of these outcomes; and analysis and reflection on learning results.

- *Integration of Results with Planning, Budgeting, and Institutional Quality Assurance Systems*

The results of program review are to be used for follow-up planning and budgeting at various decision-making levels within the organization (program, department, college and institution). In

addition, program review is to be incorporated into the institution's broader quality assurance/improvement efforts. For example, problems found across several program reviews might be addressed institutionally as well as within individual programs.

II. CONDUCTING A PROGRAM REVIEW

This section provides an overview of each step of the program review process. It starts with general principles and steps in the governance of a program review process, then addresses key components of a program review in the sequence in which they occur: the self-study inquiry and report, followed by the external review, then a formal Findings and Recommendations report, and culminating with a Memorandum of Understanding that may involve commitments from senior administrators regarding resources.

A. Governance of the Process – Guiding Principles

The guiding principles governing the process are:

- Academic program review is a faculty-driven process; that is, the program review process is usually codified by Academic Senate policy and implemented by a committee that includes faculty and may involve administration.
- Formative assessment "by faculty, for use by faculty" is preferable and more effective in improving student learning and other program aspects than is assessment by administration.
- Collaborative involvement of administration in various steps of the program review process (e.g., meeting with the external team of evaluators) helps to secure buy-in for change and improvement, as well as to ensure alignment with institutional goals and resources.
- It occurs on a regularly scheduled timeline, which is determined by the institution.
- It includes a program or departmental self-study process, where departmental faculty and administrators collectively engage in inquiry and analysis.
- The self-study process and report include, as one element in the comprehensive review of the program, an analysis of the ongoing assessment of student learning.
- The program review process includes an external review and written report, including recommendations for improvement.
- Agreed-upon recommendations emanating from program review are the result of deliberations between the department, the academic program review committee, and senior administrators (e.g., deans and provosts) with decision-making power regarding priority setting and resource allocation.
- Program review results are integrated into college and institutional planning and budgeting.

B. Governance of the Process – Steps and Responsibilities

Different constituencies within a college or university are responsible for carrying out different steps in the program review process. The following steps are broad outlines of the various constituencies' responsibilities. Considerable variation in these steps occurs across institutions. Typically, the governance process for program review is organized in the following manner:

- The Faculty Senate or Academic Senate usually defines the program review process through a formal written program review policy.
- Administration usually maintains a timeline for all academic program reviews and assists departments with the steps involved in the process. (In some institutions, the Academic Senate assumes these responsibilities.)
- While faculty usually oversee the evaluative aspects of program review, the process is typically implemented in collaboration with administrative leaders.
- The body tasked with carrying out program reviews on campus—the program review committee—notifies the department of an upcoming review in accordance with the established timeline for review. This communication should be sent well in advance of the formal review itself. Special issues for the review are also identified in advance and agreed upon, such as alignment with specific school or institutional goals, or special issues relating to a particular program or department.
- Program review committee members are typically appointed by the major academic divisions within the college/university (to represent that division, such as school, department, etc., depending on size of the institution), but may include members of the administration as well.
- Office for Institutional Research provides the department with a program review data packet that contains relevant/available program data that will be analyzed in the self-study (e.g., enrollment and retention data, alumni and student satisfaction survey results, NSSE data, market research, etc.).
- Department faculty conduct a departmental self-study within guidelines provided in the established program review policy. It is important that these guidelines include very specific requirements for program level assessment. Some institutions combine self-studies of both graduate and undergraduate programs while other institutions separate these reviews.
- The self-study identifies program strengths and limitations and suggests solutions to identified problems.
- After completing the self-study, some institutions have the department chair/head submit that document to the dean and/or administration for review (and sometimes approval); others omit this step.
- The institutional program review policy should describe how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed (and approved, if relevant), the visit from external reviewers is organized. Institutions typically bring in one or two reviewers for one-two days.
- The external reviewers read all relevant documentation, including for example: the self-study report; relevant data from institutional research; survey results of faculty and students in the program; course syllabi; course evaluations; examples of student work, such as senior papers and theses; reports on annual assessment of student learning outcomes; curricular flow charts; faculty CVs; and examples of faculty research.

- External reviewers typically prepare a written report of the review, which may include recommendations not cited in the program faculty's own self-study process. The program review committee examines all reports and writes a final Findings and
- Recommendations report that is submitted to the department and to senior campus administrators (e.g., the dean and provost).
- The final product of the program review—a Memorandum of Understanding—places the Findings and Recommendations in the context of resource allocation decisions by mandating the participation of senior campus administrators with authority over campus resources.
- A formal Improvement Plan is usually required, especially for departments/programs that receive a conditional approval given the results of program evaluation.
- Follow-up plans are established for tracking progress.

C. Components in the Self-Study Report

The self-study consists of evidence-based inquiry and analyses which are documented in a comprehensive self-study report. The specific format and content of a self-study report varies across institutions, but they usually share some core elements.

1. Introduction/Context

Most reviews begin with a section that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and may include:

- The internal context – In what department does it reside? In which school or college? What degrees does it grant? What concentrations are available?
- The external context – How is the program responsive to the needs of the region or area in which it serves?
- It may also include a brief history of the program or a description of changes made in the program since the last review (if relevant).

A key component in providing the context for the review is a description of the program's mission, goals, and outcomes.

- A mission statement is a general explanation of why your program exists and what it hopes to achieve in the future. It articulates the program's essential nature, its values and its work.
- Goals are general statements of what your program wants to achieve.
- Outcomes are the specific results that should be observed if the goals are being met.

Note that goals typically flow from the mission statement, and outcomes are aligned with goals. In addition, the program's mission, goals and outcomes should relate to the mission and goals of the college and institution.

2. Analysis of Evidence About Program Quality & Viability

The bulk of a self-study report consists of a presentation and analysis of evidence about the quality and viability/sustainability of a program. This major portion of the report addresses the extent to which program goals are being met by using evidence to answer key questions related to those goals. It is important for an institution's program review guidelines to identify the precise evidence to be analyzed in the self-study and for Institutional Research to provide a packet of relevant institutional data available on the program.

To facilitate meaningful analysis of the evidence, it is helpful to provide guiding questions to structure the self-study inquiry and report. These questions often produce deep discussions among faculty and are considered the most important aspect of the self-study process. Hence, a set of sample questions is embedded below within each of the core elements typically analyzed in a self-study report.

Program evidence falls into two categories:

1. Evidence that addresses questions about program quality
2. Evidence that addresses issues of program viability and sustainability

2a. Evidence of program quality typically addresses questions about:

- **Students** – What is the profile of students in the program and how does the profile relate to or enhance the mission and goals of the program?
    - Data in this category might include students' gender, ethnicity, age, GPA from previous institution, standardized test scores, type of previous institution, and employment status.
    - Note that the specific list of indicators in this category will depend on the goals of the program.

- **The Curriculum and Learning Environment** – How current is the program curriculum? Does it offer sufficient breadth and depth of learning for this particular degree? How well does it align with learning outcomes? Are the courses well sequenced and reliably available in sequence? Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar programs? Evidence in this category might include
    - A curriculum flow chart and description of how the curriculum addresses the learning outcomes of the program (curriculum map)
    - A comparison of the program's curriculum with curricula at selected other institutions and with disciplinary/professional standards
    - Measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching, faculty scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty)
    - A description of other learning experiences that are relevant to program goals (e.g., internships, research experiences, study abroad or other international experiences, community-based learning, etc.), as well as how many students participate in those experiences

- A narrative that describes how the faculty's pedagogy responds to various learning modalities and student learning preferences.

- **Student Learning and Success** – Are students achieving the desired learning outcomes for the program? Are they achieving those outcomes at the expected level of learning, and how is the expected level determined? Are they being retained and graduating in a timely fashion? Are they prepared for advanced study or the world of work? Evidence in this category might include:
    - Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards
    - Ongoing efforts by the department to "close the loop" by responding to assessment results
    - Student retention and graduation rate trends (disaggregated by different demographic categories)
    - Placement of graduates into graduate schools or post-doctoral experiences
    - Job placements
    - Graduating student satisfaction surveys (and/or alumni satisfaction surveys)
    - Employer critiques of student performance or employer survey satisfaction results
    - Disciplinary ratings of the program
    - Student/Alumni achievements (e.g., community service, research and publications, awards and recognition, professional accomplishments, etc.)

- **Faculty** – What are the qualifications and achievements of the faculty in the program in relation to the program mission and goals? How do faculty members' background, expertise, research and other professional work contribute to the quality of the program? Evidence in this category might include:
    - Proportion of faculty with terminal degree
    - Institutions from which faculty earned terminal degrees
    - List of faculty specialties within discipline (and how those specialties align with the program curriculum)
    - Teaching quality (e.g., peer evaluations, faculty self-review)
    - Record of scholarship for each faculty member
    - Faculty participation in development opportunities related to teaching, learning and/or assessment
    - External funding awarded to faculty
    - Record of professional practice for each faculty member
    - Service for each faculty member
    - Distribution of faculty across ranks (or years at institution)
    - Diversity of faculty
    - Awards and recognitions

[Note that the specific list of indicators in this category will depend on the goals of a particular program/department/college.]

2b. Evidence of program viability and sustainability typically addresses questions about the level of student demand for the program and the degree to which resources are allocated appropriately and are sufficient in amount to maintain program quality:

- **Demand for the program**
  - o What are the trends in numbers of student applications, admits, and enrollments reflected over a 5-8 year period?
  - o What is happening within the profession, local community or society generally that identifies an anticipated need for this program in the future (including market research)?
- **Allocation of Resources**
  - o **Faculty** – Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?
    - ▪ Number of full-time faculty (ratio of full-time faculty to part-time faculty)
    - ▪ Student-faculty ratio
    - ▪ Faculty workload
    - ▪ Faculty review and evaluation processes
    - ▪ Mentoring processes/program
    - ▪ Professional development opportunities/resources (including travel and research funds)
    - ▪ Sufficient time for course development, research, etc.
  - o **Student support**
    - ▪ Academic and career advising programs and resources
    - ▪ Tutoring, supplemental instruction, and T.A. training
    - ▪ Basic skill remediation
    - ▪ Support for connecting general learning requirements to discipline requirements
    - ▪ Orientation and transition programs
    - ▪ Financial support (scholarships, fellowships, teaching assistantships, etc.)
    - ▪ Support for engagement in the campus community.
    - ▪ Support for non-cognitive variables of success, including emotional, psychological, and physical interventions if necessary
    - ▪ Support for research or for engagement in the community beyond campus, such as fieldwork or internships
  - o Information and technology resources
    - ▪ Library print and electronic holdings in the teaching and research areas of the program
    - ▪ Information literacy outcomes for graduates

- Technology resources available to support the pedagogy and research in the program
- Technology resources available to support students' needs
- **Facilities**
  - Classroom space
  - Instructional laboratories
  - Research laboratories
  - Office space
  - Student study spaces
  - Access to classrooms suited for instructional technology
  - Access to classrooms designed for alternative learning styles/universal design
- **Staff**
  - Clerical and technical staff FTE supporting program/departmental operations
- **Financial resources**
  - Operational budget (revenues and expenditures) and trends over a 3-5 year period

3. Summary Reflections

This portion of the self-study report typically interprets the significance of the findings in the above analysis of program evidence. Its purpose is to determine a program's strengths, weaknesses, and opportunities for improvement. It is helpful to have questions that guide the interpretation of the findings, such as:

- Are the curriculum, practices, processes, and resources properly aligned with the goals of the program?
- Are department/program goals aligned with the goals of the constituents that the program serves?
- Is the level of program quality aligned with the college/university's acceptable level of program quality? Aligned with the constituents' acceptable level of quality?
- Are program goals being achieved?
- Are student learning outcomes being achieved at the expected level?

It is also helpful to have evaluation criteria in mind; that is, what guidelines will be used to determine what the evidence suggests about the program's strengths and weaknesses? In some cases, an absolute standard may be used. For example, it may be decided that a student-faculty ratio of 20 to one is necessary to ensure program quality, and any ratio higher than that is unacceptable. In other cases, a norm-referenced criterion may be more appropriate. For example, if a national student survey was used to assess student satisfaction with the program, the evaluation criterion might be that your students' satisfaction is at least as high as students at other similar institutions.

4. Future Goals and Planning for Improvement

Self-study reports conclude with a section devoted to future planning and improvement. Findings from all prior sections of the report serve as a foundation for building an evidence-based plan for strengthening the program. This section might address such questions as:

- What are the program's goals for the next few years?
- In order to achieve these goals:
    - How will the program specifically address any weaknesses identified in the self-study?
    - How will the program build on existing strengths?
    - What internal improvements are possible with existing resources (through reallocation)?
    - What improvements can only be addressed through additional resources?
    - Where can the formation of collaborations improve program quality?

D. The External Review

The external review typically occurs a month or two after a program or department submits its self-study report.

1. Choosing Reviewers

The size and composition of the review team vary considerably, depending on the size of the department/program under review. Usually, the team ranges from 2-4 people. At the time a department or program is notified that it will be conducting a program review, departmental leadership usually are asked to submit to administration or the campus program review committee (depending on the institution) a list of names of possible reviewers. Depending on the institution's program review policy, these reviewers may be external to a department/program but it is more typical (and highly recommended) for them to be external to the college/university.

External reviewers should be distinguished scholars/teachers/practitioners in the field and, if external to the institution, be chosen from campuses that are similar to the campus of the department undergoing review. It is also helpful for external reviewers to have had experience with program administration. With the inclusion of student learning results in program review, it will be important for at least one of the reviewers to understand and be experienced with student learning outcomes assessment and have the ability to review and analyze the program's assessment processes and results; one way to include such expertise is to have a campus expert/coordinator on outcomes-assessment join the other external reviewers as part of the external review team.

Some institutions also include local campus faculty on a review team (from departments external to the program under review). Campus faculty serving as reviewers should have some familiarity with the department undergoing review. The department undergoing review is typically asked to assure the program review committee that the list of proposed reviewers is capable of carrying out a neutral review.

The program review committee (or, at some institutions, the administration) may add names to the list of reviewers proposed by the department. The department/program is typically asked to comment on any additional names proposed by the program review committee (or administration). The program review committee (or administration) decides on the final list of possible reviewers, contacts proposed reviewers for their availability, and typically designates one reviewer to serve as Chair of the review team. Many universities have departments sign a conflict of interest form to help ensure that reviewers are acceptably unbiased in their association with the department under review.

2. Instructions and Materials for the External Review Team

About thirty days prior to the scheduled department visit, the information from the program self-study and perhaps additional materials are sent to each member of the external review team, along with a charge by the campus program review committee. An identical information package is provided to the members of the campus review committee and other designated administrators (e.g., dean, provost, chancellor).

3. External Review Team Visit and Report

The review team visit typically lasts for two days (sometimes one day for small campuses/programs), during which time the review committee members meet with department faculty, academic advisors, students, the campus program review committee, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit and is expected to submit its written evaluation to the campus program review committee within several weeks of the visit. Upon submission of the report, off-campus reviewers generally receive a stipend and travel expense reimbursement.

E. Post External Review Process

As soon as the campus program review committee receives the report from the external review team, it is distributed to the department and select administrators. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. The department summary of factual corrections and misperceptions becomes part of the package of documents subsequently reviewed by the campus review committee.

1. Findings and Recommendations Report

The campus program review committee reviews all relevant documentation (self-study report, external review report, departmental response, if relevant) and, based on the evidence reviewed, writes a report detailing the major findings and recommendations resulting from the evaluation process. The findings and recommendations report presents a cohesive plan of action for program improvement based on the program review documents.

These findings and recommendations are conveyed to the department by the campus program review committee. The chair of the department undergoing review distributes the findings and recommendations report to the program faculty, staff and, in some cases, students. The

department/program collects input from all constituents and prepares a detailed response, either outlining plans for implementing the recommendations or detailing reasons for not doing so.

This response is submitted to the campus program review committee within a reasonable time frame for consideration in drawing up the final Findings and Recommendations. The campus review committee distributes its approved final report to the department/program for action and to designated administrators.

2. Responding to Findings and Recommendations Report

The campus review committee and designated administrators (e.g., dean and provost) meet with department/program representatives to discuss the action steps to be taken as a result of the review. A timeline is set and resources needed to accomplish the plan's goals are identified. At this stage, it is imperative that senior campus administrators with authority over resource allocation decisions be involved in the process. Some university program review guidelines call for a written response to the Findings and Recommendations Report from the dean. This requirement focuses the dean's attention on the review and increases the potential for change. Unless program review has the involvement and attention of deans and the provost and is in accordance with their priorities, findings from the reviews are not likely to be included in budget decisions.

In some cases, an MOU (memorandum of understanding) is written and signed by the department chair, dean, and provost. The MOU may contain recommendations that the department is expected to fulfill by the next review, including a timeline with progress milestones. The MOU may also contain recommendations for resource allocation.

Regarding the contents of the MOU recommendations, planning that emanates from the program review should not be confused with solely a demand for additional resources, but rather should enable institutions and programs to focus on effective ways to achieve their program goals. In fact, many recommendations do not require resource allocation or redistribution. A reorganization of curriculum, the addition of new courses, or partnerships with other departments are examples of changes which might require no (or few) resources. On the other hand, an MOU might also suggest changes that do require substantial resource allocation, such as additional faculty or staff hires or the purchase of lab equipment.

In those cases, the recommendation usually occurs in a section of the MOU directed to the dean or the provost.

In some institutions, based on the final report, the department is given full or conditional approval. If the department is granted a full approval, it will not be required to submit any further reports or documentation until the next program review. If there are serious issues that require immediate attention the department might be granted conditional approval and given a plan for improvement. In this case, it will be given a timeline for reporting on the specific issues of concern before the next program review cycle. Typically, administration is responsible for follow-up on conditional approvals.

3. Sharing Results and Tracking Improvement Plan

To maximize the effectiveness of program review, it is important to share the findings and resulting decisions with stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals and creates an opportunity for all stakeholders to review the program review results.

To facilitate and track the implementation of improvement plans, each year the campus review committee or relevant administrator reviews the progress of programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, the campus review committee or administrator may recommend follow-up actions to the department/program and appropriate campus administrators.

4. Distribution and Archiving of Program Review Documents

Copies of the unedited program review documents (self-study report, external review report, responses, findings and recommendations report, improvement plan, MOU) are sent to relevant parties, such as the chancellor, provost, dean, and Academic Senate. File copies are archived in an appropriate location for future reference. deans and other administrators need to retain copies of program reviews and the decisions that resulted from them (including MOUs) and refer to them in their planning and budgeting.

III. USING PROGRAM REVIEW RESULTS IN PLANNING & BUDGETING

Program review provides one way for institutions to link evidence of academic quality and student learning with planning and budgeting. That is, the findings in the self-study, recommendations in the external review, Findings and Recommendations Report, and MOU can be used as evidence to inform decision-making processes at various levels in the institution (i.e., from the program-level through the university-level, depending on the nature of the recommendations). The mechanism for facilitating such integration will vary greatly from one organization to the next, but there are some processes and guiding questions that facilitate the use of the results from program review flow in planning and budgeting processes at each decision-making level.

Many recommendations involving program improvement can be met with very little resource reallocation (e.g., re-sequencing of courses, refinements in the criteria for student evaluation, re-organization of instructional or workshop material). However, other recommendations can point to a larger reallocation of resources ranging from faculty development for assessment to hiring more staff or faculty members to fill current unmet needs.

What follows are examples of the types of decisions that might be made based on the results of program review at three levels of an organization—the department/program level, the college level, and the institution level—and questions that might guide decision making.

A. Department Level

At the department and/or program level, results from program review can be used to:

- Inform curriculum planning, such as:
  - Changing the sequence of courses in the major curriculum
  - Adding or deleting courses
  - Refinement or articulation of pre-requisite or disciplinary requirements
  - Re-design of the content or pedagogy of specific courses

  The primary questions driving such changes would be:

  - Are our students achieving the desired learning outcomes for the program?
  - If not, what elements of the curriculum could be changed to improve learning?

- Inform changes in how resources are used within the department/program, such as
  - Assignment of faculty to teach specific courses or sections
  - Changing the scheduling of certain courses or the frequency with which they are offered
  - Changing the number of students required in course sections so that student learning and effectiveness of teaching are maximized
  - Implementing improved advising and support services to increase learning, retention, and/or graduation rates
  - Adjusting the allocation of faculty resources across General Education, the major, and the graduate program
  - Providing additional professional development or research resources for faculty
  - Adjusting faculty teaching loads and assigned/release time

  Some guiding questions here are:

  - How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?
  - At what point in the prioritization of departmental goals do these recommendations fall?
  - What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)? What is the extent of departmental funds available and where might the department turn for external funding?
- Make recommendations for how resources outside the department/program should be used. For example, the department may suggest that
  - Library collections be enhanced
  - Additional tutors be added to the learning resource center
  - Instructional technology support be improved
  - The university explore writing/speaking across the curriculum initiatives
  - Career placement services be improved

- Make a case to the dean for specific additional resources. For example, the department may ask for

- An additional faculty line or support staff
- Additional funds to support faculty professional travel or research
- Release time for curriculum development or research-related activities
- A reduction or increase in program enrollment

B. College Level

At the dean/college level, program reviews can be used to decide how to allocate resources across departments. For example, by looking across the results of several departments' program reviews, the dean may decide to:

- Add resources, such as faculty lines, travel money, equipment, space, to certain departments, based on needs identified in the reviews
- Enhance support to programs with the potential to grow or to establish research distinction in the field
- Combine or phase out certain programs
- Re-tool and reassign faculty or academic support staff

In making such decisions, a dean may consider:

- How do these recommendations fit into the overall department mission and goals?
- How do these recommendations fit into the College mission and goals?
- At what point in the prioritization of both sets of goals do these recommendations fall?
- What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other programs)?
- What is the extent of resources available and where might the dean turn to for eternal funding?

In addition, deans may use resource allocation decisions to ensure that departments include outcomes-based assessment and evidence-based decision making in the program review process to ensure that the process is a meaningful tool for quality enhancement. This can be encouraged by withholding resources if these two elements are absent from the self-study or granting additional resources for those programs engaged in meaningful assessment of student learning and which demonstrate evidence-based decision making within program review. Program review will be viewed as more meaningful and departments will take the process more seriously if there are a) consequences for departments not meeting new program review and assessment standards and b) strategic funding by deans and provosts of evidence-based proposals for improving student learning and other dimensions of program quality.

C. Institutional Level

At the institution level, program reviews can be used in a variety of ways in planning and budgeting, among them:

- By deans bringing forward requests during the budgeting process that are informed by the results of program reviews
  - In this case, many of the guiding questions listed under the dean/college level may also be questions that are discussed at this level, depending on institutional culture and the institution's business model.
- By aggregating program review results across departments and Colleges, the institution can get a sense of whether university goals (or strategic planning goals) are being met or being modified. If the overall pattern of results suggests that there is an area for improvement then university leadership may decide to allocate additional resources, typically to Colleges, to address that area.
- By institutional leadership articulating its primary strategic initiatives and allocating funds or resources to Colleges or programs in order to strengthen efforts in those areas.
  - If this approach is adapted, many of the guiding questions listed under the dean/college level may also be questions that are discussed at this level, depending on institutional culture and the institution's business model. The idea here is that the institution controls all allocation of resources and can influence directly the decisions to improve specific aspects of desired strategic initiatives.

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Academic Senate Resolution in Support of the Academic Senate and Faculty of California State University, Chico

Presented by Academic Senators Chris Henson (English), Senator) and Loretta Kensinger (Statewide Academic Senator)

Whereas: the Academic Senate of California State University, Chico, on 10 December 2015, after four hours of deliberation, passed by a vote of 24-8 a resolution titled *Statement of No Confidence in the President, Interim Provost, and Vice President for Business and Finance*; and

Whereas: the Chico Academic Senate took this serious action after several years of mismanagement, lack of transparency, and lack of practice of shared governance by the administration of CSU, Chico, attested to by the statement accompanying the resolution which was provided by the Chico Academic Senate to the CSU Board of Trustees and Chancellor; and

Whereas: the continued mismanagement by CSU, Chico administrators has resulted in an extremely high rate of turnover and instability in administrative positions, low morale among faculty and staff, and an atmosphere of uncertainty, fear, and stress among faculty, staff, and students; and

Whereas: the CSU, Chico Academic Senate has made good faith efforts over a period of two years to identify the causes of these problems, communicate those causes to the executive leadership and to the Chancellor, and seek remedies; and

Whereas: those efforts have received little recognition or cooperation from either the CSU, Chico executive leadership or the Chancellor; and

Whereas: the continued mismanagement and lack of trust and low morale are having a destructive effect on the academic mission of the University; therefore be it

Resolved: that the Academic Senate of CSU, Fresno calls on the CSU Board of Trustees and Chancellor to take seriously the vote of no confidence and take measures to replace the administration with the "new, committed, and inspired leadership" called for in the CSU, Chico Academic Senate resolution; and be it further

Resolved: that the Academic Senate of CSU, Fresno urges the Academic Senate of the California State University (ASCSU) and other CSU campus Academic Senates to pass resolutions in support of the CSU, Chico Academic Senate and faculty; and be it further

Resolved: that this resolution be forwarded to the Chair of the CSU, Chico Academic Senate, the Chair of the Academic Senate of California State University, the Chairs of all the CSU campus Academic Senates, the CSU Chancellor, the CSU Board of Trustees, and the President, Interim Provost, and Vice President for Business and Finance at CSU, Chico.