

CAL POLY

Academic Senate

805.756.1258

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

Meeting of the Academic Senate

Tuesday, May 5, 2015

UU 220, 3:10 to 5:00pm

- I. **Minutes:** Approval of April 21, 2015 minutes (pp. 3-4).
- II. **Communication(s) and Announcement(s):**
- A. Letter to Chancellor White & Chancellor Harris regarding community college baccalaureate degrees (pp. 5-6).
 - B. Introduction of Senators for 2015-2016 (pp. 7-10).
- III. **Reports:**
- A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs:
 - E. Statewide Senate:
 - F. CFA:
 - G. ASI:

IV. **Consent Agenda:**

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC Recommendation/ Other	Academic Senate	Provost	Term Effective
DANC 221 Dance Appreciation (4), 4 lectures (4), 4 lectures, GE C3 (existing course proposed to be offered online)	Reviewed 4/9/15 and recommended for approval.	On consent agenda for 5/5/15 meeting.		
MATH 251 Calculus Workshop IV (1), 1 laboratory	Reviewed 4/2/15; additional information requested from department. Recommended for approval 4/9/15.	On consent agenda for 5/5/15 meeting.		
MATH 254 Linear Analysis Workshop I (1), 1 laboratory	Reviewed 4/2/15; additional information requested from department. Recommended for approval 4/9/15.	On consent agenda for 5/5/15 meeting.		
WVIT 361 Research Planning-Enology and Viticulture (2), lectures	Reviewed 4/9/15 and recommended for approval.	On consent agenda for 5/5/15 meeting.		

- V. **Special Reports:**
- A. [TIME CERTAIN 3:40 PM] **Report on the Status of the University Honors Program** by Gregg Fiegel, Interim Director of University Honors Program (pp. 11-21).
 - B. [TIME CERTAIN 4:00 PM] **Update** by President Jeffrey Armstrong.
 - C. [TIME CERTAIN 4:50 PM] **Salary Adjustment Update** by Ken Brown, Faculty Affairs Committee chair (p. 22).
- VI. **Business Item(s):**
- A. **Resolution on Faculty, Staff, and Management Compensation:** Manzar Foroohar, ASCSU Senator, second reading (pp. 23-26).

- B. **Resolution on Proposal to Establish a Master of Science in Nutrition:** Aydin Nazmi, Food Science and Nutrition Department, second reading (pp. 27-34).
- C. **Resolution on the New Registration System:** Tom Gutierrez, CSM Caucus Chair and Harvey Greenwald, Math Department, second reading (p. 35).
- D. **Resolution in Support of AS-3197-14 The Need for a Comprehensive California State University Policy on Academic Freedom:** Manzar Foroohar, Statewide Senator, first reading (pp. 36-40).

VII. **Discussion Item(s):**

VIII. **Adjournment:**

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

Minutes of the
Academic Senate Meeting
Tuesday, April 21, 2015
UU 220, 3:10 to 5:00pm

- I. Minutes: M/S/P to approve the Academic Senate minutes from March 3, 2015 and March 10, 2015.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair (Laver):** Steven Filling, Statewide Academic Senate Chair, sent out a letter stating that honor societies with grade point requirements and disciplinary clubs are, in the interpretation of the Chancellor's Office, within acceptable bounds of Executive Order 1068. The Senate has recently launched calls for the formation of two task forces. The task force for excellence in service to students sent out calls for people to serve on the committee to review applications and for the applications themselves. Another call went out for the task force for USCP and DLO diversity learning objective alignment.
 - B. **President's Office:** none.
 - C. **Provost:** none.
 - D. **Vice President for Student Affairs:** none.
 - E. **Statewide Senate (LoCascio):** California State University, San Bernardino is converting to the semester system.
 - F. **CFA Campus President:** none.
 - G. **ASI Representative:** none.
- IV. Consent Agenda:

The following courses/programs were approved by consensus: GSB 516 Strategic Marketing Analytics (4), GSB 520 Data Management for Business Analytics (4), GSB 530 Data Analytics and Mining for Business (4), and POLS 351 Public Administration (4).
- V. Business Item(s):
 - A. **Resolution on Changes to the *Bylaws of the Academic Senate*:** Gary Laver, Academic Senate Chair, spoke on a resolution that updates the *Bylaws of the Academic Senate* to follow current practices. M/S/P to move this resolution to a second reading. M/S/P to approve the Resolution on Changes to the *Bylaws of the Academic Senate*.
 - B. **Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives:** David Braun, chair of the Sustainability Committee, spoke on a resolution that charges the Sustainability Committee with developing a process to vet sustainability courses for SUSCAT. M/S/P to move this resolution to a second reading. M/S/P to approve the Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives.
 - C. **Resolution on Information Request About Contract Ratification Votes:** Manzar Foroohar, Statewide Senator, spoke on a resolution to request information from CFA statewide regarding votes on the ratification of the contract. M/S/P to move this resolution to a second reading. M/S/P to approve Resolution on Information Request About Contract Ratification Votes.

- D. **Resolution on Changes in Academic Senate Grants Review Committee Membership and Responsibilities:** Jeanine Scaramozzino, chair of the Grants Review Committee, spoke on a resolution that makes changes to the Grants Review Committee's membership and responsibilities in order to be compliant with current practices. M/S/P to move this resolution to a second reading. M/S/P to approve the Resolution on Information Request About Contract Ratification Votes.
- E. **Resolution on Proposal to Establish a Master of Science in Nutrition:** Aydin Nazmi, Food Science and Nutrition, spoke on a resolution that proposes a Master of Science in Nutrition program. The resolution was discussed and will return as a second reading.
- F. **Resolution on the New Registration System:** Tom Gutierrez, CSM Caucus Chair, and Harvey Greenwald, Math Department, spoke on a proposed resolution that asks the Registrar's Office to develop and share an assessment for the effectiveness of the New Registration System. The resolution was discussed and will return as a second reading.
- G. **Resolution on Faculty, Staff, and Management Compensation:** Manzar Foroohar, Statewide Senate, presented a resolution that lowers the student to faculty ratio, increases tenure density, and increases transparency for management salaries. This resolution was discussed and will return as a second reading.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,



Alex Ye
Academic Senate Student Assistant



CALIFORNIA STATE UNIVERSITY, FULLERTON

Academic Senate

P.O. Box 6850, Fullerton, CA 92834-6850 / T 657-278-3683 / F 657-278-8068

April 22, 2015

Dear Chancellor White and Chancellor Harris,

The CSU Council of Academic Senate Chairs (CASC) expresses our deep concern about the hurried and limited nature of the consultative process with the CSU faculty regarding the proposed Community College baccalaureate degrees being initiated as a pilot program in response to SB 850. CASC met on 19 February, and again on 16 April 2015. As an item of business in both meetings, we discussed the recent proposals for the Community College baccalaureate degree pilot programs, and the attenuated process for consultation with the CSU about those proposed degrees.

CASC would like to thank Chancellor White for his advocacy and efforts in facilitating a more meaningful review of the proposed Community College baccalaureate degrees than would have been allowed by the initial 48-hour review period. Such a limited time was certainly not sufficient for faculty, administrators, or staff to adequately review the proposed pilot programs. Additionally, because this request for immediate response came at a time that fell between terms at most of the CSU campuses, the initial period effectively limited faculty input in that process. Even with these time constraints, there were many presidents, provosts, deans, and faculty chairs (among others) who responded quickly, and we are quite grateful for their work.

While the second review cycle that was conducted in late January and early February of 2015 gave some limited opportunity for faculty to participate in that review, we believe there were still rather serious issues in that consultative process. First, too little time was available for meaningful consultation between the respective campus administrations and senates or curriculum committees, as well as among the broader campus community members. Because of the wide range of faculty duties and obligations, many academic departments and faculty curriculum committees are able to meet only a few times a month to conduct business. A request for a narrowly focused and deliberative response within just a couple of weeks is inherently inconsistent with the principles of shared governance and meaningful consultation.

Second, the lines of communication between the Community Colleges and the CSU campuses were murky. Several campuses were contacted to endorse BA proposals before any guidelines had been developed by the CSU. In some cases, there were letters from campus employees endorsing programs that may duplicate "baccalaureate degree program or program curricula already offered by the California State University or the University of California", circumventing campus review and potentially implying CSU endorsement before any formal system-wide consultation occurred.

Third, the final recommendations from the CSU to the CCC in Chancellor White's letter of 2 March, 2015, did not acknowledge the full range of faculty concerns and reservations, including those noting duplication of curriculum and programs, that were delivered by the CSU campuses to the CSU Chancellor's Office. We are very interested in fostering a creative and collaborative

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy / Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

relationship between the CSU and the CCC. We encourage the CSU and the CCC to develop truly consultative and deliberate processes for these pilot baccalaureate programs.

There are certainly a myriad of policy issues remaining that must be worked out (e.g., the structure of upper-division general education and how, if at all, these units could be transferred for students who leave CCC degree programs or students who take these courses and expect them to transfer). We hope that the campus presidents, provosts, and senates, and the Academic Senate of the California State University, will be involved in the development of a meaningful and deliberate consultative process should the state decide to continue with or expand the scope of this pilot baccalaureate program.

Sincerely,



Sean Walker
Convener, Council of Academic Senate Chairs
CSU Fullerton

Sent on behalf of all of the CSU Academic Senate Chairs

Jacquelyn Ann Kegley <i>CSU Bakersfield</i>	Praveen Soni <i>CSU Long Beach</i>	David Ely <i>San Diego State University</i>
Jeanne Grier <i>CSU Channel Islands</i>	Nancy Warter-Perez <i>CSU Los Angeles</i>	Lynda Heiden <i>San José State University</i>
Paula Selvester <i>CSU Chico</i>	Michael Holden <i>CSU Maritime Academy</i>	Trevor Getz <i>San Francisco State University</i>
Jerry Moore <i>CSU Dominguez Hills</i>	Carl Ferguson <i>CSU Monterey Bay</i>	Gary Laver <i>CPSU San Luis Obispo</i>
Michael Hedrick <i>CSU East Bay</i>	Adam Swenson <i>CSU Northridge</i>	Laurie Stowell <i>CSU San Marcos</i>
Kevin Ayotte <i>CSU Fresno</i>	David Speak <i>CPSU Pomona</i>	Richard J. Senghas <i>Sonoma State University</i>
Sean Walker <i>CSU Fullerton</i>	Reza Peigahi <i>CSU Sacramento</i>	Brett Carroll <i>CSU Stanislaus</i>
Noah Zerbe <i>Humboldt State University</i>	Ted Ruml <i>CSU San Bernardino</i>	Steven Filling <i>Academic Senate CSU</i>

04.08.15 (gg)

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**ACADEMIC SENATE SENATORS
2015-2016**

(alphabetic)

<u>NAME</u>	<u>DEPT/OFC</u>	<u>COLLEGE</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Archer, Graham	CFA President	CFA	65194	garcher	OfCounsel
Armstrong, Jeff	Pres Office	President	66000	jarmstro	ExOff
Brady, Pamalee	ArchEngr	CAED	66167	pbrady	2017
Bridger, Sarah	History	CLA	62617	sbridger	2017
Brown, Wyatt	Horti&CS	CAFES	66137	wbrown	2016
Burgunder, Lee	Acctg	OCOB	61210	lburgund	2017
Choboter, Paul	Math	CSM	65902	pchobote	2016
Costanzo, Philip	Chem&BioChem	CSM	62692	pcostanz	2017
D'Avignon, India	Music	CLA	62503	idavigno	2017
De la Fuente, Javier	IndTech	OCOB	61607	jdelafue	2017
Dobson, John	Finance	OCOB	61606	jdobson	2016
Enz Finken, Kathleen	Provost's Ofc	Provost	62186	kenzfink	ExOff
Fernflores, Rachel	Philo	CLA	62530	rfernflo	2017
Floyd, Barry	Mgmt	OCOB	66551	bfloyd	2016
Foroohar, Manzar	History	stwd sen	62068	mforooha	2017
Garner, Lauren	Horti&CS	CAFES	62479	lgarner	2016
Giberti, Bruno	Arch	CAED	61316	bgiberti	2016
Gillen, Glen	Physics	CSM	62364	ggillen	2017
Goodman, Anya	Chem&BioChem	CSM	61666	agoodman	2017
Greenwood, Jerusha	RPTA	CAFES	62050	jbgreenw	2016
Greve, Adrienne	City&RegPlan	CAED	61474	agreve	2017
Gutierrez, Tom	Physics	CSM	62455	tdgutier	2016
Helms, Eleanor	Philos	CLA	67295	ehelmszo	2016
Humphrey, Keith	StudAffairs	VP StudAffs	61521	humphrey	ExOff
Hurley, Sean	Agribus	CAFES	65050	shurley	2017
Jankovitz, Kris (VC)	Kines	CSM	62534	kjankovi	2016
Laursen, Peter	ArchEngr	CAED	66303	plausen	2016
Laver, Gary (CHAIR)	Psyc&CD	CLA	62033	glaver	2016
LoCascio, Jim	MechEngr	stwd sen	62375	jlocasci	2016
Meyer, Liz	SOE	CSM	66553	ejmeyer	2016
Miller, Tad	Acctg	OCOB	62831	cmiller	2016
Muller, Tina	UnivHsng	PCS	66134	tmuller	2016
Nico, Philip	CompSci	CENG	67124	pnico	2016
Oulton, Rebekah	Civ&EnvEngr	CENG	62947	roulton	2016

Pal, Saikat	Biome&GenEng	CENG	66203	sapal	2017
Pande, Anurag	Civ&EnvEngr	CENG	62947	apande	2016
Rein, Steve	Stats	PastChair	62941	srein	ExOff
Rinzler, Paul	Music	CLA	65792	prinzler	2016
Saunders, Karl	Physics	CSM	61696	ksaunder	2016
Scaramozzino, Jeanine	Library	PCS	65677	jscaramo	2017
Schaffner, Andrew	Statistics	CSM	61545	aschaffn	2017
Schechter, Monica	Int'l Ctr	PCS	65964	mschecht	2016
Schuster, Peter	MechEngr	CENG	62976	pschuste	2016
Self, Brian	MechEngr	CENG	67993	bself	2017
Smilkstein, Tina	ElecEngr	CENG	62497	tsmilkst	2017
Theodoropoulos, Christine	Deans Cncl	CAED	61311	theo	ExOff
Thompson, John	ModLang&Lit	CLA	61212	jjthomps	2017
Thorncroft, Glen	MechEngr	CENG	62118	jthorncr	2017
Timms, Ben	SocSci	CLA	62952	btimms	2016
Tomanek, Lars	BioSci	CSM	62437	ltomanek	2017
Twomey, Colleen	GrphComm	CLA	67385	ctwomey	2016
Vowell, Zach	Library	PCS	65710	zvowell	2016
Weddige, Kristi	CSM Advsg	PCS	62615	kweddige	2017
Williams, Jason	Psyc&CD	CLA	62843	jwilli26	2017

ACADEMIC SENATE STAFF

Gregory, Gladys			61258	ggregory	
Ye, Alex			61259	aye01	

VACANCIES

CAED – 1 vacancy
 CAFES – 2 vacancies
 CLA – 1 vacancy 2015-2016

04.08.15 (gg)

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

ACADEMIC SENATE SENATORS
2015-2016

(by college/area)
Newly elected senators are listed in bold

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Brady, Pamalee	ArchEngr	66167	pbrady	2017
Giberti, Bruno	Arch	61316	bgiberti	2016
Greve, Adrienne	City&RegPln	61474	agreve	2017
Laursen, Peter	ArchEngr	66303	plaursen	2016
VACANT				2017

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES (6 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Brown, Wyatt	Horti&CS	66137	wbrown	2016
Garner, Lauren	Horti&CS	62479	lgarner	2016
Greenwood, Jerusha	RPTA	62050	jbgreenw	2016
Hurley, Sean	Agribus	65050	shurley	2017
VACANT				2017
VACANT				2017

COLLEGE OF BUSINESS (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Burgunder, Lee	Acctg	61210	lburgund	2017
De la Fuente, Javier	IndTech	61607	jdelafue	2017
Dobson, John	Finance	61606	jdobson	2016
Floyd, Barry	Mgmt	66551	bfloyd	2016
Miller, Tad	Acctg	62831	cmiller	2016

COLLEGE OF ENGINEERING (8 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Nico, Philip	CompSci	67124	pnico	2016
Oulton, Rebekah	Civ&EnvEngr	62947	roulton	2016
Pal, Saikat	Biome&GenEng	66203	sapal	2017
Pande, Anurag	Civ&EnvEngr	62947	apande	2016
Schuster, Peter	MechEngr	62976	pschuste	2016
Self, Brian	MechEngr	67993	bself	2017
Smilkstein, Tina	ElecEngr	62497	tsmilkst	2017
Thorncroft, Glen	MechEngr	62118	jthorncr	2017
LoCascio, Jim	MechEngr	62375	jlocasci	2016

COLLEGE OF LIBERAL ARTS (10 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Bridger, Sarah	History	62617	sbridger	2017
D'Avignon, India	Music	62503	idavigno	2017
Fernflores, Rachel	Philos	62330	rfernflo	2017
Helms, Eleanor	Philos	67295	ehelmszo	2016
Rinzler, Paul	Music	65792	prinzler	2016
Thompson, John	ModLang&Lit	61212	jjthomps	2017
Timms, Ben	SocSci	62952	btimms	2016
Twomey, Colleen	GrphComm	67385	ctwomey	2016
Williams, Jason	Psyc&CD	62843	jwilli26	2017
VACANT				2016
Foroohar, Manzar	History	62068	mforooha	2017

COLLEGE OF SCIENCE AND MATHEMATICS (10 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Choboter, Paul	Math	65902	pchobote	2016
Costanzo, Philip	Chem&Biochem	62692	pcostanz	2017
Gillen, Glen	Physics	62364	ggillen	2017
Goodman, Anya	Chem&BioChem	61666	agoodman	2017
Gutierrez, Tom	Physics	62455	tdgutier	2016
Jankovitz, Kris	Kines	62534	kjankovi	2016
Meyer, Liz	SOE	66553	ejmeyer	2016
Saunders, Karl	Physics	61696	ksaunder	2016
Schaffner, Andrew	Statistics	61545	aschaffn	2017
Tomanek, Lars	BioSci	62437	ltomanek	2017

PROFESSIONAL CONSULTATIVE SERVICES (5 representatives)

<u>NAME</u>	<u>DEPT</u>	<u>OFFICE</u>	<u>@calpoly.edu</u>	<u>TERM END</u>
Muller, Tina	UnivHsng	66134	tmuller	2016
Scaramozzino, Jeanine	Library	65677	jscaramo	2017
Schechter, Monica	Int'l Ctr	65964	mschecht	2016
Vowell, Zach	Library	65710	zvowell	2016
Weddige, Kristi	CSMAdvsg	62615	kweddige	2017

EX OFFICIO MEMBERS (nonvoting members except part-time employees rep, past Senate Chair, and statewide senators)

<u>NAME</u>	<u>POSITION</u>	<u>REPRESENTING</u>	<u>@calpoly.edu</u>	
Archer, Graham	CFA President	CFA		OfCounsel
Armstrong, Jeff	President	President's Ofc	jarmstro	ExOff
Enz Finken, Kathleen	Provost	Provost's Ofc	kenzfink	ExOff
Foroohar, Manzar	ASCSU	(History)	mforooha	2017
Humphrey, Keith	VP StudAffairs	StudAffs	humphrey	ExOff
Laver, Gary	AcSen Chair	At large		
LoCascio, Jim	ASCSU	(MechEngr)	jlocasci	2016
	P/T Employee Rep			ExOff
	ASI President	ASI		ExOff
	ASI Ch/BdDirs	ASI		ExOff
	Dean CAED	Deans Council		ExOff

University Honors Program

Progress Report

California Polytechnic State University
San Luis Obispo, California

Presentation to the Academic Senate on May 5, 2015

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

University
Honors
Experience

We value your feedback.

Today's Presentation

- **Some Historical Context**
- **Ongoing Improvement Efforts**
- **Strategic Planning and Goals**
- **Improved Curriculum**
- **Assessment Efforts**
- **Acknowledgements**
- **Questions?**

Email: honors@calpoly.edu

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Experience

Thank You!

Support from the Academic Senate, Academic Programs, and the Provost has led to a thriving program...

- ◆ **Redesigned the HNRS 100 First-Year Experience**
- ◆ **First-Year Student Performance - Average GPA at 3.55**
- ◆ **Piloted an Honors Leadership Seminar in Winter 2015**
- ◆ **Fully Enrolled Honors Courses in Spring 2015**

Resolution AS-769-13 - Improve the Program



Arrow Pointed Up!

- ◆ **Enrollment in Fall 2015 will be 400 Students (low was 240)**
- ◆ **Honors Service Group Recognized as a University IRA**
- ◆ **Planning a Q+ Honors Program Track for Summer 2015**
- ◆ **Partnering with Dr. Ryan Alaniz to Plan and Co-Host a UNU Drought Summit in October 2015**
- ◆ **Developing Collaborative Relationships with Various Campus Groups**

Resolution AS-769-13 - Improve the Program



Strategic Planning Efforts

Program Goal	Honors students will...
1. Community	Serve and support the Honors learning community as active and enthusiastic participants
2. Leadership	Assume positions of leadership within campus groups or student organizations
3. Breadth of Learning	Broaden their education through enriched academic experiences, hands-on projects, and active learning opportunities
4. Interdisciplinary Collaboration	Engage in interdisciplinary activities with students and faculty of diverse backgrounds and interests
5. Discovery & Innovation	Gain research experience working closely with faculty and graduate student mentors
6. Serving Others	Serve campus, local, and global communities as informed, empathetic, and respectful citizens

Honors Task Force Activities, 2013-14

University
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Experience

Build community...

Improved Honors Program

- ◆ Complete Honors requirements throughout all four years of school
- ◆ Participate in a first-year Honors experience
- ◆ Complete at least six Honors courses
- ◆ Complete a leader skill development seminar and document a leadership experience
- ◆ Serve as a mentor within a formal peer-to-peer mentoring program

and provide challenging opportunities.

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Honors
Experience

Build community...

Improved Honors Program

- ◆ **Serve the campus, local, and/or global community by completing a service project**
- ◆ **Complete a culminating thesis/project experience and defend this work before an interdisciplinary panel**
- ◆ **Consider publishing original work in a Cal Poly Honors undergraduate research journal**
- ◆ **Actively participate in Honors sponsored events and activities**

and provide challenging opportunities.

University
Honors
Experience

Year	Summer	Fall	Winter	Spring
1 st	Q+ Program and Experience (Optional)	Honors First-Year Experience (single class following HNRS 100 model; consider eventual conversion to a year-long first-year experience under GE)		
		HNRS Course		HNRS Course
	Honors House 1 st -Year Experience at Cerro Vista (Optional)			
2 nd		Honors Service Project and Experience (multi-quarter activity where students work on interdisciplinary teams; format and logistics under development)		
		HNRS Course	Honors Leadership Seminar	HNRS Course
	Honors House 2 nd -Year Experience at Cerro Vista (Optional)			
3 rd		HNRC Contract Course Elective -or-		Honors Thesis Prep Seminar -or-
		HNRS Course		HNRS Course
	Honors Mentor Program and Experiences (multi-quarter activity requiring students to document formal peer-to-peer mentoring activities)			
4 th	Honors Study Abroad Experience (Optional)	Honors Thesis/Project Culminating Experience (completed in the major with guidance provided by the Honors Program, as needed)		
		Honors Leadership Experience		Honors Thesis/Project Defense

Honors Curriculum - Working Draft

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Honors
Experience

Assessment Efforts

The Honors Program has made real progress in improving its assessment efforts. We value feedback and the continuous improvement process. Some recent examples...

- ◆ **Quarterly review of students' academic performance**
- ◆ **Collecting and reviewing recruitment/admissions data**
- ◆ **Exit interviews and feedback surveys for Honors students**
- ◆ **Collecting artifacts of student work**

Establishing a new process and culture



University
Honors
Experience

Future Goals

The Honors Program continues to work on various programming, outreach, and administrative initiatives while soliciting feedback from Honors students, the Honors Task Force and stakeholders.

Listed in the Progress Report are short-term, intermediate, and long-term goals proposed by Honors staff. **We intend to fully implement the improved Honors Program beginning with the 2017-18 Academic Year.**

University
Honors
Experience

Acknowledgements

- Honors Students, Task Force Members, and Program Advocates
- Administrative Support Coordinator Shane McKeague
- Student Assistants Brooke Matson (CLA), Brandden Moss (COSAM), Amanda Schafer (OCOB), and Tommy Sidebottom (CAED)
- Academic Programs and Cal Poly's six Colleges
- Campus Partners: Kennedy Library, University Housing, Admissions, Center for Community Engagement, Mustang Success Center, International, Graduate, and Extended Education, Study Abroad, Career Services, Office of the Registrar, Advancement, and more...

Thank you for your support!!!



Questions?

University Honors

Community

Leadership

Breadth of Learning

Interdisciplinary Collaboration

Discovery & Innovation

Serving Others

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



HONORS PROGRAM PROGRESS REPORT

Presented to the Academic Senate

May 2015

University Honors Program
California Polytechnic State University
San Luis Obispo

INTRODUCTION

The Honors Program is currently being improved and redesigned, as stipulated by the Academic Senate. Resolution AS-769-13 (June) called for the following to be addressed over a two-year period:

- The Academic Senate and the Provost shall work with the Honors Program to establish a process that will lead to an improved Honors Program; and
- The Academic Senate and the Honors Program shall work to establish an approved curriculum and program assessment plan.

In support of this resolution, the Honors Program formed a 14-person Honors Task Force comprised of student, staff, faculty, and administrative members representing all six of the University's colleges. This group completed a strategic planning effort during 2013-14. The program is now testing various pilot programs and initiatives based on the Task Force's recommendations and feedback.

To guide future planning and continuous improvement efforts, the Honors Task Force drafted six program goals. These goals (noted below) were presented to the Academic Senate in April 2014. Proposed Honors programming, initiatives, and curricular elements address these goals.

Program Goal	Honors students will...
1. Community	Serve and support the Honors learning community as active and enthusiastic participants
2. Leadership	Assume positions of leadership within campus groups or student organizations
3. Breadth of Learning	Broaden their education through enriched academic experiences, hands-on projects, and active learning opportunities
4. Interdisciplinary Collaboration	Engage in interdisciplinary activities with students and faculty of diverse backgrounds and interests
5. Discovery & Innovation	Gain research experience working closely with faculty and graduate student mentors
6. Serving Others	Serve campus, local, and global communities as informed, empathetic, and respectful citizens

REPORT CONTENTS

This Honors Program progress report outlines proposed elements of the improved program, describes recent program improvements, lists recent assessment efforts, and describes future goals.

IMPROVED PROGRAM CURRICULUM – ESSENTIAL ELEMENTS

The Honors Program, with input from the Honors Task Force, has developed a working draft of a new curriculum. As a basis for comparison, the existing curriculum requires an Honors student to complete a two-unit Honors orientation course (HNRS 100), at least seven Honors courses, and a senior project (within his/her own major). Essential elements of the improved Honors curriculum are below. Links to the previously defined Honors Program goals are identified for each curricular element by number (#).

All students enrolled in the improved Honors Program will:

Complete Honors requirements throughout all four years of school (HP Goal: 1)

Participate in a first-year Honors experience with unique opportunities provided through summer programming, coursework, and campus housing (1,3,4)

Complete at least six Honors courses (1,3,4)

Complete a leadership development seminar and document a leadership experience (2)

Serve as a mentor within a formal peer-to-peer mentoring program (1,2,6)

Serve the campus, local, and/or global community by completing a service project (2,4,6)

Complete a culminating thesis/project experience and defend this work before an interdisciplinary faculty panel (4,5)

Consider publishing original work in an Honors undergraduate research journal, which is to be developed in collaboration with Kennedy Library (5)

Participate, as available, in Honors sponsored events and activities, such as workshops, social events, Honors showcase, Honors study abroad, Honors Service Group, etc. (1)

The Honors "course" remains an essential aspect of the improved Honors Program. Honors courses are taught across the university and cover a variety of topics. Honors courses represent existing university courses formatted to serve the Honors Program and its students. The primary elements of an Honors course include: challenging for students and faculty; well thought-out inquiry-based course materials designed to put the focus on active learning and creative discourse; innovative use of class meeting times; small class sizes to enable every day group work, presentation, and peer vetting; additional and/or exclusive office hours for discourse outside of class; compilation of student portfolios that stand as self-contained bodies of work suitable for inclusion in future professional or e-portfolios; and highly skilled and motivated faculty who collaborate with their students and each other in a community of scholarship.

The Honors Program is currently piloting various initiatives in support of the curricular elements listed above. Presented in the matrix below is a WORKING DRAFT of an improved Honors curriculum. The Honors Program and the Honors Task Force continue to refine this proposed curriculum based on feedback from stakeholders and the assessment of various pilot programs and initiatives.

Honors Program Curriculum - Working Draft

Year	Summer	Fall	Winter	Spring
1 st	Q+ Program and Experience (Optional)	Honors First-Year Experience (single class following HNRS 100 model; consider eventual conversion to a year-long first-year experience under GE)		
		HNRS Course ¹		HNRS Course
	Honors House 1 st -Year Experience at Cerro Vista (Optional)			
2 nd		Honors Service Project and Experience (multi-quarter activity where students work on interdisciplinary teams; format and logistics under development)		
		HNRS Course	Honors Leadership Seminar	HNRS Course
	Honors House 2 nd -Year Experience at Cerro Vista (Optional)			
3 rd		HNRC Contract Course Elective ² -or-		Honors Thesis Prep Seminar ³ -or-
		HNRS Course		HNRS Course
	Honors Mentor Program and Experiences (multi-quarter activity requiring students to document formal peer-to-peer mentoring activities) ⁴			
4 th	Honors Study Abroad Experience (Optional)	Honors Thesis/Project Culminating Experience (completed in the major with guidance provided by the Honors Program, as needed)		
		Honors Leadership Experience		Honors Thesis/Project Defense ⁵

Key to sponsor or organizer:	Honors office programming and resources	Partner programming coordinated closely w/ Honors office	Honors course offerings	Student meets requirement on own w/ Honors assistance
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Notes:

- ¹ - HNRS courses represent existing university courses formatted to serve the Honors Program and its students.
- ² - HNRC courses represent approved 'contract' courses/experiences completed by individual Honors students; examples include summer internship experiences, study abroad experiences, etc.
- ³ - Students may prepare for an Honors thesis by enrolling in a preparatory seminar for Honors course credit.
- ⁴ - Mentor program and service related activities are managed under the "Honors Service Group", an Instructional Related Activity (IRA) recognized by Cal Poly in March 2015.
- ⁵ - Students prepare a poster for presentation at the annual Honors showcase; students defend their work before an interdisciplinary panel of Honors faculty.

NOTEWORTHY PROGRAM IMPROVEMENTS AND INITIATIVES (SEPTEMBER 2013 TO DATE):

- ✓ Completed a strategic planning effort with the Honors Task Force; worked with the Task Force to articulate program goals, program educational objectives, and student learning outcomes.
- ✓ Prepared a draft budget and implementation plan for the Honors Program for the next four years; submitted these documents to Academic Programs in July 2014.
- ✓ Eliminated the paper filing system in the Honors office; began using an electronic filing system to better track Honors student progress and improve advising.
- ✓ Developing collaborative relationships with Kennedy Library, University Housing, Admissions, Center for Community Engagement, Mustang Success Center, International, Graduate, and Extended Education, Study Abroad, Career Services, Office of the Registrar, and Advancement.
- ✓ Recruited and hired a new Administrative Support Coordinator II for an 11/12 month assignment; this assignment began in June 2014.
- ✓ Budgeted for and hired four undergraduate student assistants to provide support for clerical tasks, outreach, marketing, and event planning in the Honors Program office.
- ✓ Redesigned the Honors recruiting and admissions process to coincide with the University admissions schedule; recruited over 110 first-year students for Fall 2014.
- ✓ Collaborated with Admissions and the CENG to create electronic application forms for new and continuing students; streamlined the application and review process.
- ✓ Recruited "Early Decision" Cal Poly applicants for the first time; accepted 34 students from all six Cal Poly colleges in January 2015.
- ✓ Recruited continuing first-year Cal Poly students who earned Dean's List recognition in Fall 2014; accepted 46 new students in Winter 2015 from CLA, COSAM, CAFES, and CAED.
- ✓ Revamped the HNRS 100 course to focus on Honors community building and group project work; piloted and assessed new course elements in Fall 2014 and Spring 2015.
- ✓ Organized a Q+ Program track for Honors students to be implemented in Summer 2015; target enrollment is at least 25 incoming first-year Honors students.
- ✓ Sponsored a new Honors seminar on Leadership during Winter 2014; Sara Daubert (OCOB) taught the seminar with an enrollment of 24 students.
- ✓ Developed and implemented a plan for growing and tracking program enrollment by college; the program enrollment target is 500 active students by Fall 2017.
- ✓ Implementing an "Honors Senior Project" pilot initiative this year; Honors students graduating in Spring 2015 will present and defend their work during a showcase event.
- ✓ Prepared a call for proposals for Honors courses; will recruit Honors faculty and help develop new course offerings in Spring 2015 (rollout of new courses expected Winter/Spring 2016).
- ✓ Partnering with Dr. Ryan Alaniz (CLA) to help plan and host a United Nations University (UNU) drought summit in October 2015.
- ✓ Submitted an Instructional Related Activity (IRA) proposal to Academic Programs to support an "Honors Service Group" focused on mentoring and community service activities; the IRA was officially recognized by Cal Poly in March 2015.

INITIAL ASSESSMENT EFFORTS

The Honors Program has made real progress in improving its assessment efforts. We value feedback and the continuous improvement process. Recent examples of our efforts are listed below.

Ongoing assessment efforts and initiatives include the following:

- Administering feedback surveys for continuing students and students who left the program.
- Tracking of continuing students' progress toward Honors Program completion.
- Quarterly review of students' academic performance.
- Administering course assessment surveys for the HNRS 100 orientation course.
- Tracking of Honors student advising meetings and discussion topics.
- Collecting, processing, and reviewing recruitment and admissions data.
- Collecting artifacts of student work.
- Researching peer institutions and programs.
- Informal collection of feedback during meetings with students, faculty, and staff.

FUTURE GOALS

The Honors Program continues to work on various programming, outreach, and administrative initiatives while soliciting feedback from Honors students, the Honors Task Force and stakeholders. Listed below are short-term, intermediate, and long-term goals proposed by Honors staff.

Short-Term (1 year)

- Develop additional Honors courses and recruit new Honors faculty
- Implement a quarterly check-in procedure for Honors students to assist with advising
- Implement a Cal Poly Honors Awards Program
- Improve outreach to continuing Honors students
- Develop and implement an Honors undergraduate research journal

Intermediate (2 to 4 years)

- Develop a first-year Honors experience that simultaneously fulfills GE requirements
- Pilot a multi-quarter interdisciplinary service project with Honors students
- Develop and implement an Honors Study Abroad program
- Fully Implement the improved Honors Program beginning with the 2017-18 Academic Year
- Raise Honors Program enrollment to 500 students
- Collaborate more effectively with the colleges in recruiting first-year students

Long-Term (4+ years)

- Host the CSU Honors Consortium Annual Conference
- Work with Advancement to raise funds and implement an Honors scholarship program
- Implement an e-portfolio system for collecting and assessing Honors student work

ACHIEVING SALARY EQUITY⁻²²⁻ FOR CAL POLY FACULTY

Proposed Report by Faculty Affairs Committee
Presented to Academic Senate 5/5/2015

The purpose of this report:

- Establish the goal for a completed equitable salary schedule for Cal Poly
- Define milestones to achieve in the completion of the equitable salary schedule.

This report articulates standards to guide the implementation of the salary adjustment program through the next few years. It sets out as its goal the establishment of an equitable salary schedule for the ranks of tenure stream faculty—equitable in the following ways:

- The minimum salary of the lowest rank meets an appropriate standard, and
- The minimums for each higher rank are set according to appropriate standards including small annual step increases and the minimum promotion increase.

We will propose a salary structure that sits on any baseline minimum salary for the lowest paid Assistant Professors. By pushing that baseline minimum upwards, the whole structure of rank minimums and steps between those ranks moves proportionally upwards.

Such a staged increase in the baseline minimum would allow the defined steps in the salary structure to catch substandard salaries of faculty who have endured flattened salaries and move them upwards while also spreading out the differential from them to faculty at lower ranks or with less seniority.

Planned regular movement of the whole structure according to a clear and objectively determinable basis for setting the minimum baseline salary would prevent the recurrence of systemic compression or inversion while maintaining an acceptable minimum salary for the lowest paid junior faculty.

Also, this proposed salary schedule employs well-defined criteria for each of its steps. Having a well-defined standard of salary equity issue in a clear salary schedule starkly indicates the inequities that demand our attention, and indicates what counts as an appropriate measure for resolving these inequities. So, it can be scaled as a metric above the minimums to address further problems in the salary structure concerning how faculty sit in relation to relevant averages.

What happens when we bring in cold budgetary realities? We can assess our ability to implement self-defined portions of the equity standard and see clearly where we are falling short of these clearly stated goals. We assess the first step of the salary adjustment program according to these goals to identify its successes and shortfalls. Once we have done that, we can prudently determine what the next implementations of the salary adjustment program should accomplish, and why they should do so. That is the function of this report.

Items to be delivered to the Academic Senate:

- Report: ACHIEVING SALARY EQUITY FOR CAL POLY FACULTY
- Resolution:
 - Senate endorsement of the report
 - Senate request for administration to deliver budgetary feasibility reports on the implementation of the proposed salary equity plans
 - Senate request that shared governance include faculty involvement in development of salary adjustment plans.

Adopted:

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

AS-___-15

**RESOLUTION ON FACULTY, STAFF, AND MANAGEMENT
COMPENSATION**

- 1 ~~WHEREAS, The majority of Cal Poly faculty and staff are underpaid and overworked; and~~
- 2
- 3 WHEREAS, The majority of Cal Poly faculty and staff have not received any meaningful
- 4 salary raises in recent years; and
- 5
- 6 WHEREAS, The number of tenure and tenure-track positions has declined reducing tenure
- 7 density (percentage of tenured/tenure track positions to total faculty workforce)
- 8 from 70% in 2007 to 66.6% in 2014¹ and raising the student-to-TT faculty ratio,
- 9 and
- 10
- 11 WHEREAS, During the same period the number of management positions has increased from
- 12 164.3 FTE in 2007 to 225.6 FTE in 2014², an increase of 37%; reducing the
- 13 student to admin. ratio to one of the lowest among 23 CSU campuses³ and
- 14 increasing administration cost per student to one of the highest among 23 CSU
- 15 campuses⁴, and
- 16
- 17 WHEREAS, Some administrative salaries and raises outweigh compensation for faculty and
- 18 staff by large percentages; and
- 19
- 20 WHEREAS, All available data point to a budget process favoring recruitment and retention of
- 21 highly paid administrators versus recruitment and retention of highly qualified
- 22 faculty and staff; therefore be it
- 23
- 24 RESOLVED: That the Cal Poly Academic Senate request that:
- 25 1) President Armstrong and Provost Enz Finken place a moratorium on the
- 26 recruitment of any new management positions until tenure density is raised to
- 27 at least 75% and the SFR is reduced to 18:1; and
- 28

¹ See Attachment #1

² See Attachment #1

³ Student/Admin. Ratio is 76/1, Attachment #2, The Sacramento Bee, State Worker Salary Database.

⁴ Admin Cost/Student is \$1,226.36, Attachment #2, The Sacramento Bee, State Worker Salary Database.

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2) ~~Any new Future~~ raises for management positions ~~be linked to General Salary Increases for faculty each year~~ do not exceed the average percentage of General Salary Increases (GSI) for faculty and staff; and

3) State allocation for the administrative budget shall not grow at a rate faster than that of the instruction budget. Exceptions to this may be made in unusual cases and only after consultation with the Academic Senate; and

~~3-4)~~ Salary and salary raises for management positions be posted prominently on the Cal Poly website every year; and

~~4-5)~~ Cal Poly follow a transparent budget allocation system in full and meaningful consultation with faculty and staff, and be it further

RESOLVED: That this resolution be forwarded to Chancellor White, the CSU Board of Trustees, the CSU Academic Senate (ASCSU), and other CSU campus Academic Senate Chairs.

Proposed by: Manzar Foroohar, ASCSU Senator
Date: April 17, 2015
Revised: April 30, 2015

Cal Poly, San Luis Obispo

FTE Management Personnel Plan and Faculty Employment Trends, 2007-2014

	2007	2008	2009	2010	2011	2012	2013	2014
Management Personnel Plan (MPP)	164.3	188.5	177.8	166	169	175.1	184.1	225.6
Tenure-Track	643.2	670.5	668.5	634.5	630.5	630.8	622.6	633.4
Lecturers	275.4	266.2	239	244.3	262.8	255.2	289.3	317.2
Tenure density	70.00%	71.60%	73.70%	72.20%	70.60%	71.20%	68.30%	66.60%

Source: CSU Systemwide Human Resources and CSU Academic Human Resources

AY 2014

CSU University	Total Enrollment	Admin 4		Admin 3		Admin 2		Admin 1		Total Admin Costs (ex. Pres)	Admin Cost/Student	Student/Admin Ratio
		No.	Cost	No.	Cost	No.	Cost	No.	Cost			
Cal Poly	19703	22	\$4,070,000	73	\$8,906,000	101	\$7,777,000	62	\$3,410,000	\$24,163,000	\$1,226.36	76
Fresno St.	23060	38	\$5,244,000	37	\$3,700,000	69	\$5,175,000	39	\$2,145,000	\$16,264,000	\$705.29	126
Sac State	28811	20	\$3,040,000	59	\$6,431,000	95	\$7,410,000	35	\$1,995,000	\$18,876,000	\$655.17	138
San Diego	32758	41	\$7,175,000	67	\$7,839,000	125	\$10,000,000	102	\$5,304,000	\$30,318,000	\$925.51	98
San Jose	31278	36	\$6,192,000	68	\$7,548,000	87	\$6,960,000	17	\$935,000	\$21,635,000	\$691.70	150
San Francisco	29905	39	\$5,577,000	57	\$5,928,000	84	\$6,216,000	2	\$108,000	\$17,829,000	\$596.19	164
Long Beach	35586	27	\$4,455,000	74	\$8,288,000	121	\$8,833,000	28	\$1,523,200	\$23,099,200	\$649.11	142
Northridge	38310	19	\$3,382,000	62	\$7,440,000	97	\$7,750,300	36	\$2,199,600	\$20,771,900	\$542.21	179

Source: State Worker Salary Database, The Sacramento Bee

Notes:

1. CP has highest avg. salary for Admin 4 and 3.
2. Obviously, support staff costs per administrator should be considered

Adopted:

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

AS-__-15

**RESOLUTION ON PROPOSAL TO ESTABLISH A MASTER OF SCIENCE
IN NUTRITION**

- 1 WHEREAS, There is a demonstrated state and national-level need for individuals with
2 advanced training in the nutrition sciences, and
3
4 WHEREAS, The existing Master of Science in Agriculture with Specialization in Food Science &
5 Nutrition is in high demand but does not contain a nutrition-specific core of
6 courses and the distinguished status of a stand-alone MS Nutrition, and
7
8 WHEREAS, The proposed Cal Poly Graduate Group in Nutrition was developed in partnership
9 with and will create interdisciplinary collaborative opportunities for faculty and
10 students across at least nine academic departments, and
11
12 WHEREAS, The Academic Senate Curriculum Committee has evaluated and recommended the
13 program for approval, and
14
15 WHEREAS, A summary of the program is attached to this resolution with the full proposal
16 available in the Academic Senate office, therefore be it
17
18 RESOLVED: That the proposal for the Master of Science in Nutrition be approved by the
19 Academic Senate of Cal Poly.

Proposed by: The Food Science and Nutrition
Department

Date: March 4, 2015

Summary statement of the proposed MS Nutrition degree for review by the Academic Senate

1. Title of the new program:

Master of Science in Nutrition

2. Program overview and rationale:

Purpose

This program is designed to produce graduates with advanced knowledge and skills in nutrition. Content knowledge will include training to develop student expertise in nutrition themes ranging from molecular nutrition to public health, a “cells to society” approach. The program will also prepare graduates for advancement, specialization, and leadership in nutrition or healthcare careers and further education in dietetic internships, professional schools, allied health professions, the food industry, or doctoral studies. Within the program, students will be able to select one of three suggested emphasis areas, which are Molecular Nutrition, Public Health Nutrition, or Health and Wellness.

Strengths

Three areas of emphasis will be offered to strategically align with demands in society and the job market. Program strengths include 1) the strategic alignment of the three program emphasis areas established to support the demanding job market and societal needs for professionals in these areas and 2) an existing on-campus network of faculty experts in human and animal nutrition that will provide the structure for the unique graduate group model. This model builds on the teacher-scholar model and emphasizes interdisciplinary collaboration from several academic units across campus.

Justification for Offering the Program at This Time

One of the key factors that make this proposal justified at this time is the economic burden of healthcare in the United States, which is unsustainable at national and individual levels. This will become increasingly salient as the population ages and periods of economic recession occur. As the focus on healthcare necessarily shifts to preventive care, both for cost and quality of life reasons, there will be increasing demand for nutritionists with advanced training. For example, Registered Dietitians increasingly need a Master of Science (MS) degree for special medical applications of nutrition science, students with MS degrees are more competitive for the dwindling number of competitive Accreditation Council for Education in Nutrition and Dietetics-approved Dietetic Internships nationwide; and by 2020, the entry level requirements for dietitians will include completion of a master’s degree. Moreover, PhD programs will be seeking students with rigorous MS training in nutrition to enter a wide range of research environments in human

and animal nutrition. Graduates with master's level training in Nutrition who pursue additional advanced training in key academic areas including medicine and the clinical sciences, business, animal science, dairy science, or biology will be more competitive in today's global marketplace and interdisciplinary research environments. Cal Poly is well positioned to provide such graduates.

Summary

The proposed MS degree program will be strategically aligned with departments across campus, capitalizing on Cal Poly's many academic strengths and promoting a unique graduate with an integrated understanding of nutrition, from cells to society. To build alliances and promote collaboration, a "Graduate Group in Nutrition" will be facilitated by the Food Science and Nutrition (FSN) Department, which will serve as the academic home for the degree. Qualified faculty from FSN, Kinesiology, Animal Science, Dairy Science, the Social Sciences, and elsewhere on campus will be able to serve as thesis committee chairs and will be invited to work together on the governance of the MS program (for example, deciding on prerequisites for entry into the program; development of by-laws; refinement of thesis expectations; and so on). This approach stimulates interdisciplinary activity and encourages the use of shared resources and facilities for sustainability. It also stimulates the Cal Poly teacher-scholar model by improving faculty research profiles, generating external research funds, and building a strong graduate student body. Moreover, courses will more frequently be team-taught and cross-listed to ensure a broad range of participation from all academic units involved.

3. Anticipated student demand:

Evidence of student demand is highlighted below, beginning with an analysis of Cal Poly data that suggest a strong interest in the current specialization model MS. Data from the College of Agriculture, Food & Environmental Sciences at Cal Poly indicate that the currently offered MS in Agriculture with specialization in Food Science and Nutrition is in high demand. From 2008-2013 (**Table 1**), the existing MS in Ag with specialization was in high demand, as evidenced by a 6-38% selection rate. Students selected to the program tend to matriculate into the program (80% mean matriculation rate of those selected).

The expected number of majors in the year of initiation and three years and five years thereafter and the expected number of graduates in the year of initiation, three years, and five years thereafter is highlighted in **Table 2**.

Table 1. Data for the MS in Agriculture with specialization in Food Science and Nutrition from 2008-2012.

	Applicants	Selected	% Selected	Newly admitted	Yield
Fall 2008	14	4	28.6%	3	75.0%
Fall 2009	17	1	5.9%	1	100.0%
Fall 2010	16	6	37.5%	5	83.3%
Fall 2011	22	7	31.8%	3	42.9%
Fall 2012	27	4	14.8%	3	75.0%
Fall 2013	24	4	16.7%	4	100.0%

Table 2. Expected numbers of majors and graduates at three time points.

	Number of Students		
	At initiation	3 years after initiation	5 years after initiation
Number of Majors	8	10-15	15-20
Number of Graduates	0	8-10	20

4. Curriculum:

All degree requirements, including catalog number, course title, and number of units are shown in **Table 3** (all existing and approved courses). Course selections from existing courses taught at Cal Poly that would be appropriate choices for three suggested emphasis areas for the MS Nutrition degree are shown in **Table 4**.

Table 3. Required Courses (24 units)

Catalog number	Course title	Units
FSN 599 ¹	Thesis	1-6 (6 total required)
STAT 512	Statistical Methods	4
FSN 516	Population Health and Epidemiology	3
FSN 528	Biochemical and Molecular Aspects of Human Macronutrient Metabolism	4
FSN 529	Metabolic and Molecular Aspects of Vitamins	2
FSN 530	Metabolic and Molecular Aspects of Minerals	2
FSN 581	Nutrition Research Seminar (to be taken 3 times during program)	1 (3 total required)
	Total required coursework	24
Supervisor-approved electives	Varies by emphasis area: Molecular Nutrition, Public Health Nutrition, or Health and Wellness.	21
	Total units needed for graduation	45

¹ FSN 599 or XXX 599 depending on the thesis committee chair home department, the Thesis (599) units may have a different prefix (e.g., a student with a committee chair from Animal Science may sign up for ASCI 599).

Table 4. Course selections from existing courses taught at Cal Poly that would be appropriate choices for three suggested emphasis areas for the MS Nutrition degree (21 units total required).

Course number	Course title	Units	Pre-requisites
Molecular Nutrition emphasis area			
ASCI 403	Applied Biotechnology in Animal Science	5	BIO 161, BIO 162, upper division genetics course (BIO 302 or BIO 303 or BIO 351 or ASCI 304) or consent of instructor
ASCI 420	Animal Metabolism and Nutrition	3	ASCI 220; ASCI 320 or CHEM 313 or CHEM 371.
ASCI 503	Advanced Molecular Techniques in Animal Science	4	ASCI 403 or equivalent course
BIO/CHEM 441	Bioinformatics Applications	4	Junior standing; BIO 161 or BIO 303. Recommended: BIO 302 or BIO 303 or BIO 351 or CHEM 373
BIO/CHEM 475	Molecular Biology	3	BIO 161, and grade of C- or better in BIO 351 or CHEM 373 or consent of instructor
BIO/CHEM 476	Gene Expression Laboratory	2	BIO/CHEM 475; CHEM 313 or CHEM 371, or graduate standing in Biological Sciences
BIO 501	Molecular and Cellular Biology	4	Graduate standing in Biological Sciences or consent of instructor
CHEM 474	Protein Techniques Laboratory	2	CHEM 371 or consent of instructor
CHEM 528	Nutritional Biochemistry	3	CHEM 313 or CHEM 372 or consent of instructor
KINE 454	Exercise Metabolism	3	KINE 303 and CHEM 312 and CHEM 313. Recommended: KINE 304
STAT 523	Design and Analysis of Experiments	4	STAT 513 or STAT 542

Public Health Nutrition emphasis area			
AGB 543	Agribusiness Policy and Program Analysis	4	Graduate standing or consent of instructor
AGB 554	Food System Marketing	4	Graduate standing or consent of instructor
BIO 542	Multivariate Biometry	4	Two courses in statistics or consent of instructor
FSN 480	Policy Arguments in Nutrition	2	Junior standing and consent of instructor
KINE 503	Current Health Issues	3	KINE 517, graduate standing, and consent of instructor
KINE 510	Health Behavior Change	3	KINE 250 or KINE 255 or KINE 260 and KINE 503 or KINE 504 and graduate standing
STAT 417	Survival Analysis Methods	4	STAT 302
STAT 419	Applied Multivariate Statistics	4	Two courses in statistics.

			Recommended: MATH 206
STAT 421	Survey Sampling and Methodology	4	One of the following: STAT 252, STAT 302, STAT 313, STAT 512, or STAT 513
STAT 524	Applied Regression Analysis	4	STAT 513 or STAT 542
STAT 530	Statistical Computing I: SAS	4	STAT 512 or STAT 513 or STAT 542 or equivalent

Health and Wellness emphasis area			
COMS 418	Health Communication	4	Completion of GE Area A and junior standing
KINE 408	Exercise and Health Gerontology	4	KINE 250, KINE 255 or KINE 260; and KINE 227, KINE 228, KINE 231 (formerly KINE 220) or KINE 311 (formerly KINE 219)
KINE 434	Health Promotion Program Planning	4	KINE 250 or KINE 255 or KINE 260, KINE 265, and junior standing
KINE 450	Worksite Health Promotion Programs	3	KINE 250 or KINE 255 or KINE 260, and senior standing
KINE 503	Current Health Issues	3	KINE 250 or KINE 255 or KINE 260 and graduate standing
KINE 504	Advanced Pathophysiology and Exercise	3	KINE 303 or equivalent, and graduate standing
KINE 510	Health Behavior Change	3	KINE 250 or KINE 255 or KINE 260 and KINE 503 or KINE 504 and graduate standing
KINE 522	Advanced Biomechanics	4	KINE 302 or equivalent
KINE 525	Advanced Motor Learning and Control	3	KINE 402 or equivalent
KINE 526	Sport and Exercise Psychology	3	Graduate standing
KINE 530	Advanced Physiology of Exercise	4	KINE 303 and graduate standing
KINE 534	Advanced Health Promotion Program Planning	4	KINE 503 or KINE 504 or KINE 510; graduate standing
PSY 465	Cross-Cultural Issues in Psychology	4	PSY 201 or PSY 202 and junior standing
Applicable to all emphasis areas			
FSN 420	Critical Evaluation of Nutrition Research	4	STAT 218; and senior standing. Corequisite: FSN 329
FSN* 500	Individual Study	1-6	Graduate standing, consent of supervising faculty member and graduate advisor
STAT 513	Applied Experimental Design/Regression Models	4	Graduate standing and one of the following: STAT 512, STAT 542, STAT 217, STAT 218, STAT 252, STAT 312, or equivalent
Or other electives approved by the GGN Executive Committee			

5. Student Learning Outcomes:

Graduates of the MS Nutrition program will achieve the following

- 1) Apply fundamental principles of nutrition science in research and required coursework
- 2) Explain, analyze, and interpret fundamental scientific concepts in the specific area of thesis research
 - a. *Suggested technical emphasis areas are: Molecular Nutrition, Public Health Nutrition, and Health and Wellness*
- 3) Apply the scientific method to nutrition research through the design, conduct, and defense of a thesis research project
- 4) Apply critical thinking skills to the analysis of published research literature and the design/interpretation of a thesis research project
- 5) Show independent and creative thinking skills in the formulation, design, conduct, and interpretation of nutrition research
- 6) Demonstrate strong written and oral communication skills
- 7) Work productively, respectfully, and professionally as part of a research team and in other group settings
- 8) Exhibit leadership, ethical conduct, and community values

6. Workforce demand:

One of the key recommendations from the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for Academy of Nutrition and Dietetics (AND), dated February 2015 and entitled Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners is "Master's level preparation for entry level, generalist, registered dietitian nutritionists." Specifically, by 2020, students wishing to become Registered Dietitians will be required to complete six years of study including advanced preparation such as that in a master's degree. Therefore, the demand for Nutrition master's degree programs will grow rapidly to meet this new requirement.

The Bureau of Labor Statistics (BLS) estimates that jobs for human and animal health professions including nutrition will increase faster than average, including a 9% increase in the employment of Registered Dietitians and Dietetics Practitioners. Further, BLS estimated that from 2010 to 2020, there would be a 20% increase in the employment of Registered Dietitians and Nutritionists, which is a faster growth than the average for all occupations. Results from the American Dietetic Association (AND) Integral Survey, a critical assessment of the future of the profession, revealed that Dietitians in particular are concerned that they may not have the skills or education to manage new challenges. Some of the new challenges include the aging population, the growth of obesity and diversity and even shifting educational needs for the dietetics profession.

The BLS also estimated that employment of health educators is expected to grow by 37% from 2010-2020, which is much faster than the average. The BLS further reported that jobs for animal nutrition scientists are expected to grow by 13% from 2008-2018, faster than the average, as concerns including food safety and

sustainability are being increasingly emphasized in the public and private sectors in the context of integrated animal-human health. All these professions could draw from graduates from the proposed MS degree.

The American Society for Nutrition recently outlined six priority research areas: 1) variability in individual responses to diet and foods; 2) healthy growth, development, and reproduction; 3) health maintenance; 4) medical management; 5) nutrition-related behaviors; and 6) food supply/environment. They also noted that “the multidisciplinary nature of nutrition research requires collaboration among research scientists with differing areas of expertise, many different stakeholders, and multifaceted approaches to develop the knowledge base required for establishing the evidence-based nutrition guidance and policies that will lead to better health and well-being of world populations”. A graduate program employing the multidisciplinary graduate group approach will be best poised to meet this challenge.

6. Professional uses of the proposed degree program:

Numerous opportunities exist for professional uses of the proposed degree program. The principal anticipated career paths are listed below:

- Public Health/Community Nutrition/Government Jobs
 - Women, Infants and Children (WIC) Dietitian
 - Health Educator
 - Epidemiologist
 - Local, state and federal opportunities
 - Nutrition legislation
 - Nutrition programming and evaluation
- Research Scientist
- Clinical Nutrition
 - Managers
 - Specialist
- Foodservice & Management
 - Schools
 - Hospitals
- Animal Nutritionist
- Food Industry
 - Nutrition labeling and regulatory affairs
 - Product claims validation and research
 - Product development
 - Dietary supplements
- Postsecondary Educators
 - Junior Colleges
 - Lecturers at Universities
- MS as preparation for PhD in a broad range of areas
- MS as preparation for clinical science field
 - Human: Medicine, nursing, allied health professions including physical and occupational therapy
 - Animal: Veterinary science and associated clinical settings

Adopted:

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

AS-__-15

RESOLUTION ON THE NEW REGISTRATION SYSTEM

- 1 WHEREAS, The registration system is changing as of Summer 2015 (“New Registration System”); and
- 2
- 3 WHEREAS, Faculty are generally optimistic that the New Registration System is intended to improve the
- 4 efficacy of the registration experience for the Cal Poly community; and
- 5
- 6 WHEREAS, Any registration system has elements that are inexorably linked to various aspects of faculty and
- 7 student workflow that fall within the purview of the faculty including: advising practices,
- 8 student academic success, course logistics, and instruction; and
- 9
- 10 WHEREAS, Shared governance encourages potential changes in such elements be done in consultation with
- 11 the Academic Senate as well as other affected groups; and
- 12
- 13 WHEREAS, There has been no Academic Senate consultation in advance of implementing the
- 14 New Registration System nor has it been vetted by the Academic Senate for possible impacts on
- 15 the aforementioned faculty and student workflow; and
- 16
- 17 WHEREAS, The faculty currently lack data-driven metrics regarding the New Registration System; therefore
- 18 be it
- 19
- 20 RESOLVED: That the faculty strongly recommend the Registrar develop a transparent strategy and timeline
- 21 for clearly assessing the effectiveness of the New Registration System: and be it further
- 22
- 23 RESOLVED: That the results of the assessment are shared with the Academic Senate roughly one year after
- 24 the implementation, during the Fall of 2016; and be it further
- 25
- 26 RESOLVED: That future substantial changes to the registration system be implemented only after
- 27 consultation with the Academic Senate.

Proposed by: Tom Gutierrez, CSM Caucus Chair and
Harvey Greenwald, Math Department
Date: April 8, 2015

Adopted:

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

AS-__-15

**RESOLUTION IN SUPPORT OF AS-3197-14
THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE UNIVERSITY
POLICY ON ACADEMIC FREEDOM**

- 1 WHEREAS, The last formal statement on academic freedom for the California State University was
2 formulated approved by the Board of Trustees in 1971, therefore be it
3
- 4 RESOLVED: That the Academic Senate of Cal Poly endorse AS-3197-14 The Need for a
5 Comprehensive California State University Policy on Academic Freedom, which was
6 approved by the Academic Senate California State University on January 23, 2015; and
7 be it further
8
- 9 RESOLVED: That the Academic Senate urge President Armstrong to support the statewide senate
10 resolution, "THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE
11 UNIVERSITY POLICY ON ACADEMIC FREEDOM," and forward his support to
12 Chancellor White, the CSU Board of Trustees, and other presidents; and be it further
13
- 14 RESOLVED: That this resolution be forwarded to the CSU Board of Trustees, Chancellor White, the
15 CSU Academic Senate Chair, Cal Poly President Armstrong, and each CSU Campus
16 Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: March 5, 2015
Revised: April 30, 2015

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3197-14/FA (Rev)
November 5-6, 2014

**THE NEED FOR A COMPREHENSIVE CALIFORNIA STATE UNIVERSITY POLICY ON
ACADEMIC FREEDOM**

- RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirm its constitutional responsibility “to advance the principles of academic freedom and freedom of inquiry...,”¹; and be it further
- RESOLVED: That the ASCSU urge the Chancellor’s Office and the Board of Trustees to draft a comprehensive California State University (CSU) policy on academic freedom in collaboration with ASCSU faculty representatives; and be it further
- RESOLVED: That the ASCSU urge that this new policy explicitly and directly address all three main principles of the 1940 AAUP statement on Academic Freedom and its 1970 interpretation²; and be it further
- RESOLVED: That the ASCSU urge that this comprehensive policy consider both past omissions and contemporary issues related to academic freedom³, including but not limited to the right of faculty to:
- a) teach; conduct research; explore all avenues of scholarship, research, and creative expression; reach conclusions according to one's scholarly discernment; and publish free of institutional restraint and external constraints other than those normally implied by the scholarly standards of a discipline.
 - b) freely conduct extramural activities beyond the classroom in service to their scholarly discipline, students, university community, and society at large.
 - c) freely exchange ideas and research findings in different formats, including electronic communications, without fear of violation of their privacy⁴.
 - d) freely express their views on public matters (for example, via social media) as public intellectuals without fear of retaliation from the university administration.

¹ASCSU Constitution

http://www.calstate.edu/AcadSen/Records/About_the_Senate/documents/ASCSU_Constitution_2013_Revision.pdf

²<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

³We recognize that academic freedom is directly related to membership in the academic profession, which carries with it special responsibilities. See: AAUP “Statement on Professional Ethics.” <http://www.aaup.org/report/statement-professional-ethics> and AAUP statement on “Civility” <http://www.aaup.org/issues/civility>

⁴See AAUP statement on “Academic Freedom and Electronic Communications.” <http://www.aaup.org/report/academic-freedom-and-electronic-communications>

And University of California, Los Angeles, Faculty Resource Guide for California Public Records Requests
<https://www.apo.ucla.edu/resources/recordrequest>

- e) address any matter of institutional policy or action whether or not as a member of an agency of institutional governance⁵.
- f) ensure the full protections of the Constitution of the United States, the Constitution of the State of California, and the CSU mission; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association, CSU Emeritus and Retired Faculty Association, California State Student Association, American Association of University Professors.

RATIONALE: *The last formal statement on academic freedom for the California State University, formulated in 1971, reads:*

- a. The teacher is entitled to full freedom in teaching and in the publication of the results, subject to adequate performance of other academic duties; but research for pecuniary return should be upon an understanding with the authorities of the institution.*
- b. The teacher is entitled to freedom in the classroom in discussing any subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his subject."*

Apart from the datedness of the masculine pronoun, the 1971 policy demands rethinking in light of the many developments over the last 40 years that have both broadened the scope of academic work and responsibilities and redefined the public expectations of what a university is and does. It also warrants rethinking in terms of the challenges to academic freedom faced by the CSU and its faculty.

Some of the developments that have broadened the scope of academic work and responsibilities include:

- *the global expansion of higher education;*
- *developments in communication technology that enable, and in fact encourage, scholars and students to function within global professional, research, and civic networks;*
- *the broader expectations attendant on academic scholars in their role as "public intellectuals" (with accompanying pressures that bear on their behavior and pronouncements inside as well as, and especially, outside of the classroom); and*

⁵AAUP statement: "Protecting an Independent Faculty Voice: Academic Freedom after Garcetti v. Ceballos" http://www.aaup.org/report_protecting-independent-faculty-voice-academic-freedom-after-garcetti-v-ceballos
 University of Oregon <http://policies.uoregon.edu/node/218>
 University of Wisconsin <http://www.secfac.wisc.edu/senate/2010/0301/2186.pdf>
 University of Minnesota http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf
 University of California <http://regents.universityofcalifornia.edu/aar/jule.pdf>

- *the expansion of international programs and scholarly and student exchanges, with the concomitant potential for geopolitical pressures on universities and faculty.*

In addition, public expectations regarding the nature and role of the university itself have evolved significantly over the last 40 years. The expansion of expectations of a large public university such as the CSU--from a community of teachers and students to a complex institution functioning at the intersection of diverse worlds, interests, and investments (intellectual, economic, social, political, as well as local, regional, national, and global in scope)--opens the university as well as its faculty to intensified scrutiny and potential interference from a wide variety of quarters and in pursuit of a variety of agendas.

The 1940 AAUP policy, reaffirmed in 1970, includes three components, the first two are reflected directly in the CSU policy, but the following component is not explicitly addressed:

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.⁶

The 1971 CSU policy is too limited in scope to deal with potential challenges presented by activities such as faculty's participation in extramural pursuits beyond the classroom, faculty's use of electronic communications, faculty's public expressions via social media, faculty's role in shared governance, or external requests for access to faculty electronic communications. The lack of a clear policy has the dangerous potential of faculty self-censorship. The lack of a comprehensive policy on academic freedom has left CSU faculty at the mercy of different interpretations and implementations of the principles of academic freedom.

The CSU cannot afford to have a policy on Academic Freedom that is insufficient for the 21st century. The mission of the institutions of higher education is serving society by discovering, investigating, communicating, and preserving knowledge by educating students and the larger society. This mission cannot be fulfilled without freedom of teaching, research, and communication inside and outside of the classroom.

In summary, the wording and content of the policy is outdated and insufficient, as the nature of academic activity has changed. Our policy should be regularly reviewed and,

⁶<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

if needed, revised to reflect such changes, as is done by other major universities⁷. We want to be proactive, updating the policy to reflect best practices and address components of academia in the 21st century. As the largest public university system in the United States, the CSU is often a leader in higher education, but our current policy is behind the times, as it does not fully reflect the content of the 1940 AAUP statement nor advancements in area of academic freedom since then.

Approved – January 23, 2015

⁷Some examples of best practices could be found

at: University of Oregon

<http://policies.uoregon.edu/node/218>

University of Wisconsin <http://www.secfac.wisc.edu/senate/2010/0301/2186.pdf>

University of Minnesota

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Academic_Freedom.pdf University of

California <http://regents.universityofcalifornia.edu/aar/jule.pdf>