Meeting of the Academic Senate
Tuesday, October 19, 2021
3:10 to 5:00 pm
https://calpoly.zoom.us/j/84079920425

I. Minutes: October 5, 2021 (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair: Highlight last Week’s Special Written Reports
B. President’s Office: None
C. Provost: (pp. 4-5)
D. Vice President for Student Affairs: (p. 6)
E. Statewide Senate: (pp 7-14)
F. CFA:
G. ASI: None

IV. Special Written Reports:
A. [3:30 PM TIME CERTAIN] University Budget Report: Cindy Villa, Senior Vice President for Administration and Finance, Angie Kraetsch, Associate Vice President Financial Services and David Valadez, Director of Budget and Finance
B. Graduation Writing Requirement Written Report: Dawn Janke (pp. xx-xx)

V. Consent Agenda:
A. Orfalea College of Business Self-Support version of existing Master of Business Administration (pp. 17-38)
B. IX.

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate</th>
</tr>
</thead>
</table>

VI. Business Items:
A. Resolution on Discontinuation of MS in Business and Technology: Stern Neill, Academic Senate Curriculum Committee (pp. 39-40)
B. Resolution on General Education and Languages Other Than English: Gary Laver, Chair, Academic Senate General Education Governance Board (pp. 41-44)

VII. Discussion Item(s):

VIII. Adjournment:

805-756-1258 - academicsenate.calpoly.edu
Meeting of the Academic Senate  
Tuesday, October 5, 2021

I. Minutes: None

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

III. Reports:
A. Academic Senate Chair: Academic Senate Chair, Thomas Gutierrez, held an orientation for new senators. His presentation can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Senate%20Orientation%202021.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Senate%20Orientation%202021.pdf)

B. Provost: Provost Cynthia Jackson-Elmoore shared her joy at seeing the Cal Poly community return to campus and gave updates on campus affairs. She shared that through the Baker-Koob Endowment, there is funding available for new research projects. More information can be found here: [provost.calpoly.edu/endowments](provost.calpoly.edu/endowments). Additionally, in celebration of National Transfer Week, the Transfer Center will be hosting events to support transfer students from October 20th-22nd. More information can be found here: [transfercenter.calpoly.edu/transfer-week](transfercenter.calpoly.edu/transfer-week)

C. Vice President for Student Affairs: Vice President Keith Humphries, in response to a recent rape in Poly Canyon Village, shared that they were working to support the survivor and asked professors to be mindful of their student’s potential reactions. Vice President Humphries also shared some updates about campus life: 94% of the student body is fully vaccinated, over 1k students participated in Campus Comeback, and the first in-person career fair would be held the following week.

D. Statewide Senate: None.

E. CFA: CFA representative, Lewis Call, updated the Senate on contract bargaining. Bargaining will be going to an impasse, with the following steps being mediation and fact-finding, with the possibility of striking if agreement cannot be reached. Senator Call also shared that the next Union chapter meeting will be held on October 14th from 11-1 via Zoom.

F. ASI: None.

IV. Special Reports:
A. Updated Multi-Factor Authentication Written Report: Doug Lomsdalen
   1. New Data Security Compliance Training Requirement
      Starting this month, October 2021, all Cal Poly faculty and staff are required to complete Data Security and FERPA compliance training in the Cal Poly Learning Hub every two years. This requirement is dictated by the California State University (CSU) Information Security Awareness Training Policy (ICSUAM 8035). The data security and FERPA training course covers the importance of keeping private data secure and provides steps employees can take to maintain the confidentiality of Cal Poly data. Faculty and staff can [complete the course now](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Slides%20for%20AS%20October%206%202021.pdf), or wait until it’s assigned in the Learning Hub.

B. President’s Report: President Armstrong updated the Senate with a slide presentation and then held a Q&A. He shared his excitement about increasing vaccination rates and reported that he had recently been in conversation with CSU Chancellor Castro about changing Cal Poly over to the semester system to better serve in-state students, in particular transfer students. Following this update, he answered questions about what this transition from the quarter system to semester system would look like. His slides can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Slides%20for%20AS%20October%206%202021.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Slides%20for%20AS%20October%206%202021.pdf).

C. Covid Safety and Information Presentation: Aydin Nazmi, Presidential Faculty Fellow for COVID19 Response and Preparedness, Dennis Elliot, Exec. Director for Facilities Operations, and David Korpan, Director of Environmental

805-756-1258 - academicsenate.calpoly.edu
Health and Safety gave a slide presentation on Cal Poly’s protective measures against COVID-19. This presentation can be found here: [https://content-calpoly.edu.s3.amazonaws.com/academicsenate/1/images/958_FMD_CovidSafety_v10DKE.pdf](https://content-calpoly.edu.s3.amazonaws.com/academicsenate/1/images/958_FMD_CovidSafety_v10DKE.pdf)

V. **Consent Agenda:** All items below were approved by consent.

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 368 Theory and Practice of Peer-to-Peer Writing Instruction (4), 3 lectures, 1 activity</td>
<td>Reviewed by ASCC and recommended for approval 9/14/21</td>
<td>On 10/5/21 consent agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 506 Pedagogical Approaches to Composition (4), 4 seminars</td>
<td>Reviewed by ASCC and recommended for approval 9/14/21</td>
<td>On 10/5/21 consent agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WLC 350 Literatures in World Cultures (4), 4 lectures, GE Upper-Division C</td>
<td>Reviewed by GEGB on 6/5/21, additional information requested from department. GEGB recommended for approval 5/19/21. Reviewed by ASCC and recommended for approval 5/21/21</td>
<td>On 10/5/21 consent agenda</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. **Business Items:**

A. **Resolution on Discontinuation of MS in Business and Technology:** This resolution will return to the Senate in first reading status at the next Academic Senate meeting.

VII. **Discussion Item(s):** None.

VIII. **Adjournment:** 5:05

Submitted by:

Amelia Solis Macias

Amelia Solis Macias
Academic Senate Student Assistant
National Transfer Student Week, October 18-22

Join the Transfer Center and offices across campus in celebrating National Transfer Student Week, with a week full of events focused on building community, connecting transfers with campus resources, and sharing transfer pride with campus. For more information, please visit the Transfer Center website.

Graduation Initiative 2025 Convening this Friday

All members of the campus community are invited to the CSU Graduation Initiative 2025 Convening to be held virtually from 11 a.m. to noon Friday, Oct. 22. The convening’s theme is “Advancing Equity Together” and will feature students, faculty and staff sharing inspirational stories of how their daily work promotes equity on their campuses. The Chancellor’s Office will also share the most recent data tracking progress toward meeting our ambitious Graduation Initiative 2025 goals. Attendees will also hear from speakers, including:

- Isaac Alferos, president, Cal State Student Association.
- Ji Y. Son, professor, Psychology, Cal State Los Angeles.
- Joseph I. Castro, chancellor, California State University.
- Sylvia A. Alva, executive vice chancellor, Academic and Student Affairs, California State University

To learn more about the convening and to register, visit the CSU website.

Funding Available for Student Research Projects Through Baker/Koob Endowments

Proposals are being accepted for the Baker/Koob Endowments, which support hands-on, project-based learning opportunities for individual students and groups at Cal Poly. This year, approximately $126,000 is available with anticipated funding for 36-48 projects.

All students are invited to apply for funding, which may be used for student support, student and faculty travel, student and faculty expenses associated with participation in student research, group projects, conferences, competitions, and equipment and materials related to student research. For more information, please visit the Baker/Koob webpage.

Update from Kennedy Library

Kennedy Library has acquired a suite of digital primary sources to support the new ethnic studies curriculum. Some examples are:
• The Los Angeles Sentinel, one of the oldest, largest and most influential African-American newspapers in the Western United States; Gale Archives Unbound which provides access to Japanese-American Relocation Camp Newspapers published by incarcerated Japanese Americans during WWII;
• LGBT Thought & Culture a primary source collection of key works and archival documentation of LGBT political and social movements throughout the 20th century to today;
• Women and Social Movements in the United States a collection which seeks to advance scholarly debates and understanding about U.S. women’s history;
• North American Indian Thought & Culture which brings together autobiographies, biographies, Indian publications, oral histories, and more to create a primary source representation of historical events.

For further information please contact Brett Bodemer, College of Liberal Arts Librarian or Tim Strawn, Executive Director, Collections, Access and Systems.

Summer 2022 Planning

In preparation for summer 2022, Extended Education will be asking faculty to consider offering a broad array of online classes in summer to support as many students as possible in line with student success initiatives. Survey data from summer 2021 suggests that students want online summer classes, particularly in General Education.

To this end, Extended Education is committed to working with the colleges to offer as many classes as possible. The deadline for submitting changes to the mode of instruction is December 15. If there are courses that would lend themselves to online delivery, please encourage faculty to apply for the online option and consider offering those courses in summer 2022.

California Forum for Diversity in Graduate Education

The California Forum for Diversity in Graduate Education will take place virtually October 22-23. For two days, live virtual forum workshops will provide information about selecting the right graduate program; the graduate application process; financial aid opportunities; preparing for the Graduate Record Examination (GRE) and employment prospects.

Participants also receive exclusive access to a calendar of recruitment events and open houses from over 200 leading institutions nationwide throughout the fall 2021 term. For more information, visit https://www.caldiversityforum.org/. Please contact lsamp@calpoly.edu with any questions about the 2021 California Forum for Diversity in Graduate Education.
Student Affairs
Report to Academic Senate
October 19, 2021
*Report prepared October 13, 2021*

- The CSU Graduation Initiative Convening is this Friday from 11:00 a.m. to noon (PDT). This annual gathering is a unique opportunity for the CSU community to celebrate our collective efforts to support student success. If you wish to attend, please register online at: [www.calstate.edu/GradInitiative2025Convening](http://www.calstate.edu/GradInitiative2025Convening)
- This weekend, October 22-24 is Mustang Family Weekend. Thank you to everyone who is hosting COVID-compliant events for our campus visitors.
- A reminder that Safer Confidential Advocate services are available to faculty and staff. Appointments can be booked online at: [https://safer.calpoly.edu/appointment](https://safer.calpoly.edu/appointment)
- Cal Poly NOW is the new tool for students to be connected outside the classroom. Available online at: [https://calpoly.campuslabs.com/engage/](https://calpoly.campuslabs.com/engage/) or by googling Cal Poly NOW students can find information about all registered student organizations, details about all campus events for Student Affairs departments and registered student organizations and track their involvement in activities.
ASCSU August 2021 meeting notes for report:

Committee of the Whole: Campus Concerns and COVID-19 – Senators reported about what is and is not happening on various campuses related to COVID-19 policies, their perceptions of what is and is not working well, and suggestions for what should be done differently. Many reports suggested that faculty were not included in the majority of decisions made and that there are problems in implementation of whatever policies are in place (for example, if a student tests positive, we rely on their memory of whom they were close to for the purpose of determining whom to warn of the exposure). The ability to nimbly switch to online from in-person seems to be denied to many faculty.

Reports (selected highlights)
• ASCSU Chair Collins: Chair Collins asked us to operate by a principle of belonging and inclusion as we work during the coming year. He began by addressing the following three pieces of legislation, which he feels are threats to the integrity of the CSU curriculum: 1) AB 927, which permits the indefinite extension of statewide baccalaureate programs in California community colleges; 2) AB 928, which establishes a single pathway for transfer from community colleges and a new (superfluous in his estimation) intersegmental committee to develop it; and 3) AB 1111, which establishes a common course numbering program in the community college system. Secondly, he announced that first-year senators in the ASCSU are now funded with three units of assigned time.
• Standing committees
  • AA – (incorporate content from written report) ...
    ▪ GI2025 Advisory Committee has recommended no changes in program goals
    ▪ Redouble efforts to close the achievement gap
    ▪ Find out why so many DFWs in some classes
    ▪ Course modality will vary by campus and discipline. AB 927 will probably reduce demand at some campuses.
    ▪ $16M in funding for ES (recurring)
    ▪ AA met with representatives of CES; ES faculty weren’t involved in some of the curriculum approval processes for ES courses on some campuses.
• APEP – The committee discussed the Fall 2021 CO leadership retreat, the WestED report covering EO 1110, and the changes in requirements to International Baccalaureate, particularly in mathematics.

• FA - Chair Matz reported that FA will collaborate with FGA on resolutions concerning mental health issues. FA has drafted three resolutions on repopulation for consideration this plenary. There will be forthcoming resolutions on faculty workload, service recognition, academic freedom, acknowledging the voice of non-tenure line faculty, the role of faculty in advising, and the appropriate balance of F2F and online courses in a post-pandemic world.

• FGA – Items discussed during Wednesday’s committee meeting included:
  ▪ Reported about campus repopulation plans and issues
  ▪ FGA’s workload is somewhat skewed towards Spring by the legislative and budget issues.
  ▪ Legislative Specialist Schutte discussed how laws and budgets get set at the State level
  ▪ Jeni Kitchell (Executive Budget Director, CO) reported on what happens with budgets once the CSU budget is set.
  ▪ Budget trailer bills were discussed (esp. AB130)
  ▪ CFA Legislative Specialist Stephen Filling visited.
  ▪ Some priorities for the year were brainstormed including working with legislators/staffers *before* bills are proposed, changing FGA bylaws including revising legislative positions classification, a willingness to partner with FA on mental health issues, identifying ways to achieve a sustainable and stable budget for the CSU, financial aid reform, and promoting fiscal transparency.

• Other committees and committee liaisons
  • GEAC —
    ▪ CCC has approved CCC ES requirements.
    ▪ Will continue discussion of revisions to credit for prior learning,
    ▪ pass-thru-articulation,
    ▪ GWAR concerns
    ▪ changes in requirements to International Baccalaureate, particularly in mathematics
    ▪ role of FTES status in terms of limiting revisions to GE (i.e., the units in GE are a zero-sum game).
• CIO Council (formerly ITAC) – Accessibility and technology issues... 1 – not all material is accessible. 2 – the cost of technology is high, and some students can afford it more easily than others... need to close the gap.

Speakers

• Sylvia A. Alva – EVC Academic & Student Affairs: EVC Alva introduced herself and shared her background in the CSU, as a student at Cal State Los Angeles, a faculty member at Fullerton, and administrator at various CSU campuses. During the first month of her new role, she has been involved in repopulation efforts across the system. Dr. Alva acknowledged that the goalposts are constantly changing, and the CO needs to be nimble. She referred to pending legislation in Sacramento (e.g., AB 928) and the motivation behind it, indicating that the CSU ought to reflect on what we can do to preemptively address such concerns. In her first Board of Trustees meeting next week, Dr. Alva will be speaking on the role of scholarship in the CSU and on GI 2025.

• Joseph I. Castro – CSU Chancellor:
  ▪ Repopulation of campuses: CSUEU has signed off on vaccine requirement and hopeful that CFA is willing to sign off soon
  ▪ 2021-2022 budget: highest increase since 1984. Atkins told Castro that the uniform approach of CSU/CFA/ASCSU/CSSA, we got what we wanted. Salary increases are important to CSU in the next budget along with increased funding for GI2025. “hopeful” that legislature will go along with this ... legislature already says that they’ll fund 9000 new students for 2022-2023 AY. BOT will be asking for $550M next year.
  ▪ Sent letter to Berman on AB928 saying that we’ll support it because streamlining transfer will create opportunities for students who have been overlooked in the past. He is hopeful that this streamlining helps students. Castro seemed to gloss over the fact that different programs in the CSU have different lower division needs and different from the UCs and so a common lower division GE package which seems to be where this is heading might not be met with opposition from the CO.
  ▪ The CSUEU has signed a repopulation MOU with the CSU; an agreement with the CFA seems imminent. The current budget is the best one “since 1984,” and talks are underway with the CFA to
make a salary increase part of the coming year. The budget agreement also includes an enrollment increase of 9000 students to under enrolled campuses. The CSU will support AB 928 which would establish a standardized transfer path from community colleges into the CSU and UC.

• QnA:
  - Q Ford: 9000 new students where? A: Increased-demand campuses. Campuses with demand above enrollment targets will be given priority over campuses which are bleeding students.
  - Q Butler-Byrd: Can you comment on the CSU identity on ES and related issues? A: Alignment between Sacramento and DC and focus on equity in ways that haven’t been seen previously. California wants to “recover with equity” and Feds are hopeful that doubling PELL will help.
  - Q Soni: Last salary increase was in 2018 ... what’s up now with a GSI? A: In discussions with CFA. Proposal has been made for the current year. CSU will be asking for funding for a 3% increase for the 2022-2023 year. If any increase this year, it would come out of the funding for other things this year.
  - Q Tsai: Common repopulation threads include health and safety for faculty and staff who have family members unvaccinated or at risk. They’ve been told to go through HR/ADA to request to be virtual but that info hasn’t been considered. A: Castro says we should be flexible and says that he tells the presidents that grace should be extended, and campuses have been flexible.
  - Q Senghas: Huge summer transfer melt at Sonoma State because not enough advisors for the incoming transfers. A: Castro will follow up with President, but SSU hasn’t been cut in funding even though they are struggling to get incoming students to meet the system target, so this isn’t a CO problem but a local one.

• Charles Toombs - CFA Liaison Report: President Toombs encouraged everyone to vote in the upcoming election. He mentioned that in recent bargaining talks for a new contract, the CO proposed only a 2% salary increase despite the
“historic” CSU budget. The CFA found this insufficient. The current contract, which expired on August 31, has been extended until September 30. It’s possible that, as a part of the protracted contract negotiation process, an impasse will be declared past that date. In addition to the salary component of the contract talks, the CFA will be introducing proposals to address faculty workload and reestablish pedagogically sound class sizes. Clear policies on academic freedom and due process in disciplinary actions will be proposed, as well as anti-bias changes to the faculty evaluation process. President Toombs also indicated that the CFA and CSU were close to an MOU on campus repopulation. They are in favor of mandated vaccinations.

- **Jerry Schutte – CSU-ERFSA**
  - Aug 10 new members installed in ExCom. Barry Pasternak is new President. Harold Goldwhite is resigning at the end of this year as Executive Director.

- **CalPERS**
  - Difficulty overcoming controversy in their executive staff. Currently two open board seats, election going on now.
  - CalPERS investment return is below that of other, comparable, organization’s investment portfolio
  - Longterm care plan ... in 2014-2015 the cost went up some 85% and a class-action lawsuit has been resolved with a settlement of $2.7B. See [https://www.sacbee.com/news/politics-government/the-state-worker/article253645333.html](https://www.sacbee.com/news/politics-government/the-state-worker/article253645333.html) ...

- **Small grant program deadline is Oct 31 ... members may apply**

- **And be sure to look over the CSU-ERFSA newsletter at** [https://www.csuerfsa.org/view/download.php/news--views/the-reporter/september-2021-reporter](https://www.csuerfsa.org/view/download.php/news--views/the-reporter/september-2021-reporter)

- **Fabiola Moreno Ruelas (SDSU) – CSSA Liaison Report**
  - CSSA’s policy agenda will be distributed to the CSU next month. Students share the concerns and frustrations raised by the Senate in its conversations about repopulation during this plenary. In response to Chair Collins’ question, Liaison Ruelas reported that two main student concerns are 1) instructors don’t recognize the influence of students’ lives outside of the classroom on their studies, and 2) instructors need to keep lines of communication open and clear.
• Romey Sabalius – CSU Faculty Trustee: Trustee Sabalius thanked the ASCSU for its support in nominating him for another term, to which the Governor appointed him two weeks ago. He wished us a successful term.

• José Solache – Alumni Council Liaison (Council Secretary): Their first Council meeting will be next week and will include discussion of post-COVID work, what homecoming events will look like in the near future, and the nature of indoor and large-scale events. Work for the coming year will include adopting an advocacy role on behalf of the CSU and bringing the student perspective to the table. Q: Can the Council enhance internship opportunities for our students? A: This is currently best done at a local level, but Secretary Solache will follow up with the Council. Other senators indicated that they actively pursue recent graduates for internship opportunities for current students.

• Ryan Storm AVC (Budget): 2022-2023 Budget Planning (See Sept BOT meeting agenda)
  • Economic Outlook
    ▪ Forecasted revenue increases for next 3 years: LAO says close to 3%, DOF says close to 2%
    ▪ June 2021: revenue > forecast by $4.7B (20%)
    ▪ HEERF funds
    ▪ Risks include COVID, etc.
  • What’s Known
    ▪ We already have an agreement between Legislature/Governor’s office for increased enrollment for 2022-23 (9k students)
    ▪ GI2025 … this is the last year seeking funding for this purpose
    ▪ Policy Priorities: closing the Equity Gap, Student engagement and well-being (basic needs, mental health, etc.)
  • Emerging Issues
    ▪ Post-pandemic CSU what will the CSU look like?
    ▪ Compensation considerations
    ▪ Funding policy priorities
  • Potential Content of 2022-23 budget request
    ▪ GI2025 (emphasizing closing the equity gap)
    ▪ Student engagement and well-being (Basic needs, mental health)
    ▪ Compensation
    ▪ Staff salary structure study results
    ▪ Enrollment growth (that 9k)
    ▪ Infrastructure
- Deferred maintenance
- Mandatory costs
- Inflation adjustment on op expenses

- **Bottom Line as we understand it now.** Probably $550-750M requested recurring plus $1B one-time

- **QnA:**
  - Q Van Selst: Does the budget request include the costs of signed legislation that isn’t funded? Yes ... if the cost is high enough (perhaps on the order of $10M in a year): sometimes it works, sometimes it doesn’t.
  - Q Schutte: 1 - Promise of increased funding for additional students but if they don’t show, will money be clawed back? A1: Probably not, but no guarantees. 2 – GI2025 if we achieve the goals, do we get to keep the money ($450M) in the base budget? A2: “Built into the base” (more classes, etc.), so probably. 3 – Any motivations to ask for lower amounts of recurring money for deferred maintenance instead of one-time funding to allow us to borrow and get more for less? A3: Both and. Asking to one time but also increasing base for deferred. 4 – AB927/928 ... any cost analyses if passes? A4: Not yet.
  - Q Yee-Melichar: $1-2M for a common LMS in this year’s budget ... what’s the deal? A: Resistance from the legislature. $2M still in budget but only if all 3 HE segments get an agreement.
  - Q Butler-Byrd: salary issues. A: $45M systemwide to give everyone a 1% raise so that’s a tough one.

---

**Approved Resolutions**

- **AS-3501-21** - Continued Accommodations and Flexibility in the Time of COVID-19
- **AS-3502-21** – Commendation for Interim EVC Fred Wood
- **AS-3504-21** – Commendation for EVC Sylvia A. Alva
- **AS-3506-21** – Commendation for (former) AVC Luoluo Hong
- **AS-3508-21** – Commendation for IPC Catherine Nelson (with poem)
1st Reading Resolutions

- **AS-3499-21** - Academic Freedom and Teaching Modality in the COVID-19 Pandemic
- **AS-3500-21** - Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for AY 2021-22
- **S-3503-21** - Acknowledgement of Changes to Math Requirements in International Baccalaureate Programs
- **AS-3505-21** - Support for General Education. System Office Review Standards for Area F (Ethnic Studies)
- **AS-3507-21** - Support for the CSU Education Deans’ Statement in Support of Culturally Sustaining, Equity Drive, and Justice Focused Pedagogies
Academic Year 20-21
Summary

GWR-designated courses. The advisory board reviewed and approved proposals from the Architecture Department to add the GWR designation to the following courses: ARCH 320 (Sattler), ARCH 492 (all sections), and ARCH 532 (Olsen). These courses have not been formally modified in the Curriculum Management system. All courses that permanently gain the GWR designation will go through the senate’s curriculum approval process as outlined in AS-858-18. In summer 2021, the Writing and Learning Initiatives Office partnered with the Office of the Registrar to incorporate the GWR into the course inventory management system so that any new or modified upper-division course can propose to add the GWR designation through the curriculum committee workflow. The anticipated completion date for this is November 2021.

GWR Portfolio Program. In March 2020, the Chancellor’s Office suspended the Writing proficiency exam; the GWR Portfolio permanently replaced the WPE in AY 20-21. The advisory board developed portfolio criteria, and the Writing and Learning Initiatives Office administered the GWR Portfolio Program through Canvas in AY 20-21. A total of 2774 students fulfilled the requirement via the portfolio in AY 20-21 with the quarterly breakdown as follows: 276 students in fall 2020, 426 students in winter 2021, 1976 students in spring 2021, and 96 in summer 2021. AFD approved a $35 Portfolio fee in place of the $35 WPE fee to be implemented AY 21-22.

Academic Year 21-22
Goals and Objectives

GWR-designated courses. The advisory board will continue to consult GWR-designated course instructors to consider any necessary revisions to the GWR professional development program and/or course criteria, as per AS-858-18. Once the GWR has been added to the course inventory management system, instructors of GWR-designated courses from the pilot implementation phase will be encouraged to resubmit their proposals to permanently gain the GWR designation, and instructors who teach other upper-division courses also will be invited to do so.

GWR Portfolio Program. The course, UNIV 401: Graduation Writing Requirement Portfolio, has been submitted for curricular approval. The functionality of this course for the GWR Portfolio will allow the Office of Writing and Learning Initiatives to schedule class sections in which students can enroll, which will help in terms of managing quarterly enrollment, portfolio assessment, and milestone updates. The goal is to utilize UNIV 401 for portfolio enrollment beginning winter quarter 2022. Regarding portfolio assessment, the GWR Advisory Board will finalize a portfolio rubric, and the Writing and Learning Initiatives Office will hire faculty to serve as portfolio evaluators following the same process used for hiring WPE readers. Evaluators will be expected to complete an online training and then to use a portfolio rubric to assess portfolios via Canvas. Faculty will receive a stipend for this Portfolio Evaluator special consultant position.
GWR Program Learning Outcomes. The advisory board will continue to partner with the senate to develop specific, measurable GWR Program Learning Outcomes “to ensure students have the instruction and practice needed in order to achieve university writing outcomes without the use of in-person testing,” as per the March 2020 Chancellor’s Office memorandum. The PLOs will guide GWR Program assessment and ensure pathways to GWR completion (GWR course criteria, GWR Portfolio) align with university learning objectives.

Please direct GWR-related questions or concerns to the GWR Coordinator, Dawn Janke (djanke@calpoly.edu), or visit writingandlearning.calpoly.edu/gwr for more information.
The Orfalea College of Business is proposing the establishment of a self-support version of the already existing Master of Business Administration. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee. This proposal will be appearing on the October 19, 2021 consent agenda.

1. Original proposal, pages 1-3
2. Campus approvals, page 4
3. Letter of support from the Academic Senate Curriculum Committee, page 5

Issues, concerns, and questions regarding this curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item be removed from the Consent Agenda by October 12, 2021.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."
Before implementing a self-support counterpart of a previously approved state-supported degree program, Chancellor’s Office written approval is required. The below constitutes the written proposal.

**Summary of the purpose and characteristics of the proposed degree program:**

The Diablo nuclear power plant is scheduled to decommission in the year 2025. With the intent to assist in continuing training of its employees, PG&E has reached out to Cal Poly to provide a high-quality MBA program that accommodates the unique time constraints of its full-time employees.

Students will begin with a self-support professional certificate that will allow them to accrue program-applicable credit and gain an understanding of the rigors of a graduate program without being matriculated. This will also serve as a screening process for admissions into the self-support MBA program.

Upon completing the certificate, students can apply for admission to the self-support MBA program if they have met certain admissions requirements.

1. A four-year degree with a GPA of 2.5 or higher.
2. A minimum of three years of professional experience.
3. One letter of recommendation.
4. A GPA of 3.0 or higher in the MBA Essentials Certificate.
5. A statement of Purpose.

A copy of the faculty proposal is provided as an attachment hereto.

**Required Proposal Elements**
1. **Confirmation that the existing state-support offering is not being supplanted (per EO 1099):**

   The existing state-support MBA program will not be supplanted and will continue to serve a distinct population that seeks a full-time residency program; e.g., recent Cal Poly graduates, international students. The existing state-support program is designed to be a full-time residency program that does not accommodate the needs of working professionals. Students that have pursued a part-time option have not performed well in the program. The self-support MBA targets a unique population (i.e., working professionals) and offers a specialized delivery pattern that is distinct from the existing state-support MBA.

2. **Specification of the program’s qualification(s) to operate as a self-support special session (per EO 1099):**

   The self-support MBA is designed for working professionals. This is maintained through an admission requirement of three or more years of professional experience.

3. **Rationale for the new support mode:**

   The self-support version accommodates the unique time constraints of PG&E’s full-time employees. Due to the demands of working professionals, courses will be delivered individually in five-week blocks on Fridays and/or Saturdays with some (≤25%) virtual instruction during the week. This cohort model will also serve to enrich the learning experience, as students apply their professional and organizational knowledge to course materials and peer interactions.

4. **Detailed cost-recovery budget specifying student fees per unit and total student cost to complete the program.**

   Based on budget modeling, students would be charged $530/unit for a degree total of @$31,800. See the attached budget.

5. **Expected students and graduates: provide numbers in the table and explain the basis for the projection below.**

   Based on surveying of current PG&E employees enrolled in the Diablo Canyon Employee Retraining Program, PG&E estimates a cohort of 40 people for the MBA for the working professional program. The program will be promoted broadly to employees by PG&E, which will provide financial assistance.

<table>
<thead>
<tr>
<th></th>
<th>At Initiation</th>
<th>After 3 Years</th>
<th>After 5 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Annual)</td>
<td>20-40</td>
<td>0*</td>
<td>0</td>
</tr>
<tr>
<td>(one time)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Graduates</td>
<td></td>
<td>20-40</td>
<td>0</td>
</tr>
<tr>
<td>(Cumulative)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Academic Programs and Planning
* The MBA for Professionals is a pilot program designed and delivered in partnership with PG&E for its Diablo Canyon Employee Retraining Program. This MBA may continue should the pilot prove successful.

6. Campus commitment to provide adequate faculty resources [a description of how many FTE faculty would be required to support the program, whether this would require additional hires, and how this would be supported].

   See attached letters and signing statement at the end of this form.

7. Anticipated impact on the existing state-support program:

   There is no anticipated impact on the existing state-support program, which will remain at full capacity. There continues to be significant demand for a full-time residency program.
Campus Approvals:
We all confirm that the proposed self-support version of the Masters in Business Administration program aligns with the mission and strategic plan for the college and university. We further confirm that the campus is committed to providing adequate faculty resources to support this program.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stern Neill, Associate Dean</td>
<td>10/04/2021</td>
</tr>
<tr>
<td>Damon Fleming, Dean</td>
<td>10/04/2021</td>
</tr>
<tr>
<td>Greg Bohr, Chair, Academic Senate Curriculum Committee</td>
<td>10/04/2021</td>
</tr>
<tr>
<td>Elizabeth Lowham, Interim Dean Graduate Education</td>
<td>10/04/2021</td>
</tr>
<tr>
<td>Bruno Giberti, Associate Vice Provost for Academic Programs and Planning</td>
<td>10/04/2021</td>
</tr>
</tbody>
</table>

Final Campus Approval
(do not route for signature automatically – APP will obtain final campus approval)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Jackson-Elmoore, Provost and Executive Vice President for Academic Affairs</td>
<td>10/08/2021</td>
</tr>
</tbody>
</table>
MEMORANDUM

10/01/2021

TO: Whom It May Concern

FROM: Gregory S. Bohr, Academic Senate Curriculum Committee Chair

COPIES: Bruno Giberti, Associate Vice Provost, Academic Programs and Planning

SUBJECT: Academic Senate Curriculum Committee Review of proposed self-support version of the existing Master of Business Administration

On September 23, 2021, the Academic Senate Curriculum Committee (ASCC) met to discuss the proposal from the Orfalea College of Business to establish a self-support version of the already existing Master of Business Administration.

We note that the proposed self-support program has a curriculum identical to the existing MBA, which has already been reviewed and approved through the established process on the Cal Poly campus.

Accordingly, the ASCC fully approves and supports the proposed self-support MBA.
1 Overview

The Diablo nuclear power plant is schedule to decommission in the year 2025. With the intent to assist in continuing training of its employees, PG&E has reached out to Cal Poly to provide a high quality MBA program that accommodates the unique time constraints of its full time employees. Given the short time horizon and the lengthy approval process of starting a new program, it was determined to start with a “professional certificate.” This allows students to accrue graduate credit while the PMBA program goes through the approval process; gives students an understanding of the rigors of a graduate program; and provides a screening process for admissions into the PMBA program. Due to the unique time constraints of working professionals, courses will be delivered individually in five week blocks. Section 2 provides the admissions requirements into both the MBA Essentials Certificate and the PMBA. Section 3 lays out the course schedule of both programs. Section 4 provides five potential options for content delivery, and section 5 describes the nine core courses and seven potential electives (six required) – keeping in mind that new electives may be proposed at a later date. Finally, section 6 describes the programs culminating experience. This is all done with the goal to provide engaging and relevant material to Diablo power plant employees.

2 Admissions Requirements

The admissions requirements for MBA Essentials Certificate will be:

2. A four year degree with a GPA of 2.5 or higher.
3. Minimum of three years of professional experience.

The admissions requirements for the PMBA program will be:

1. A four year degree with a GPA of 2.5 or higher.
2. Minimum of three years of professional experience.
3. One letter of recommendation
4. A GPA of 3.0 or higher in the MBA Essentials Certificate.
5. Statement of purpose.
3 Course Schedule

3.1 MBA Essentials Certificate

The MBA Essentials Certificate is comprised of three PMBA core courses. Upon successful completion, the credit for these courses will be transferred in as pre-matriculated units to count towards the PMBA if the student is accepted into the program. The courses are contained within five week blocks. The schedule is as follows:¹

1. GSB 513: Organizational Behavior
   - Ends Saturday, February 5, 2022.

2. GSB 512: Quantitative Analysis
   - Ends Saturday, March 19, 2022.

3. GSB 534: Lean Operation Management
   - Ends Saturday, June 4, 2022.

3.2 PMBA Program

The PMBA Program consists of 15 courses, three of which are made up by the MBA Essentials Certificate. The courses are contained within five week blocks.² The schedule for the remaining 12 courses (specific courses to be determined at a later date) was determined in collaboration with PG&E and is as follows:³

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
</table>

Table 1: Academic Year 22-23

<table>
<thead>
<tr>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Course 11</th>
<th>Course 12</th>
</tr>
</thead>
</table>

Table 2: Academic Year 23-24

¹Course descriptions are available in Section 5.
²Delivery options are described in Section 4.
³Note for Course 9, Thanksgiving Break is 11/20/23 – 11/24/23.
4 Delivery Options

The method of content delivery will be determined by the instructor with consultation of the program director to most effectively deliver the course. Below we list five potential options for content delivery:

- Option 1: Multi-day in-person instruction
  - 4 hours on Friday
  - 4 hours on Saturday

- Option 2: Single-day in-person instruction
  - 8-10 hours on Friday or Saturday
  - Meals provided

- Option 3: Hybrid multi-day in-person/virtual instructions
  - 3 hours on Friday
  - 3 hours on Saturday
  - 2 hours delivered virtually throughout week

- Option 4: Hybrid single-day in-person/virtual instruction
  - 6-8 hours on Friday or Saturday
  - 2 hours delivered virtually throughout week
  - Meals provided

- Option 5: Hybrid
  - Week 1: Friday 8:00 - 12:00 and 1:00 - 5:00; Saturday 8:00 - 12:00
  - Week 2: No formal class (Instructor is available on Friday from 8:00-12:00 for meeting with teams and individuals)
  - Week 3: Friday 8:00 - 12:00 and 1:00 - 5:00; Saturday 8:00 - 12:00
  - Week 4: No formal class (Instructor is available on Friday from 8:00-12:00 for meeting with teams and individuals)
  - Week 5: Friday 8:00 - 12:00 and 1:00 - 5:00
5 Courses

The PMBA is similar to the current MBA program as tested and reviewed and is comprised of 60 credit units dispersed over 15 courses. This is made up of nine core classes and six electives. The primary difference between the PMBA and the current MBA program is the intended audience and delivery method. Listed below are the nine core classes and seven potential elective courses that are of particular interest to PG&E to choose six from. Note however, that this list of electives is not a binding constraint and new “special topic” courses may be proposed and delivered as well.

5.1 PMBA Core

1. GSB 511: Accounting for Managers
   - Emphasis on development of the ability to read and interpret public and internal financial reports. Public reporting responsibilities of companies and management’s responsibilities for developing and maintaining effective internal control systems.

2. GSB 512: Quantitative Analysis (MBA Essentials Certificate Course)
   - Focus on a variety of statistical techniques that help to transform data into useful information that can be used to make informed business predictions and decisions.

3. GSB 513: Organizational Behavior (MBA Essentials Certificate Course)
   - Application of behavioral, social and organizational science concepts to management. Individual, team and organizational levels of analysis, including such topics as expectations, perception, motivation, communications, creativity, leadership, cultural and ethical behavior, group dynamics, team effectiveness, work design, organization change and development.

4. GSB 523: Managerial Economics
   - Managerial economics, or microeconomics, focuses on private markets. Choices made by firms and consumers within topics that include demand, supply, efficiency, marketing structure, and government intervention. Development of an analytical framework for analyzing how these topics are important for managers.

5. GSB 524: Marketing Management
   - Concepts and principles necessary to plan, direct and control the product, promotion, distribution and pricing strategies of the firm.

6. GSB 531: Managerial Finance
   - Theories, practices and tools of corporate financial decision making. Topics include valuation of fixed income securities and stocks, capital budgeting, capital structure, dividends, and an overview of financial markets and institutions. Introduction to valuation of derivative securities, market efficiency, and agency costs.
7. GSB 533: Aggregate Economic Analysis and Policy

- Development of the theoretical and empirical framework of the macroeconomy in which businesses must operate. Topics include GDP, inflation, unemployment, interest rates and monetary and fiscal policies. The dynamics of the macroeconomic environment over time.

8. GSB 534: Lean Operation Management (MBA Essentials Certificate Course)

- Introduction to the operations function and its interaction with other areas in an organization. Emphasis on applying lean six sigma thinking to achieve competitive advantage in cost, quality, time, and flexibility in manufacturing and service operations.

9. GSB 562: Seminar in General Management and Strategy

- Application of interdisciplinary skills to business and corporate strategy formulation and implementation. Analysis of interdependence between external environments and internal systems. Focus on responsibilities, tasks, and skills of general managers. Case studies, group problem solving. Integrating course of MBA core curriculum. Course satisfies comprehensive examination requirement.

5.2 PMBA Potential Electives – 6 required

1. GSB 510: Data Visualization and Communication in Business

- Principles of data visualization and storytelling. Data visualization tools for different types of data in the context of business analytics. Communication of results for business actionable insights. Software use includes Excel, Tableau and R.

2. GSB 514: The Legal and Regulatory Environment of Business

- Legal and regulatory environment in which business operates. Consideration of historical, societal, and global perspectives reflecting political, social and/or economic beliefs and values. Strong emphasis on fundamental concepts of law and analytical tools to understand interaction between law, ethics and management decisions.

3. GSB 520: Data Management for Business Analytics

- Exploration of data management including relational databases, data warehouses, and NOSQL databases. Foundation for analyzing, designing, implementing and using information repositories in a business environment. Topics include the database development life cycle, data modeling, SQL programming, data quality and integration.
4. GSB 570: Design Thinking for Business Leaders

- Learn skills for driving innovation, growth and empowering cross-functional teams through design thinking. Design thinking is an approach to creative problem-solving that helps you identify important customer problems, create innovative solutions, and bring them to life through prototyping and experiments to reduce risk and increase the probability of success. This class will immerse you in design thinking tools, mindsets and facilitative leadership skills to help your teams get better outcomes.

5. GSB 570: Customer Value Propositions

- Successful innovations help customers solve problems. Learn skills for aligning innovation with the right set of customer experiences. In this class, you will learn how to connect customers to solutions, keep growth going, retain customers, and improve profit potential.

6. GSB 583: Management of Human Resources

- An overview of the major functional and support activities in the personnel/human resource field, including strategic human resource planning, job analysis, recruitment, selection, performance appraisal, compensation, employee rights, and employee safety and health.

7. GSB 595: Managing Change

- The knowledge and the elementary skills/competencies needed to intervene in an organization in order to improve its effectiveness. Design and use of action to improve organizational effectiveness.

6 Culminating Experience

An important and necessary component of any graduate program at Cal Poly is a “culminating experience.” In order to satisfy the culminating experience requirement, students must satisfactorily pass a comprehensive examination.
OVERVIEW:
The purpose of this certificate is to provide students with the essential skills to succeed in a professional MBA program. As many professionals are reentering school after several years in the workforce, the MBA Essentials Certificate will help kick-start the students’ academic experience and introduce critical business concepts that will position students for success in the MBA program. The certificate consists of three courses covering a variety of important business topics vital for today’s successful managers.

COURSE SCHEDULE:
Each of the three courses that comprise the MBA Essentials Certificate will be delivered in 5 week blocks. The courses will be offered in person or hybrid, with classes offered on Friday and Saturday either at the Cal Poly campus in San Luis Obispo or at PG&E training facilities in Avila Beach.

THE MBA ESSENTIALS CERTIFICATE IS COMPRISED OF THREE COURSES:
1. GSB 513: Organizational Behavior January 3, 2022 to February 5, 2022
2. GSB 512: Quantitative Analysis February 14, 2022 to March 19, 2022
3. GSB 534: Lean Operation Management May 2, 2022 to June 4, 2022

COURSE DESCRIPTIONS:

GSB 513: Organizational Behavior:
Learning to work with and manage people is critical to career success. The purpose of this course is to help you develop a better understanding of human dynamics so that you can more successfully navigate organizational life as well as more effectively manage organizations to compete in business.

In this class we will explore some of the key elements of organizational behavior, including decision making, organizational change, leadership, motivation, communication, group and team dynamics, and managing diversity. An important goal of the course is to sharpen your analytical skills in facing problems that commonly confront managers who have responsibility for aligning all of the functional parts of the organization – finance, marketing, operations, HR, and accounting – in pursuit of the organization’s goals. The course will be delivered in a fully in-person format using a combination of case study analysis and hands-on business simulations to help you build the skills needed to thrive in organizational life.
GSB 512: Quantitative Analysis:
With an increasing awareness and the availability of good quality data, statistical analysis has become an integral part of good decision making. Most firms are quickly aligning with market demand to incorporate data analytics into their own business models. In today’s world, it is important for business professionals to have strong analytical skills to stay competitive in the job market. By learning how the data can be used effectively in the management process, the student establishes a key building block for a successful management career.

This course provides an overview of statistical methods and their applications. The focus is on how and when to use these methods and on the resulting interpretations, with strong emphasis on real-world business applications. Topics include data wrangling, data visualization, descriptive measures, probability and probability distributions, estimation and hypothesis testing, regression analysis, and forecasting. A substantial portion of the course will be devoted to the regression analysis, including linear and nonlinear relationships, dummy variables, interaction variables, cross validation techniques, logistic regression model. Excel and R programming language will be used for the analysis.

GSB 534: Lean Operation Management:
Now-a-days, most companies are insisting that their employees know more about Lean Six Sigma (LSS). LSS refers to a set of powerful tools and techniques that help an organization improve its efficiency and enhance the overall productivity quotient. Though the roots of this method can be found in manufacturing industries, it is now being applied to businesses across diverse laterals and industry verticals. The benefits of Lean Six Sigma include cost reduction, increased profit margins, short life cycles of relevant project processes, greater employee productivity and most importantly, improved customer service. These are the exact reasons why it is being increasingly implemented in almost every industry.

This course will offer an overview of LSS thinking approaches and tools. The course in its hybrid approach will engage participants in a learn by doing environment to experience the application of different lean six sigma tools discussed in the course through simulations and games that mimic real operation systems. Participants will also be working on a project to solve an operation problem in their working environment over the period of the course. Topics and tools covered include: Continuous Improvement (Kaizen), Pull & Kanban systems, Value Stream Mapping (VSM), Visual Control, 5S, Line Balancing, Total Productive Maintenance TPM, Mistake Proofing (Poke Yoke), Quick Changeover (SMED), Six Sigma DMAIC Cycle (Y = f(x) approach) and finally LSS culture transformation.
FACULTY

Each of the MBA Essentials Certificate courses will be led by a senior member of the Cal Poly faculty. Each faculty member brings deep content knowledge as well as meaningful real world experience to the classroom.

Dr. Taryn Stanko will lead GSB 513: Organizational Behavior

Dr. Stanko’s research interests focus on virtual work, organizational control, and the management of work/non-work identities as well as the role that communication technology use plays in each of these areas. Dr. Stanko’s professional experience includes project management, quality management and product management in the entertainment and technology industries.

https://gradbusiness.calpoly.edu/people/taryn-stanko/

Dr. Sanjiv Jaggia will lead GSB 512: Quantitative Analysis

Dr. Jaggia has published acclaimed textbooks in business statistics and business analytics. Dr. Jaggia’s recent research interests include pricing and consumer credit issues involving rent-to-own agreements, executive management style and compensation, and the cutoff selection in classification models. His professional experience includes consulting and economics positions in a variety of industries.

https://gradbusiness.calpoly.edu/people/sanjiv-jaggia/

Dr. Ahmed Deif will lead GSB 534: Lean Operation Management

Dr. Deif’s current research interests are in innovation in supply chain management, optimal manufacturing and service planning and control, lean and green manufacturing/service systems and dynamic analysis of manufacturing systems. Dr. Deif has a diverse portfolio of experience ranging from the automotive industry where he worked at the R&D center at Chrysler Canada to the steel industry to the electronic industry and finally assembly industry at various engineering and consultancy capacities.

https://gradbusiness.calpoly.edu/people/ahmed-deif/
MEMORANDUM

10/01/2021

TO: Whom It May Concern

FROM: Gregory S. Bohr, Academic Senate Curriculum Committee Chair

COPIES: Bruno Giberti, Associate Vice Provost, Academic Programs and Planning

SUBJECT: Academic Senate Curriculum Committee Review of proposed self-support version of the existing Master of Business Administration

On September 23, 2021, the Academic Senate Curriculum Committee (ASCC) met to discuss the proposal from the Orfalea College of Business to establish a self-support version of the already existing Master of Business Administration.

We note that the proposed self-support program has a curriculum identical to the existing MBA, which has already been reviewed and approved through the established process on the Cal Poly campus.

Accordingly, the ASCC fully approves and supports the proposed self-support MBA.
To: Gregory Bohr  
Chair  
Academic Senate Curriculum Committee  

Date: September 1, 2021  

From: Damon M. Fleming  
Dean  
Orfalea College of Business  

Copies: Bruno Giberti  
Elizabeth A. Lowham  
Stern Neill  
David Chamberlain  

Subject: Master of Business Administration for Professionals Approval  

I approve the curriculum proposal for the Cal Poly Professional MBA partnership with Pacific Gas & Electric (PG&E) and assure the required resources will be provided to support the program.
To: Damon Fleming  
Dean  
Orfalea College of Business

Date: August 23, 2021

From: Graduate Program Committee:  
Leida Chen (Management, HR & IS Area)  
Steve Hamilton (Economics Area)  
David Chamberlain (Accounting & Law Area)  
T. J. Weber (Marketing Area)  
Ajay Kathuria (IT & Packaging Area)  
Mahdi Rastad (Finance Area)

Copies: Stern Neill (Interim Associate Dean)  
Matthew Cole  
Bruce Greenbaum (PMBA Task Force Co-chairs)

Subject: Cal Poly Professional MBA Partnership with PG&E

The Graduate Program Committee (GPC) has reviewed the final document titled “Cal Poly Professional MBA Partnership with PG&E” dated August 3, 2021. The members of the GPC have consulted with their respective Areas, which have generally been supportive of the partnership. With the exception of Dr. Rastad, representing the Finance Area, the members of the GPC approve the proposed curriculum for the partnership programs. Specifically, the GPC approves of the curriculum for the MBA Essentials Certificate program and for the Professional MBA program itself, for which a GPA of 3.0 or higher in the certificate program is one of the prerequisites.

The GPC understands that there have been discussions about extending the Professional MBA program, with appropriate modifications, after the partnership with PG&E is complete. The GPC is not expressing any opinion on such a program, because GPC is not part of the necessary channel for approval for such programs.

/s/ Graduate Program Committee members (by email)
Orfalea College of Business  
MBA for working professionals  
Program Budget Sandbox  
Enter assumptions and data on the "sandbox" tab; it will be summarized here.  

pMBA  
Assumes cohort of 20 students.

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-time start up cash</td>
<td>90,000</td>
<td>90,000</td>
<td>90,000</td>
<td></td>
</tr>
<tr>
<td>502-PaCE Fees</td>
<td>127,200</td>
<td>254,400</td>
<td>254,400</td>
<td>636,000</td>
</tr>
<tr>
<td><strong>Revenue Total</strong></td>
<td>217,200</td>
<td>254,400</td>
<td>254,400</td>
<td>726,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Labor</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>601-Regular Salaries and Wages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction: Lecturer</td>
<td>7,222</td>
<td>14,444</td>
<td>14,444</td>
<td>36,111</td>
</tr>
<tr>
<td>Instruction: Off-Load (Additional Compensation)</td>
<td>1,773</td>
<td>3,547</td>
<td>3,547</td>
<td>8,867</td>
</tr>
<tr>
<td>Instruction: On-Load (Assigned Time)</td>
<td>14,778</td>
<td>29,556</td>
<td>29,556</td>
<td>73,889</td>
</tr>
<tr>
<td>Program Director</td>
<td>7,093</td>
<td>14,187</td>
<td>14,187</td>
<td>35,467</td>
</tr>
<tr>
<td>603-Benefits Group</td>
<td>13,644</td>
<td>13,644</td>
<td>13,644</td>
<td>40,933</td>
</tr>
<tr>
<td><strong>Labor Total</strong></td>
<td>44,511</td>
<td>75,378</td>
<td>75,378</td>
<td>195,267</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Support</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Scholarships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marketing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Software</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subscriptions and digital resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Course and curriculum development</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Workshops</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>2,000</td>
<td>4,000</td>
<td>4,000</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Operating Expenses Total</strong></td>
<td>2,000</td>
<td>4,000</td>
<td>4,000</td>
<td>10,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overhead</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>617-Services from Other Funds/Agencies Group</td>
<td>60,816</td>
<td>71,232</td>
<td>203,270</td>
<td></td>
</tr>
<tr>
<td>Extended Education Overhead</td>
<td>20,200</td>
<td>23,659</td>
<td>23,659</td>
<td>67,518</td>
</tr>
<tr>
<td><strong>Overhead Total</strong></td>
<td>81,016</td>
<td>94,891</td>
<td>94,891</td>
<td>270,798</td>
</tr>
</tbody>
</table>

| Net Balance       | 89,673 | 80,131 | 80,131 | 249,935 |

<table>
<thead>
<tr>
<th>Start Up Expenses (one-time)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and curriculum development</td>
<td>15,000</td>
<td></td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>Extended Education Overhead</td>
<td>5,000</td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Start Up Expenses (one-time) Total</strong></td>
<td>20,000</td>
<td></td>
<td></td>
<td>20,000</td>
</tr>
</tbody>
</table>

| Adjusted Net | (327) | 80,131 | 80,131 | 159,935 |
This playground uses average salary values rather than person specific values, therefore the costs represent an approximation and may differ from the more granular College projection. 

Calculated fields display in BLUE text. 
Input fields are highlighted in YELLOW.
Hit the data refresh icon when completed to updated the pivot table of course offerings on the "Business Plan" tab.

### Program REVENUE

<table>
<thead>
<tr>
<th>Program</th>
<th>pMBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUE</td>
<td></td>
</tr>
<tr>
<td>Per Credit Unit Rate Charged to Students</td>
<td>Yr 1</td>
</tr>
<tr>
<td>$530.00</td>
<td>$530.00</td>
</tr>
<tr>
<td>Credit Hours Per Student Per Year</td>
<td>12</td>
</tr>
<tr>
<td>One-Year Revenue Per Student</td>
<td>$6,360</td>
</tr>
<tr>
<td>Projected # of Admitted Students</td>
<td>20</td>
</tr>
<tr>
<td>Projected Revenue</td>
<td>$127,200</td>
</tr>
</tbody>
</table>

### DIRECT COSTS

#### TEACHING LABOR

<table>
<thead>
<tr>
<th>Term</th>
<th>Subject</th>
<th>Course Number</th>
<th>COURSE</th>
<th>UNITS</th>
<th>% Attribution to Program</th>
<th>Calculated Unit Attribution</th>
<th>Instructor Type</th>
<th>Instructor Compensation</th>
<th>Estimated Salary Expense</th>
<th>Instructor Course Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY</td>
<td>Faculty on load</td>
<td>60.00</td>
<td>33%</td>
<td>20.00</td>
<td>$133,000</td>
<td>$59,111</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY</td>
<td>Faculty off load</td>
<td>60.00</td>
<td>33%</td>
<td>20.00</td>
<td>$133,000</td>
<td>$8,867</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY</td>
<td>Lecturer n/a</td>
<td>60.00</td>
<td>33%</td>
<td>20.00</td>
<td>$81,250</td>
<td>$36,111</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attributed FAR | 5.00 | AY Faculty on load | $133,000 | $14,778 |

#### ADMINISTRATIVE LABOR

| Salary Rate | $133,000 |
| Course Release | 8.00 |
| WTU's Attributed FAR | 2.00 | $29,555.56 |
| Summer Pay | 2.00 |
| WTU's Salary Cost | $35,467 |

**OPERATING EXPENSES**

| Admissions Support |  |
| Scholarships |  |
| Marketing Software |  |
| Subscription s and digital resources |  |
| Student Assistants |  |
| Course and curriculum development |  |
| Workshops |  |
| Other | $10,000 | off-site locations |

**INDIRECT COSTS**

| Extended Education and Other | 28.00% | $35,616 |
| Admin Overhead | 9.30% | $11,830 |

**Start Up/One-Time**

<p>| Admissions |  |
| Support |  |
| Scholarships |  |
| Marketing Software |  |
| Subscription s and digital resources |  |
| Student Assistants |  |
| Course and curriculum development stipends | $45,000 | development |
| Workshops |  |
| Other |  |</p>
<table>
<thead>
<tr>
<th>Instructor Type</th>
<th>Average Salary Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY Faculty</td>
<td>$133,000</td>
</tr>
<tr>
<td>Lecturer</td>
<td>$81,250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Admissions Support % Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>pMBA</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

Instructor Compensation

<table>
<thead>
<tr>
<th>Term</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>on load</td>
<td>Intersession</td>
</tr>
<tr>
<td>2</td>
<td>off load</td>
<td>Fall</td>
</tr>
<tr>
<td>3</td>
<td>n/a</td>
<td>Winter</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Spring</td>
</tr>
</tbody>
</table>
RESOLUTION ON DISCONTINUATION OF MS BUSINESS AND TECHNOLOGY

1 WHEREAS, Cal Poly has a policy on the Discontinuation of Academic Programs, which requires a potentially lengthy review by two separate groups, one representing students, staff, and faculty that are involved in the program, and the other representing students, staff, and faculty that are not involved in the program; and

2 WHEREAS, The MS Business and Technology has been under continual suspension and not admitted students for the past nine years due to limited demand; and

3 WHEREAS, The Registrar's Office confirms that there are no students being taught out of the program; and

4 WHEREAS, The Industrial Technology and Packaging faculty and the Orfalea College of Business Graduate Programs Committee support the program's discontinuance; therefore be it

5 RESOLVED: That the MS Business and Technology program be discontinued as of AY 2021-22, and be it further

6 RESOLVED: That the discontinuance of the aforementioned program does not establish any criteria for the discontinuation of any other academic program.

Proposed by: Academic Senate Curriculum Committee and Academic Programs and Planning
Date: September 21, 2021
To: Jeffrey D. Armstrong  
President

Date: September 21, 2021

From: Damon M. Fleming,  
Dean Orfalea College of Business

Copies: Cynthia Jackson-Elmoore  
Bruno Giberti  
Elizabeth A. Lowham  
Thomas D. Gutierrez  
Stern Neill  
Javier de la Fuente  
David Chamberlain

Subject: MS Business and Technology / Discontinuation

The MS Business and Technology has been under continual suspension and not admitted students for the past nine years due to limited demand. The Registrar’s Office confirms that there are no students being taught out of the program. With unanimous support of the Industrial Technology and Packaging faculty and in concurrence with the college’s Graduate Programs Committee, now is the appropriate time to formally discontinue the program.

I hereby formally request discontinuance of the Master of Science in Business and Technology.
RESOLUTION ON GENERAL EDUCATION AND LANGUAGES OTHER THAN ENGLISH

Impact on Existing Policy: Modifies AS-899-20: Resolution on Subject Area Guidelines (II) for General Education 2020

WHEREAS, Executive Order 1100-Revised imposed on CSU campuses in August 2017 mandated modification of Cal Poly’s General Education (GE) template; and

WHEREAS, Area workgroups set up in 2018-2019 developed educational objectives and criteria for area specific GE courses; and

WHEREAS, The 2018-2019 Area C workgroup determined it is critical that courses in Area C2 be writing intensive for the benefit of our students; and

WHEREAS, Representatives from World Languages and Cultures were uncertain that their GE courses, previously in GE Area C5, could satisfy writing intensive requirements; and

WHEREAS, The Area C2 guidelines were developed without the Area C5 courses in mind due to the writing intensive requirement; and

WHEREAS, Subsequently faculty in World Languages and Cultures have been working with the University Writing and Rhetoric Center staff to develop their courses for writing intensive requirements; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached educational objectives and criteria for languages other than English in GE 2020 Area C2; and be it further

RESOLVED: That the Academic Senate encourages department chairs from Area C2 contributing courses, such as Philosophy, English, and World Languages
and Cultures consult regularly to discuss the number of course offerings in C2; and be it further

RESOLVED: That it be implemented for all students according to the timeline established by the General Education Governance Board in line with catalog timelines.

Proposed by: 2021 Area C ad hoc workgroup and General Education Governance Board
Date: September 27, 2021
Background

In February 2012 the Academic Senate approved a new GE Area C category, called the “C5 Elective,” which brought into GE some intermediate level courses in languages other than English. Executive Order 1100-Revised of 2017 not only required revision of Cal Poly’s GE template, it also prohibited the creation of sub-areas within GE areas. Consequently, courses in C5 either needed to be brought into the new Area C2, which retained the original GE 2000 writing intensive requirement or, if they could not meet the writing intensive requirement, be excluded from the new Area C2. Initially, as indicated in the resolution, it was unclear the courses could meet writing intensive requirements. Today, faculty in World Languages and Cultures know that they can meet those requirements. Due to these new developments, in spring 2021, the General Education Governance Board (GEGB) created a new Area C2 ad hoc workgroup to develop educational objectives and criteria for courses in languages other than English (attached).

Faculty members in World Languages and Cultures use the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines to determine low, mid, and high intermediate level criteria for courses in languages other than English. Faculty experts from World Languages and Cultures have determined that the courses they offer at the 202 or higher current course numbers are mid to high-level intermediate courses in languages other than English and as such, are appropriate for GE 2020 Area C2. These mid to high intermediate courses in languages other than English will greatly enrich GE 2020 course offerings. They will bolster the commitment shared by the GEGB and the university to enhance diversity, equity, and inclusion. Furthermore, many Cal Poly students who already speak languages other than English in their homes are motivated to improve their knowledge and competency in those languages. Importantly, inclusion of the mid to high level intermediate courses in GE will support our multi-lingual students.
C2: Languages other than English

All C2 courses in languages other than English must satisfy the following educational objectives and criteria. GE C2 courses in languages other than English shall be at the mid to high intermediate level.

Educational Objectives

Upon completion of a qualifying C2 course, students should be able to:

EO1 Develop reading, writing, speaking, and listening comprehension competencies in the target language at least at a mid-intermediate level as defined by the American Council on the Teaching of Foreign Languages (ACTFL);

EO2 Identify and analyze relevant cultural text, audio, film, and image artifacts in target language;

EO3 Examine and analyze the aesthetic, linguistic, historical, and social development of issues in target languages and cultures;

EO4 Apply linguistic and cultural knowledge in various performative settings, including creative, expository, and analytical discourses;

EO 5 Use communicative and cultural competencies to participate actively in target language cultures.

Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Use primary sources authored within the target culture such as texts, art, films, or music from distinct historical periods;

CR3 Instructional materials and course content (cultural artifacts used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR4 As appropriate, address issues of sustainability;

CR5 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).