

CAL POLY

## Academic Senate

805.756.1258

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

### Meeting of the Academic Senate

Tuesday, May 26, 2015

**\*\* LOCATION: ATL (07-02), 3:10 to 5:00pm \*\***

- I. **Minutes:** none.
- II. **Communication(s) and Announcement(s):**
- 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. **Business Item(s):**
  - A. **Resolution on the Binding Nature of College and Department Personnel Policy and Criteria Statements:** Gary Laver, Academic Senate chair, first reading (pp. 2-3).
  - B. **Resolution on Revising the Criteria for the Distinguished Scholarship Awards:** Don Choi, Distinguished Scholarship Awards Committee chair, first reading (pp. 4-7).
  - C. **Resolution on Cal Poly Internship Policy:** Dustin Stegner, Instruction Committee chair, first reading (pp. 8-14).
  - D. **Resolution to Add the Function of Task Forces:** Gary Laver, Academic Senate Chair, first reading (p. 15).
  - E. **Resolution on Proposal to Establish a Master of Science in Business Analytics:** Sanjiv Jaggia, Associate Dean Graduate Programs, first reading (pp. 16-22).
  - F. **Resolution Requesting that Chancellor Tim White Undertake a Prompt Review of Cal Poly, SLO Governance:** Wyatt Brown, CAFES Senator, first reading (p. 23).
  - G. **Resolution on Department Name Change for the Animal Science Department:** Richard Cavaletto, Associate Dean – Undergraduate CAFES, first reading (p. 24).
  - H. **Resolution on Modification of Retention of Exams Policy:** Jonathan Shapiro, Fairness Board chair, first reading (p. 25).
  - I. **Resolution to Revise the Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation:** Rafael Jimenez-Flores, Research, Scholarship and Creative Activities Committee chair, first reading (pp. 26-31).
  - J. **Resolution to Amend the Definition of Membership of the General Faculty on the Constitution of the Faculty:** Manzar Foroohar, Statewide Senator, second reading (pp. 32-33).
  - K. **Resolution on Faculty Involvement in the Development and Articulation of Faculty Salary Adjustment Plans:** Ken Brown, Faculty Affairs Committee chair, second reading (p. 34-37).
- V. **Discussion Item(s):**
- VI. **Adjournment:**

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON THE BINDING NATURE OF COLLEGE AND DEPARTMENT  
PERSONNEL POLICY AND CRITERIA STATEMENTS**

1 WHEREAS, Shared governance is a common value of Cal Poly's faculty and  
2 administration; and  
3

4 WHEREAS, College and department personnel policy and criteria statements are a  
5 concrete expression of our mutual respect for shared governance; and  
6

7 WHEREAS, Such a statement—once agreed upon by a department's faculty and their  
8 Dean, and then formally approved by the Provost and President—  
9 becomes official in the management of department personnel matters; and  
10

11 WHEREAS, Such statements are endorsed by Cal Poly administration through its  
12 posting of these agreements on Cal Poly's Academic Personnel webpage  
13 (<http://www.academic-personnel.calpoly.edu/content/policies/criteria>);  
14 and  
15

16 WHEREAS, Both department chairs and heads are selected by and serve at the pleasure  
17 of the Dean, Provost, and President, but the faculty at Cal Poly recognize  
18 an important distinction between these two positions in the periodic  
19 selection/endorsement by a department's faculty of its candidate for chair,  
20 whereas no such regular process occurs concerning a department head;  
21 and  
22

23 WHEREAS, If a college's or department's personnel policy and criteria statement  
24 includes detailed material concerning the selection and the term of a  
25 department chair but makes no mention whatsoever of the position of a  
26 department head, any effort to install a department head, interim or  
27 otherwise, would therefore be contrary to the formal agreement its faculty  
28 have with the administration; and  
29

30 WHEREAS, The unilateral discarding by campus administration of any personnel  
31 policy and criteria statement originally sanctioned by them would  
32 represent a serious breach of shared governance and set an alarming  
33 precedent undermining faculty trust in the meaning of all such campus  
34 agreements; therefore be it  
35

36 RESOLVED: That the Academic Senate request all Dean-, Provost-, and President-  
37 approved college and department personnel policy and criteria statements  
38 be considered fully binding unless and until such time as they are formally  
39 revised and approved by mutual agreement of a department's faculty, their  
40 Dean, the Provost, and the President; and be it further  
41

42 RESOLVED: That, consistent with the general tenets of shared governance, the  
43 Academic Senate requests any intentions to convert department-chair  
44 positions to department-head positions at Cal Poly include meaningful  
45 two-way consultation between campus administration and the faculty of  
46 the departments and programs so involved.

Proposed by: Academic Senate Executive Committee

Date: May 8, 2015

Revised: May 15, 2015





30 succinctly stated in a streamlined revision titled "Award Description and  
31 Criteria"; therefore, be it  
32

33 RESOLVED: That the "General Guidelines" and "Selection Criteria" document appended  
34 to AS-602-03/RP&D be revised in light of AS-725-11 with other updates in  
35 the form of the attached streamlined document titled "Award Description  
36 and Criteria"

Proposed by: Distinguished Scholarship Awards  
Committee

Date: April 28, 2015

## **Distinguished Scholarship Awards Committee**

*Revised award description and criteria*

*Approved by the Academic Senate on June 2, 2015*

### **Award Description:**

The Academic Senate Distinguished Scholarship Awards Committee invites nominations for the Distinguished Scholarship Award. Each year, three awards are presented, each accompanied by a cash prize of \$2,000.

These awards recognize achievement in scholarship and creative activity across the entire range of disciplines represented at Cal Poly. They honor work conducted primarily at Cal Poly and celebrate both exemplary specific accomplishments and outstanding bodies of achievement.

Faculty, students, staff, and alumni may submit nominations. Faculty members may nominate themselves. All nominations must be submitted using the online nomination form.

### **Eligibility:**

All nominees must be current members of the Cal Poly faculty (i.e. members of collective bargaining unit 3) and must be active at Cal Poly for at least one quarter during the academic year in which they are nominated (for example, faculty who are on leave for an entire academic year will not be eligible for that year). Faculty members at all ranks are eligible as long as they have completed at least three years of full-time service or its equivalent at Cal Poly.

### **Selection Criteria:**

Because this award is intended to recognize the full range of scholarship and creative activity possible at Cal Poly, the criteria listed below are necessarily incomplete. Moreover, it is expected that the work of any given nominee will meet some, but not necessarily all, of these criteria.

1. Quality of the creative or scholarly work as evidenced by any of the following:

- Extensive peer recognition of the work as substantial, seminal, and scholarly
- Contributions to improvements in the human condition and quality of life
- Use of the ideas, techniques, and creative work by industry, practitioners, and others

2. Importance of the scholarly work to students as evidenced by any of the following:

- Influence of the nominee's scholarly and creative work on student learning
- Effectiveness in furthering scholarship and creative activity among students
- Quality and significance of related senior projects, theses, and other student work
- Influence of the work on curriculum improvement and enhanced student learning experiences

3. Importance of the scholarly work to Cal Poly as evidenced by any of the following:

- Enhancement of the reputation of Cal Poly or its academic units

- Significance of grants and contracts received
- Mentoring and facilitating the professional development of other faculty and staff
- Recognition from industry, professional and academic organizations, and other institutions

**Distinguished Scholarship Awards Committee:**

The Distinguished Scholarship Awards Committee includes at least one voting General Faculty from each College and from Professional Consultative Services. General Faculty representatives should include former recipients of the Distinguished Scholarship Award. *Ex officio* members consist of a representative appointed by the Provost from the Office of Research and two ASI representatives – one undergraduate and one graduate student. The *ex officio* members are voting members, as per VIII.B. of the Bylaws of the Academic Senate.

Adopted:

**ACADEMIC SENATE**  
**of**  
**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**AS-\_\_-15**

**RESOLUTION ON CAL POLY INTERNSHIP POLICY**

- 1 WHEREAS, CSU Executive Order 1064 sets the minimum requirements for internships and  
2 requires each CSU campus to develop an appropriate internship policy; therefore be  
3 it  
4
- 5 RESOLVED, That the Academic Senate approve the attached Internship Policy; and be it further  
6
- 7 RESOLVED, That the Academic Senate Executive Committee charge the Instruction Committee  
8 to collaborate with University Risk Management and any other appropriate groups to  
9 develop university-wide forms for the colleges to adopt for internships; and be it  
10 further  
11
- 12 RESOLVED, That the Academic Senate charge the Instruction Committee to review this policy  
13 and its implementation within one year; and be it further  
14
- 15 RESOLVED, That the requirements of the Internship Policy and all appropriate forms be available  
16 on one website hosted by Academic Programs and Planning.

Proposed by: Academic Senate Instruction Committee  
Date: May 14, 2015

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR

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 JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

September 9, 2011

**MEMORANDUM**

**TO:** CSU Presidents

**FROM:** Charles B. Reed  
Chancellor



**SUBJECT:** Student Internships—Executive Order No. 1064

Attached is a copy of Executive Order No. 1064, which establishes guidelines for campus internship policy and procedures.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please contact the Office of International Programs at (562) 951-4790.

CBR/bjc

Attachment

c: Executive Staff, Office of the Chancellor

THE CALIFORNIA STATE UNIVERSITY  
Office of the Chancellor  
401 Golden Shore  
Long Beach, California 90802-4210  
(562) 951-4790

**Executive Order:** 1064  
**Effective Date:** September 9, 2011  
**Supersedes:** No Prior Executive Order  
**Title:** Student Internships

This executive order is issued pursuant to the Standing Orders of the Board of Trustees, Section II (a) and (c). The California State University recognizes the beneficial educational purpose of student internships, as well as the need to maximize the educational experience while mitigating the risks to participants and minimizing the university's liability exposure.

**I. Purpose**

This executive order establishes guidelines for campus student internship policy and procedures and delegates responsibility for implementation to the campus president.

**II. Delegation of Authority**

The president is delegated the responsibility for the development, implementation and maintenance of the campus student internship policy, and to ensure there is a means for future review of the policy that is updated and communicated to faculty and staff at appropriate intervals.

**III. Terms and Definitions**

An internship formally integrates the student's academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a service learning<sup>1</sup>, business, non-profit, or government setting. For the purpose of this executive order "internship" does not include teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy.

An internship site is the organization at which the internship takes place.

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<sup>1</sup> See "Managing Risk in Service Learning" [http://www.calstate.edu/cce/resource\\_center/servlearn\\_risk.shtml](http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml) for additional guidance.



#### IV. Campus Student Internship Policy

Each campus is required to develop, implement, maintain and publish a student internship policy governing internships where the university makes the placement. Electronic copies of internship-related documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.

General internship policy shall, at a minimum, include the following:

##### A. Internship Planning

- Individual to be responsible for oversight of the policy;
- Academic policies for establishing an internship;
- Awarding of academic credit;
- Accommodation plan for students with special needs;
- Emergency response plan;
- Student compensation, if applicable; and
- Minimum requirements for agreements between the internship site and university.

##### B. Placement Assessment

Prior to placing students, an assessment of the appropriateness of the internship site as a placement for CSU students shall be conducted. A written assessment summary of the internship site shall be completed and retained by the responsible campus office and be available for review. That summary shall respond, at minimum, to the following considerations:

- The potential for the internship site to provide an educationally appropriate experience;
- Identification of the potential risks of the internship site;
- Identification of an appropriate individual from the host organization to supervise the student at the internship site;
- Evaluation of the educational environment;
- Evaluation of the potential for student academic experience and its relationship to the student's academic study;
- Selection criteria and basic skills required of the student; and
- Agreement of internship site to meet campus expectations, including a signed placement agreement between the internship site and the CSU that addresses both the internship site's and the campus's role in the internship, as well as the student's responsibilities.

##### C. Internship Site Visits

Campus policy shall include criteria for when to conduct a site visit. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials or direct contact with the site.

D. Placement and Orientation

Before the student begins the internship, the following steps shall be completed:

- Student orientation that includes conduct expectations, health and safety instructions, and emergency contacts;
- Student emergency contact form to be completed. If the internship placement is not required as part of the student's academic program, the student must complete the liability waiver form (see Executive Order 1051); and
- Learning agreement form signed by the student, internship site supervisor and university representative. The form addresses the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).

Documentation of the above items shall be retained by the campus supervising office or a designated campus office.

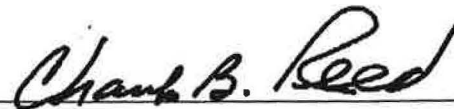
E. Annual Review

Campus policy shall include a plan for annual review of the internships, both for educational purposes and for safety to the students. This review should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.

V. **Document Retention**

The campus is expected to retain documents related to each internship consistent with systemwide and campus document retention guidelines. See Executive Order 1031.

It is recommended that the instructional agenda, name and contact information for the internship site, student information, and executed liability waiver be retained together after the conclusion of the semester/quarter during which the internship took place. Electronic copies of the documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.



Charles B. Reed, Chancellor

Date: September 9, 2011

California Polytechnic State University, San Luis Obispo  
Internship Policy

*In response to California State University Executive Order 1064 (effective August 23, 2011) Cal Poly will follow the following policy on internships. As part of Cal Poly's "learn by doing" philosophy, internships are a significant part of students' learning experience.*

1. Definition of an Internship

An internship formally integrates the student's academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a service learning, business, non-profit, or government setting. An internship site is the organization at which the internship takes place.

2. Scope of this Policy

This policy does not apply to teacher preparation placements or clinical placements, such as counseling, physical therapy, or occupational therapy. This policy does not apply to educationally related experiences that do not receive academic credit, such as summer employment related to a student's academic program.

3. Responsibilities of the Department

- a. Establish academic policies for establishing an internship.
- b. Establish criteria for awarding academic credit.
- c. Establish policies for student compensation, if applicable.
- d. Ensure that students sign Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims form.
- e. Complete a written summary of the internship site, retain the summary, and make the summary available for review. The summary shall consider the following:
  - i. Evaluation of the potential for the internship site to provide an educationally appropriate experience and environment.
  - ii. Visitation of the internship site that identifies risks and potential physical hazards. This site visit may be bypassed if the department can demonstrate and document sufficient knowledge of the internship site or if the internship site poses no increased chance of risk, such as an professional or governmental office or computer laboratory. Previous site assessment needs to be evaluated as appropriate.
  - iii. Identification of an appropriate individual from the host organization to supervise the student at an internship site.
  - iv. Selection criteria and basic skills required of the student.
  - v. Signed agreement of internship site to meet campus expectations, including internship site's and campus's role in the internship, student responsibilities, non-discrimination practices, anti-harassment policies, and accommodation of special needs.

- f. Provide a plan to accommodate any students with special needs. For assistance, contact the Disability Resource Center (<http://drc.calpoly.edu>).
  - g. Institute a procedure for orienting students before beginning an internship, which shall include the following:
    - i. A student orientation that includes conduct expectations, health and safety instructions, and emergency contacts;
    - ii. Student emergency contact form to be completed (cite). If the internship placement is not required as part of the student's academic program, the student must complete the liability waiver form (see Executive Order 1051);
    - iii. Learning agreement form signed by the student, internship site supervisor and university representative. The form addresses the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).
  - h. Retain above documents (3d-f and 3g.ii-iii) related to each internship for three years and in a manner consistent with university and system guidelines (see Executive Order 1031). Electronic copies are permissible.
  - i. Forward electronic copies of the above policies and documents (3a-c and e) related to each internship consistent with university and system guidelines to Academic Programs for future assessment.
4. Responsibilities of the College
- a. Designate internship coordinator responsible for implementation, compliance, and reporting of this policy.
  - b. Evaluate risk using the written summary of the internship site.
  - c. Ensure departmental compliance with this internship policy.
5. Responsibilities of Academic Programs
- a. Administer regular reviews to monitor and document compliance with this internship policy; update requirements as necessary at regular intervals;
  - b. Make available online this campus-wide internship policy.
  - c. Retain above documents (3a-c and e) related to each internship for three years and in a manner consistent with university and system guidelines (see Executive Order 1031).
  - d. Make available appropriately redacted internship data available for faculty and administrative assessment.

Adopted:

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

**AS-\_\_-15**

**RESOLUTION TO ADD THE FUNCTION OF TASK FORCES**

1 RESOLVED: That the *Bylaws of the Academic Senate* be amended as follows:  
2

3 VIII. COMMITTEES

4 A. GENERAL

5 The functional integrity of the Academic Senate shall be maintained by the  
6 committee process. The committee structure shall include standing committees  
7 staffed by appointment or ex officio status, elected committees staffed by  
8 election, and ad hoc committees staffed either by appointment or election as  
9 directed by the Academic Senate Executive Committee. The Executive  
10 Committee may create task forces as it deems necessary for specific purposes,  
11 which, in the judgment of the Academic Senate Chair, cannot be handled  
12 adequately by the standing committees. Every task force created shall be a  
13 committee of the Executive Committee and shall report to the Academic Senate  
14 by way of the Executive Committee.

Proposed by: Academic Senate Executive Committee  
Date: March 11, 2015

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON PROPOSAL TO ESTABLISH A MASTER OF SCIENCE  
IN BUSINESS ANALYTICS**

- 1       WHEREAS,     There is a demonstrated state and national level need for business professionals  
2                     with the requisite skills to make decisions informed by the increasing wealth of  
3                     data available through varied sources, and  
4
- 5       WHEREAS,     The existing graduate programs at the Orfalea College of Business or Cal Poly at  
6                     large do not have an analytics-specific core of business courses and the  
7                     distinguished status of a stand-alone MS in Business Analytics, and  
8
- 9       WHEREAS,     The proposed self-support program is a comprehensive, one year, interdisciplinary  
10                    business degree program that encompasses economics, finance, accounting,  
11                    marketing, and information systems, and  
12
- 13       WHEREAS,     The Academic Senate Curriculum Committee has evaluated and recommended the  
14                     program for approval, and  
15
- 16       WHEREAS     A summary of the program is attached to this resolution with the full proposal  
17                     available in the Academic Senate office, therefore be it  
18
- 19       RESOLVED:    That the proposal for the Master of Science in Business Analytics be approved by  
20                     the Academic Senate of Cal Poly.

Proposed by: The Orfalea College of Business  
Date: May 12, 2015



Cal Poly, SLO  
Orfalea College of Business

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Summary of the proposed MS in Business Analytics degree for review by the Academic Senate

### **New Program**

Title: Master of Science in Business Analytics  
Type: Self-Support, Fully face to face  
Proposed Launch date: Fall 2106

### **Program Overview and Rationale**

In the increasingly competitive marketplace, organizations need business professionals with the requisite skills to make decisions informed by the increasing wealth of data available through varied sources. The importance of data analysis on organizational success has created what Rob Bearden (CEO of Hortonworks) believes is the biggest demand and supply imbalance ever of people with data analytics skills in the workforce. According to the Bureau of Labor Statistics, the data analysts job category is expected to grow by 45 percent, from 156,000 in 2008 to 285,000 by 2018, making it one of the fastest-growing career fields. Despite the tremendous interest in the field, projected supply will not meet the market's future demand. McKinsey Global Institute estimates that by 2018 in the US alone, there will be a shortage of 140,000-190,000 people with analytical expertise and a shortage of 1.5 million managers and analysts with the expertise to make decisions based on the analysis of big data. The Orfalea College of Business of Cal Poly is addressing this urgent need through an innovative Master of Science (MS) in Business Analytics program designed to produce graduates who understand business environments and possess the problem formulation, statistical, computing, and decision making skills to solve businesses' most pressing problems, while advancing their professional careers in the exciting and fast growing field of data analytics. The intent is to train "managers" who will be able to make better business decisions with data analytics rather than simply creating "data analysts".

Other universities have also responded to the need for data analysts; several universities have either launched or have plans to launch certificate and masters programs in data analytics. Some of these programs, often in a field labeled as Data Science, have a strong technical, computer programming focus where predictive analytics is performed by connecting complex machine learning algorithms to big data. Although purely technical skills are necessary to answer important questions, and will serve a particular market well, we believe that it is the economic and business intuition combined with data analytics that is highly desirable and vitally important. Many industry leaders state that telling a story with data is critical to the success of the data analyst. Tom Davenport (Distinguished Professor at Babson College) argues that, "It may seem obvious that anyone who is doing data analysis would want to create a narrative of the process and outcome, but to many data analysts it's not obvious at all." Thus, decision making success

is better achieved by understanding the business problem, asking relevant questions, developing the appropriate model and then telling a story to provide context, insight, and interpretation. The MS in Business Analytics at Cal Poly is designed to create analysts with precisely this perspective.

The proposed program is a comprehensive, one year, interdisciplinary business degree program that encompasses economics, finance, accounting, marketing, and information systems. This program is unique in equipping students with the necessary quantitative tools to develop insightful models to analyze many types of data—big and not so big; structured and unstructured, as well as cross sectional, time series, and panel data. Our graduates will be highly sought after in many different types of industries including consulting, retail, financial services, marketing, healthcare, human resource management, and technology. The focus of our program on econometrics and decision theory is particularly noteworthy and offers our graduates a competitive advantage. A comprehensive treatment of econometrics (standard, financial, and Bayesian) offers the essential model-first approach as a complement to the standard data-first approach found in other programs. The focus on decision theory prepares our graduates to apply data analytics to develop sound business decisions under uncertainty. In sum, the MS in Business Analytics will offer a holistic approach to data analytics, combining qualitative reasoning with quantitative tools to identify key business problems, translate them into relevant data questions, and apply data analytics while telling a story and proposing concrete business actions. With exposure to analytics in a business setting, graduates will also be able to serve as a critical link among senior management, data scientists, and clients.

We have effectively aligned curriculum development to industry needs in this rapidly evolving field of data analytics through close industry interactions in numerous venues. Our Dean's Advisory Council provided useful feedback and support in the earlier stages of the program development. As we progressed, we worked closely with the Coraggio Group ([www.coraggiogroup.com](http://www.coraggiogroup.com)) to assist us with market research and the early positioning of the MS in Business Analytics program. In doing so, we compared our course and program proposals to similar programs across the country. The Coraggio Group conducted an internet literature review on the trends in data analytics education and market needs, and, more importantly, interviewed university program directors and corporate leaders in the area of business analytics. In the executive summary of their report on their findings, the Coraggio Group stated that Cal Poly's early research suggested "... unmet demand existed between the current university program offerings and the demands of industry to produce graduates" and that "... Cal Poly has a long-term opportunity to distinguish itself amongst university programs in focusing on Business Analytics."

To assist in assuring the long-term quality and impact of the MS in Business Analytics, we formed a Business Analytics Advisory Board (BAAB). Board members include some of the nation's top executives who are leveraging data and advanced analytics to change the game in

their respective industries. We already have an impressive representation of firms, including Brocade, Cisco, First Republic Bank, Google, Informatica, Nest, NetApp, Oracle, Safeway, Symantec, VSP Global, and Walmart. The mutually beneficial partnership not only gives board members immediate access to a new pool of business analytics graduates, but also allows them to provide input regarding the skill sets they need from new college graduates in this field. We envision three to four board meetings per year, split between San Luis Obispo and other cities in California. The first meeting, held at the Oracle campus on April 3, 2015, was stimulating and productive. For the most part, the board members endorsed our suggested curriculum but also made some useful recommendations. The second meeting is tentatively scheduled at the Google campus later in the year. It is expected that board members will provide an analytical project and the data for student teams to work on with their company.

Overall, the proposed program has received tremendous support from industry leaders. The following quotes from Jeff Henley, Harry Tannenbaum, and Joshua Knox sum up the endorsement:

*“Here at Oracle, we know there is tremendous demand for new business school graduates with the ability to glean competitive insights from the massive amounts of data being generated today. In fact, one of the key findings from new research Oracle just sponsored with the Wall Street Journal is that businesses should partner with universities that offer business analytics degrees, in order to gain lower-cost access to finance talent with analytical experience. Oracle already looks to Cal Poly as a major source of new hires for its Sales Academy, based on the quality and preparation of the students coming out of the business school. An MS program in Business Analytics will only add to the appeal of Cal Poly as a go-to source of finance and business administration talent for innovative companies in the Bay Area and beyond.”*

Jeff Henley, Executive Vice Chairman, **Oracle**

*“As a leader of a fast growing business analytics organization -- I was incredibly excited to get a sneak peak at Cal Poly's MS in Business Analytics program. I think the approach, which blends technical training with a holistic understanding of what it takes to drive a business is right on the mark. I will hire someone out of this program in an instant and would feel confident that they would have significant impact on our business”*

Harry Tannenbaum, Head of Business Analytics, **Nest Labs**

*“Both Google as a company, and Google Analytics as a product, have an ever-present need for tomorrow's leaders able to bridge the business and technical worlds with the necessary analytical skills to materially impact our bottom line. Cal Poly's new MS program is uniquely positioned to provide a local talent base with the skills to hit the ground running.”*

Joshua Knox, Engineering Program Manager, **Google**

**Program Curriculum**

Core Courses	<i>Courses are included below:</i>	
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
GSB 510	Data Visualization and Communication in Business	4
GSE 518	Essential Statistics for Econometrics	4
GSE 520	Advanced Econometrics I ( <i>prereq: GSE 518</i> )	4
GSE 524	Computational Methods in Economics	4
GSB 520	Data Management for Business Analytics	4
GSB 530	Data Analytics and Mining for Business ( <i>prereq: GSB 520</i> )	4
GSB 503	Collaborative Industry Projects ( <i>Approval from Associate Dean</i> )	8
	<b>Core Subtotal</b>	<b>32</b>
Approved Electives	<i>Select 13 units from the following:</i>	
<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
GSE 522	Advanced Econometrics II ( <i>prereq: GSE 520</i> )	4
GSB 516	Strategic Marketing Analytics ( <i>prereq: GSE 518</i> )	4
GSB 573	Marketing Research ( <i>prereq: GSE 518</i> )	4
GSE 544	Evidence-Based Decision Analysis ( <i>prereq: GSE 520</i> )	4
GSB 550	Bayesian Econometrics ( <i>prereq: GSE 520</i> )	4
GSB 501	Individual Research ( <i>Approval from Associate Dean</i> )	1-4
GSB 570	Selected Advanced Topics ( <i>Approval from Associate Dean</i> )	1-4
	<b>Electives Subtotal</b>	<b>13</b>
	<b>TOTAL UNITS</b>	<b>45</b>

### **Culminating Experience**

Students are required to take eight units of GSB 503: Collaborative Industry Projects. The purpose of this core course is to engage in an interdisciplinary project activity, leading to two or more completed projects. For each project, the Business Analytics Advisory Board and other industry partners will provide real world problems and data to be reviewed and analyzed by our students. All projects are expected to be team based, where students, working in small groups, apply tools and techniques as they are covered in the curriculum. Through this arrangement, students will also get valuable experience working effectively in a team and for a client.

The projects may be initiated in the very first quarter a student is enrolled and carried out for the remaining quarters of the program. A faculty team drawn equally from the technical and management disciplines will provide an important balance. Such a mentoring configuration will provide the students with the ability to develop within an incubator, data analytics type environment for real world data exploration, modeling, data analytics, and solution development. In addition to the technical skills, the students will be mentored on developing strong “people skills” which encompass effective teamwork, leadership, conflict resolution and negotiation, and strategy. Throughout the academic year, there will be regular workshops and seminars led by the faculty team as well as industry partners.

The final project, completed in the last quarter of the program, will provide students with the opportunity to synthesize the ideas and methods they have learned over the duration of the MS Business Analytics program, fulfilling the requirements for a culminating experience as specified in the California Code of Regulations. The expected output from this activity is a professional level written report and presentation reviewed by industry partners, key program faculty, and the student’s academic advisor. Though the projects are team based, students will be expected to make individual presentations highlighting their individual contribution towards the project and submit individual reports. These individual undertakings will form the basis of assessment of the culminating experience.

### **Student Learning Outcomes**

Graduates of the MS in Business Analytics program will be able to:

- LO 1: Employ key aspects of data management – retrieval, integration and enrichment
- LO 2: Apply high ethical standard towards the collection, storage, analysis, and reporting of data
- LO 3: Apply modeling tools to data of various types and sizes
- LO 4: Visualize data to infer and communicate insights
- LO 5: Use data to analyze, inform and solve fundamental business problems

## **Student Demand**

There is currently a large unmet demand in the marketplace for people with data analytic skills. For example, the Bureau of Labor Statistics reports, “Companies of all sizes are expected to add enough data analysts that, as a group, the job category should grow by 45 percent through 2018, making it among the fastest-growing career choices out there.” The shortage of data analysts in the marketplace has created an obvious demand for relevant programs in the area. Several universities have either launched or are in the process of launching certificate as well as master’s programs in data analytics. Most of these programs have experienced exceptionally fast-growing enrollments. George Washington University, for instance, began offering their MBA students a certificate related to data analytics. In the first two years, the number of students in the program increased from 10 to 75; eventually resulting in the certificate program evolving into a full master’s program in Business Analytics in Fall 2013. Similarly, the MS in Business Analytics program at Arizona State University started within the last two years has a current enrollment of 90 students based on 333 applications in 2014. The Business Analytics program at the University of Connecticut has increased from 20 students in 2011 to a current enrollment of 250. The Predictive Analytics program at DePaul University, which began with 30 students in 2010, had 150 enrolled students in 2014.

In the run up to the proposed MS in Business Analytics program, we plan to launch a 4-month professional certificate program in Business Analytics in Summer 2015. An on-campus information session held in February 2015, drew 56 Cal Poly students from diverse disciplines including economics, business, engineering, computer science, and biology. The program was extremely well received when presented at the Good Morning SLO event, sponsored by the Chamber of Commerce. Despite minimal marketing, we have received 18 applications for the certificate program. With admission open until June 5, 2015, we expect the pool to increase.

Given the national trend and the right positioning, we foresee robust demand and enrollment after the initial launch of the MS in Business Analytics program in Fall 2016. The interest in the program from non-business students is consistent with other existing programs. For example, 38 percent of students in the MS in Marketing Analytics program at University of Maryland in Fall 2013 comprised of undergraduates from fields such as engineering, mathematics, computer science, and physics. With Cal Poly’s strong focus on STEM fields, the proposed program is positioned to flourish.



Adopted:

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

**AS-\_\_\_-15**

**RESOLUTION REQUESTING THAT CHANCELLOR TIM WHITE UNDERTAKE A  
PROMPT REVIEW OF CAL POLY, SLO GOVERNANCE**

- 1 WHEREAS, The Academic Senate of Cal Poly, San Luis Obispo has received widespread  
2 expressions of concern from faculty and staff about the present efficacy of  
3 governance on campus; and  
4
- 5 WHEREAS, A series of conflicts over the last few years has highlighted issues related to  
6 communication and transparency and shared governance, has opened serious  
7 rifts in our shared sense of community, and has contributed to extremely low  
8 morale; and  
9
- 10 WHEREAS, Cal Poly, San Luis Obispo needs to refocus its attention on its core mission to  
11 serve our students and community through teaching, research and service; and  
12
- 13 WHEREAS, A fresh look at the Cal Poly, San Luis Obispo situation from outside the  
14 campus could help diagnose problems and identify solutions, therefore, be it  
15
- 16 RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo requests that  
17 Chancellor Tim White undertake a prompt review of Cal Poly, San Luis Obispo  
18 governance. We recommend that the review should broadly and confidentially  
19 consult with all relevant campus leaders and groups – including faculty, staff,  
20 students and all levels of administration. We urge that the Chancellor use the  
21 findings of the review to implement any measures needed to improve the  
22 efficacy of management and to help restore a strong sense of shared purpose to  
23 our campus governance; be it further  
24
- 25 RESOLVED: That the Academic Senate of Cal Poly, San Luis Obispo make this request  
26 respectfully, with a desire for a constructive outcome, and with no  
27 preconceived vision.

Proposed by: Wyatt Brown, CAFES Senator  
Date: May 13, 2015

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON  
DEPARTMENT NAME CHANGE FOR THE ANIMAL SCIENCE DEPARTMENT**

- 1 WHEREAS, Due to a reorganization of the Animal Science Department and the  
2 Dairy Science Department to form a single new department; and  
3  
4 WHEREAS, The Animal Science Degree Program and Dairy Science Degree  
5 Program will remain independent but housed under the same  
6 department; therefore be it  
7  
8 RESOLVED: That the Academic Senate support the request for department name  
9 change from Animal Science Department to Animal Sciences  
10 Department.

Proposed by: Animal Science & Dairy Science Departments  
Date: May 1, 2015

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON MODIFICATION OF RETENTION OF EXAMS POLICY**

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WHEREAS, Students have the right to view their final exams, papers, projects, or other tangible items used as evaluation instruments; and

WHEREAS, Such access is necessary for a student to understand the grade which was assigned and, if he or she finds it necessary, dispute it by filing a complaint with the Fairness Board; and

WHEREAS, There are often times following the completion of a quarter, especially over the summer, when either the student or the faculty member is away from campus, or unforeseen circumstances, such as illness by either a student or instructor, which delay access by the student to these evaluation instruments beyond the current one quarter minimum retention period required of instructors; and

WHEREAS, Faculty are often unaware of even the current requirement that they maintain evaluation instruments and records for at least one quarter; therefore be it

RESOLVED: That the following changes be made to the appropriate section of the CAM (wording following AS-247-87/SA&FBC):  
“Faculty Responsibilities Regarding Retention of Exams and Other Evaluation Instruments  
Exams, papers, projects, or other tangible items used in the evaluation of students need not be retained by the instructor beyond the end of the term of evaluation, if there was an announced opportunity for students to retrieve same during the term. For final exams or other evaluation instruments where no announced opportunity for student review existed before the end of the term, instructors should retain the materials for ~~one~~ two full quarters. While special situations may arise requiring deviation from this goal, instructors will be responsible to defend any deviation in the event of a subsequent review of a student’s evaluations”; and be it further

RESOLVED: That the Deans of the colleges be encouraged to make their faculty aware of this policy on retention of exams and student access to same.

Proposed by: Academic Senate Fairness Board  
Date: March 30, 2015

Adopted:

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

**AS-\_\_-15**

**RESOLUTION TO REVISE THE PERIODIC REVIEW GUIDELINES FOR  
CAMPUS CENTERS AND INSTITUTES WITH ACADEMIC AFFILIATION**

- 1 WHEREAS, The Academic Senate Executive Committee charged the Research,  
2 Scholarship & Creative Activities (RSCA) Committee with the review  
3 of CAP 260, including subsection 262 related to Campus Centers and  
4 Institutes; and  
5
- 6 WHEREAS, On October 24, 2014, Executive Order 751 – Centers, Institutes, and  
7 Similar Organizations on Campuses of the California State University  
8 was replaced with coded memorandum AA-2014-18; and  
9
- 10 WHEREAS, The RSCA Committee has evaluated and suggests certain revisions to  
11 the Program Review (aka Periodic Review) process for Campus  
12 Centers and Institutes; therefore be it  
13
- 14 RESOLVED: That the attached *Periodic Review Guidelines for Campus Centers and*  
15 *Institutes with Academic Affiliation* be approved as a replacement for  
16 *Program Review Guidelines for Campus Centers and Institutes with*  
17 *Academic Affiliation*, approved by the Academic Senate on March 11,  
18 2014.

Proposed by: Research, Scholarship and Creative  
Activities Committee

Date: April 21, 2015

BRIEF SUMMARY OF REVISIONS TO POLICY RELATED TO PERIODIC REVIEW  
FOR CENTERS AND INSTITUTES

(SUMMARY DOCUMENT, REV. MARCH 18, 2015)

**1. Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation.**

A. TITLE/DESCRIPTION.

i. The former policy (and its predecessor) used the term "program review." This was awkward and confusing, because program review is affiliated with academic, degree granting activities.

ii. In order to avoid confusion with program review, the term "periodic review" has been implemented in the revised policy.

B. TIMING.

i. FORMER POLICY. The former policy had a recurring five year cycle. During the CSU audit of centers and institutes (13-14) on our campus, the auditor noted that many of our centers and institutes had not performed a periodic review for over five years. To address that audit finding, our campus agreed to implement a five year rotation for all centers and institutes.

ii. NEW POLICY. Last year, the CSU has issued an administrative memorandum which allows up to seven years between periodic reviews for centers and institutes. In order to comply with our audit finding, we will continue to use a single five year cycle for all centers and institutes to bring them up to currency, and thereafter will implement a seven year cycle (e.g. every center/institute in existence at time of the audit will complete a periodic review within the originally scheduled five year period, and thereafter a seven year schedule will be implemented).

C. EXTERNAL REVIEWERS.

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

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

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

C. BEST PRACTICES.

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

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

iii. NEW POLICY. The new policy provides guidelines for program review, including identification and implementation of best practices.

## **Periodic Review Guidelines for Campus Centers and Institutes with Academic Affiliation**

(DRAFT: 3/18/15 (includes RSCA comments on draft;

Approved by Academic Senate on \_\_\_\_\_

NOTE: This document replaces and supersedes the "Program Review Guidelines for Campus Centers and Institutes with Academic Affiliation" Approved by the Academic Senate on March 11, 2014)

### **1. Overview**

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

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

In accordance with the University's policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation, and the California State University Chancellor's Office Coded Memorandum (CODE: AA-2014-18, dated October 24, 2014), periodic review is required for all Campus Centers and Institutes with academic affiliation (hereafter "Centers/Institutes").

### **2. Distinguishing Factors of Periodic Review for Centers/Institutes**

The periodic review of Centers/Institutes differs from program review for degree granting academic programs offered by an academic college. Unlike an academic college, Campus Centers/Institutes do not award degrees and do not have a degree granting program curriculum committee.

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

For clarity, periodic review is different from the annual report requirement for all Centers/Institutes, more fully described in the Policy for the Establishment, Evaluation, and Discontinuation of Campus Centers and Institutes with Academic Affiliation (Approved by the Academic Senate, March 11, 2014).

### **3. Periodic Review Process**

The Director of the Center or Institute, in collaboration with faculty actively involved in the subject Center/Institute, is responsible for proposing the Review Team composition, preparing the Self Study Report, and addressing any requests for additional information or clarifications, each as more fully described below in this policy.

If the Center/Institute lacks a Director at the time of scheduled periodic review, the Vice President for Research and Economic Development shall identify an appropriate substitute to perform the necessary tasks.



#### **4. Composition of Review Team**

The Review Team for the Self Study Report shall consist of:

- (A) One director from another Cal Poly Center or Institute;
- (B) One faculty member from Cal Poly (not affiliated with the Center or Institute undergoing periodic review);
- (C) One external reviewer (not affiliated with the Center or Institute undergoing periodic review) with expertise in the field associated with the Center or Institute; and

It is the duty of the Director of the Center or Institute to identify potential Review Team members, as well as consult with and obtain approval of the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review (or the Vice President of Research and Economic Development if the Center or Institute is not affiliated with an Academic College) on the composition of the Review Team. Following such consultation and approval, the Review Team shall be appointed. Review Team members are tasked with reviewing and commenting upon the Self Study Report, and conducting a visit to the facilities of the Center or Institute.

#### **5. Contents of Self Study Report for Centers/Institutes**

The Self Study Report shall be structured to address the activities of the Center or Institute from a perspective of both quantitative and qualitative contributions to the campus. For example, the number of students and faculty participating in a particular event, or the number of peer reviewed journal articles which contain research related to center/institute activities, can be measured as quantitative output. Research and experiential activities that link to any University Learning Objectives, Sustainability Learning Objectives, Diversity Learning Objectives, and/or program based learning objectives may serve as forms of qualitative support.

The Self Study Report shall address each of the following items:

- (A) Executive Summary.
- (B) Situational Analysis on outcomes related to the activities of the Center/Institute:
  - (1) Statement of Center/Institute Mission and description of how activities have aligned with that mission, including any suggested revisions to the mission.
  - (2) Overview of how Center/Institute has supported College/University goals, in accordance with organizational documents for Center/Institute.
  - (3) Detailed information regarding academic outcomes related to Center/Institute activities, including references to support of any Academic Program learning goals/learning objectives, as well as University Learning Objectives, Sustainability Learning Objectives, and Diversity Learning Objectives. To the extent the Center/Institute collaborates with academic units on collecting assessment data, provide the data and an analysis of the data.
  - (4) Detailed information regarding teaching, research, and service associated with the Center/Institute, including grants, seminars, competitions, training sessions, community events, and other activities, along with details of faculty/student/industry/community participation and attendance.
- (C) Intellectual Contributions.
  - Detailed list of intellectual output resulting from Center/Institute activities. Include faculty and student research, faculty/student peer reviewed journal publications, theses,

conference presentations, and other intellectual contributions directly related to Center/Institute activities.

(D) Financial and Resource Condition.

Financial disclosure shall provide for transparency on the financial status and source/use of funds. Describe the financial and resource situation for the Center/Institute, including projected sustainability of Center/Institute activities and sources of funding.

(E) Accomplishment of Corrective Actions and Achievement of Aspirational Goals Identified in Prior Periodic Review.

Discuss and describe improvements and aspirational goals which were identified in the prior program review and how those improvements/aspirational goals were achieved. If certain goals were not achieved, discuss and describe why, including a corrective action plan (if applicable).

(F) Aspirational Goals.

Describe the aspirational goals of the Center/Institute for the upcoming seven year time period, including details of how these goals will benefit stakeholders and how fiscal and other resources will be obtained to support these goals.

(G) Safety and Ethical Conduct of Research.

Discuss and describe the methodology, training, and protocols implemented to assure safety of persons, protection of property, and ethical conduct of research associated with activities of the Center/Institute.

An appendix containing copies of supporting documentation may provide beneficial artifacts and evidence to support the analysis contained within the Self Study Report.

## **6. Timing of Periodic Review**

The Vice President of Research and Economic Development shall post a periodic review schedule which complies with the Chancellor's Office policy. The Self Study Report and periodic review shall address the time period from the previous scheduled periodic review up to and including the most recent completed academic year, but need not include the current academic year during which the Self Study Report and periodic review is prepared and due.

The deadlines are as follows (references are to dates within the academic year in which the periodic review is scheduled to occur):

- (A) Director identifies potential Review Team members and obtains approval for composition of Review Team - October 1;
- (B) Review Team members are formally appointed - October 15;
- (C) Director submits completed Self Study Report to Review Team members - February 1;
- (D) Review Team members transmit request (if any) for clarification on contents of Self Study Report to Director - March 1;
- (E) Director submits clarification to Review Team - March 21;

(F) Review Team submits final written comments on Self Study Report to Director - April 15;

(G) Director submits Self Study Report, clarifications, Review Team comments, and any rebuttal to Review Team comments to the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review - May 1.

(H) Following review of the materials in Section 6(G), the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review and the Vice President for Research and Economic Development shall consult and provide copies of these materials and any comments to the Provost and Executive Vice President for Academic Affairs.

Copies of the documents described in Section 6(C) through 6(G) shall be simultaneously transmitted to the Dean of the Academic College affiliated with the Center or Institute undergoing periodic review and the Vice President for Research and Economic Development.

In the event of exigent circumstances which merit an extension, the Vice President for Research and Economic Development may grant an appropriate extension.

#### **7. Action Items**

Based upon the information from the periodic review, the Provost and Executive Vice President for Academic Affairs, the Dean of the Academic College affiliated with the Center or Institute, and/or the Vice President for Research and Economic Development may request clarifications and/or a corrective action plan from the Director of the Center or Institute. The Director shall address such items in a timely manner. The periodic review documents shall be stored by the Office of the Vice President for Research and Economic Development.

Adopted:

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

AS-\_\_-15

**Background Statement:** On January 23, 2015, the Academic Senate CSU unanimously approved resolution AS-3199-15/FA Non-Tenure Track Faculty and Shared Governance in the California State University: A Call to Campus Senates. Such resolution encourages campus senates to review or revise their constitutions and policies in order to include lecturers, non-tenure track librarians, coaches, and counselors, in the term “faculty” in a manner consistent with the CSU-CFA Collective Bargaining Agreement (Article 2.13).

**RESOLUTION TO AMEND THE DEFINITION OF MEMBERSHIP OF THE GENERAL FACULTY ON THE CONSTITUTION OF THE FACULTY**

1 RESOLVED: That the definition of General Faculty in Article I and Article III.1 of the current  
2 *Constitution of the Faculty* be amended; and be it further  
3

4 RESOLVED: That the Academic Senate conduct a General Faculty referendum to amend Article I and  
5 Article III.1 of the current *Constitution of the Faculty* as follows:  
6

7 ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY

8 Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at  
9 Cal Poly and belong to at least one of the following entities: (1) full-time tenured/tenure-track  
10 instructional faculty; ~~academic employees holding faculty rank whose principal duty is within an~~  
11 ~~academic department, unit, or program;~~ (2) ~~faculty members permanent instructional faculty in the Pre-~~  
12 ~~Retirement Reduction in Time Base Program (PRTB) and Faculty Early Retirement Program (FERP); (3)~~  
13 ~~full-time probationary and/or permanent employees in Professional Consultative Services (PCS) as~~  
14 ~~defined in Article III.1.b of this constitution which includes (a) librarians; (b) counselors; (c) student~~  
15 ~~services professionals [SSP]: SSPI-Academically Related, SSPII-Academically Related, and SSPIII-~~  
16 ~~Academically Related; (d) SSPs III and IV; (e) physicians; and (f) coaches holding a current faculty~~  
17 ~~appointment of at least one year; (4) Librarian and counselor faculty in the Pre-Retirement Reduction in~~  
18 ~~Time Base Program (PRTB) and Faculty Early Retirement Program (FERP); ~~full-time coaches holding a~~~~  
19 ~~current faculty appointment of at least one year; (5) part-time lecturers holding full-time appointments of~~  
20 ~~for at least one six consecutive years in one or more academic departments, units, or programs; or (6)~~  
21 ~~lecturers with a current holding full-time appointments of at least one year, or who have had three~~  
22 ~~consecutive quarters with an assignment of 15 WTUs; ~~for at least three consecutive quarters;~~ or (7) part-~~  
23 ~~time probationary and/or permanent employees in Professional Consultative Services (PCS) holding~~  
24 ~~current employment of at least six consecutive years which include (a) librarians; (b) counselors; (c)~~  
25 ~~student services professionals [SSP]: SSPI-Academically Related, SSPII-Academically Related, and~~  
26 ~~SSPIII-Academically Related; (d) SSPs III and IV; (e) physicians; and (f) coaches.~~  
27

28 Members of the General Faculty, including department chairs/heads, shall not cease to be members  
29 because of any assigned time allotted to them for the carrying out of duties consistent with their

30 employment at Cal Poly. "Visiting Personnel" and volunteer instructors shall not be members of the  
31 General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting  
32 members during their leave.

33  
34 Nonvoting membership in the General Faculty shall consist of all academic personnel not included in the  
35 voting membership.

36  
37  
38 ARTICLE III. THE ACADEMIC SENATE

39 Section 1. Membership

- 40 (a) Colleges with fewer than 30 faculty members shall elect two senators. All other  
41 colleges shall elect three senators, plus one additional senator for each additional  
42 30 faculty members FTEP (Full Time Equivalent Faculty) or major fraction  
43 thereof.<sup>1</sup>
- 44 (b) Designated personnel in Professional Consultative Services (excepting directors)  
45 shall be represented in the Academic Senate by the formula of one senator per  
46 each fifteen FTE (Full Time Equivalent) members or major fraction thereof:<sup>2</sup>
  - 47 (1) ~~Full time probationary or permanent Librarians; and~~
  - 48 (2) ~~Full time probationary or permanent (a) counselors; (b) student~~  
49 ~~services professionals [SSP]; SSP I academically related, SSP II~~  
50 ~~academically related, and SSP III academically related; (e) SSPs~~  
51 ~~III and IV; (d) Cooperative Education lecturers; and (e)~~  
52 ~~physicians.~~
  - 53 (3) ~~Full time coaches holding a current faculty appointment of at~~  
54 ~~least one year.~~
- 55 (c) ~~Part time lecturers in an academic department/teaching area and part time~~  
56 ~~employees in Professional Consultative Services, other than those who are~~  
57 ~~members of the General Faculty as defined in Article I, will be represented by one~~  
58 ~~voting member in the Senate.~~
- 59 (d) Senators acting in an at-large capacity are the current Academic Senate Chair, the  
60 immediate Past Academic Senate Chair, and the CSU academic senators. All at-  
61 large positions shall be voting positions except for the Academic Senate Chair  
62 which is a nonvoting position except when the Chair's vote is needed to break a  
63 tie.  
64

Proposed By: Academic Senate Executive Committee  
Date: April 24, 2015

<sup>1</sup> All calculations are based on employment data from October of the academic year of the election  
<sup>2</sup> All calculations are based on employment data from October of the academic year of the election

Adopted:

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

**AS-\_\_-15**

**RESOLUTION ON FACULTY INVOLVEMENT IN THE  
DEVELOPMENT AND ARTICULATION OF  
FACULTY SALARY ADJUSTMENT PLANS**

- 1    WHEREAS,    The CSU faculty contract allows the CSU to fund campus-specific ways to address salary
- 2                    inequities according to campus and region specific needs; and
- 3
- 4    WHEREAS,    Salary inequities include salary compression, salary inversion, and substandard salaries for the
- 5                    lowest paid junior faculty; and
- 6
- 7    WHEREAS,    The President and Provost announced that Cal Poly has implemented the first stage of a four
- 8                    year salary adjustment program to address these salary inequities for faculty; and
- 9
- 10   WHEREAS,    The Cal Poly President and Provost have stated that there is no greater problem at Cal Poly than
- 11                    salary inequities; and
- 12
- 13   WHEREAS,    The Academic Senate was not involved in the initial formation of this salary adjustment
- 14                    program; and
- 15
- 16   WHEREAS,    In the interest of shared governance, Senate Chair has asked the Faculty Affairs Committee to
- 17                    work with the administration to provide faculty input in the further articulation and
- 18                    development of Cal Poly’s salary adjustment program; and
- 19
- 20   WHEREAS,    The Provost has also requested that the Faculty Affairs Committee assist in further articulation
- 21                    and development of Cal Poly’s salary adjustment program beyond the first stage already in
- 22                    place; therefore be it
- 23
- 24   RESOLVED:   That the Academic Senate endorse the attached *Achieving Salary Equity for Cal Poly Faculty*
- 25                    report proposing goals for assessing and articulating salary adjustment plans: and be it further
- 26
- 27   RESOLVED:   That the Academic Senate request that the administration deliver to the Faculty Affairs
- 28                    Committee a budgetary feasibility report on the implementation of the salary adjustments
- 29                    programs in light of the goals articulated in the attached Faculty Affairs Committee report: and
- 30                    be it further
- 31
- 32   RESOLVED:   That the Academic Senate urge the administration and local CFA leadership to consult with the
- 33                    Academic Senate about in any further development of salary adjustment programs, and to do so
- 34                    at the initial stages of the development of such programs.

Proposed by: Faculty Affairs Committee  
Date: May 14, 2015



## ACHIEVING SALARY EQUITY FOR CAL POLY FACULTY

Report by Faculty Affairs Committee  
Presented to Academic Senate 5/19/2015

This report from the Faculty Affairs Committee to the Academic Senate advises the administration concerning goals for the next three stages of the salary adjustment program, especially the second stage to be implemented July, 2015. Ideally, the administration will provide to the Senate budgetary feasibility reports on our recommendations for further discussion.

Specifically, we provide advice on implementing two types of equity adjustments for the next rounds of salary adjustments: 1) **Baseline Salary Equity** (i.e. setting minimum salaries for assistant, associate, and full professors), and 2) **General Salary Equity** (i.e. targeting inversion and compression, faculty below CSU averages for rank and department, and full professors with stagnant salaries). We also advise that the next phases of salary adjustment provide meaningful salary increases for lecturers, with emphasis on the 3-year entitled lecturers. However, it is not for us to dictate an appropriate salary structure for lecturers. The wide range of duties and degrees held by lecturers (from bachelor's to M.D. and Ph.D.) suggests that their salary concerns must be addressed through consultation between Academic Personnel, Deans, and lecturer representatives.

These aspirational goals for the administration to use in formulating the next three phases of the salary adjustment program take into consideration all Unit 3 faculty. However, the budgetary realities of adjusting faculty and staff base salaries (and benefits), and achieving a satisfactory level of equity across all ranks, must be quantified so that we can tailor our goals and phase them in over the next three stages of the Salary Adjustment Program.

### **Two categories of salary equity adjustments for Tenure/Tenure-Track Faculty:**

We recommend that the administration employ two forms of adjustments to salaries. Baseline salary equity adjustments define an absolute minimum salary for faculty: salaries below the baseline need to be adjusted (at least) to that baseline. General salary equity adjustments apply to compression and inversion adjustments, full professors with flat salaries since promotion, and to faculty whose salaries merit adjustment by being below standards for comparison with other comparable faculty. We describe each of these salary adjustment instruments below and offer recommendations for the use of each. Our recommendations concerning these instruments serve two functions:

1. Framing overall goals for salary equity at Cal Poly
2. Formulating clear means to aim towards achieving these goals

Since the salary adjustment program consists of four stages, one of which is already completed, clear overall goals and clear means for achieving those goals would aid in partitioning the effort to achieve those goals into manageable steps whose purpose can be more easily understood and communicated.

### **Baseline Salary Equity**

Baseline salary equity defines an absolute minimum salary for faculty for each year in rank as a function of three things: the absolute baseline minimum salary of an Assistant Professor, minimum salaries for each year in rank as a compounded percentage of the Assistant Professor minimum, and a minimum step for promotion to a higher rank.

- a) Minimum for Assistant Professors (now set at \$65k/yr),
- b) 1.25% compounded per year at rank (5 yrs. for Assistant, 4 yrs. for Associate),
- c) 7.5% promotion (contract minimum) sets minimum for next rank,
- d) Halt annual steps at SSI max.

The value for (a) has already been determined in the first stage of the salary adjustment program ("SAP1"); we simply preserve this number for the purpose of explaining the further aspects of baseline salary equity. The value of (a) could change due to future GSI as a result of contract negotiations, or from decisions at Cal Poly that a higher minimum salary is appropriate for newly hired Assistant Professors.

The values of percentage annual and rank promotion steps used in (b) and (c) together approximate the percentage step from the Assistant Professor minimum to the Associate Professor minimum on the current Unit 3 salary schedule (approximately 14.5%). The annual step percentage is nothing more than a rate that when compounded for the nominal number of years in rank would use the contract minimum for promotions (7.5%) to define the minimum for the next rank. Repeat that process and a minimum step to Full Professor would likewise be calculated.

Using Baseline Salary Equity as a guide, we have a recommendation for structuring SAP2: use compounded annual steps and the contract minimum promotion rate from the new minimum Assistant Professor salary of \$65,000 to calculate new minimum salaries for Associate and Full Professors, and the annual steps from the three rank baselines. Then, adjust salaries that fall below their annual step up to their annual step. Doing so would achieve Baseline Salary Equity for those faculty whose salaries are below the baselines. We ask for a budgetary feasibility report on the implementation of this recommendation.

Baseline Salary Equity requires that faculty salaries may not fall below their annual step at rank. Implementing adjustments from this instrument would arrest compression and inversion at the bottom end of the salary scale, and do so according to a clear rubric. Salary inequities above the baseline require alternate means of relief, and that is what is covered in the next section.

### **General Salary Equity**

- Adjust salaries for compression/inversion inequities at the department level, based on rank
- Adjust salaries for long-serving Full Professors who typically have had a flat salary since promotion.
  - Account for time in rank in adjustments
  - May use 5 year periods used for PT review for future step increases
- Adjust salaries that are below averages for peer CSU departments, or peer departments at other institutions

Compression/inversion salary equity adjustments should continue. The adjustments should be on a department basis, based on rank. Academic Personnel and the deans should identify cases with all faculty considered as potential candidates.

Long serving Full Professors who have not had raises since promotion should be considered for equity salary adjustments. Priority should be based on time served at that rank. This should be coordinated with a long term recommendation to use 5 year Post Tenure reviews as occasions for salary adjustments with consideration of the results of the performance review.

Salaries that are below averages for peer CSU departments should also be adjusted. Salaries should also be competitive with peer departments at other institutions. Such comparisons should take into consideration the stature of Cal Poly's programs and the pools of students with which they compete. Deans, department heads and Academic Personnel should work to identify peer departments competitive salaries.

### **Second phase of the salary adjustment program should implement both baseline and general equity adjustments**

- Neither the baseline nor general salary equity provisions get a substantially smaller allotment than the other.



- Emphasis should be given to groups whose salary inequities were not addressed with the first round.

Our desideratum for the completion of the salary adjustment program is to treat baseline and general equity adjustments as comparably compelling concerns. At the same time, since the salary adjustment programs shall be implemented in four phases, one of which is already complete, we think that a shift in emphasis for the second phase is appropriate towards those groups/individuals that were not targeted on the first phase.

Once the groups to be targeted, the individuals in them deserving adjustment, and the target level of adjustment for each individual are identified the task remains as to how to apportion the available funds among the above identified individuals.

We did not reach a consensus in this regard. Rather, we identified two alternative ways to proceed. One alternative is to first divide the available funds into three separate sub-funds, one for each type of claim (baseline, general equity adjustments, lecturer adjustments—see below), and then apportion the amount in each sub-fund among all the identified individuals from that group in proportion to their target level of adjustment. Were there to be a 'surplus amount' in any of those sub-funds after meeting the targets for the individuals in those groups, the surplus amount would be added to the funds available to the other groups. This method has the advantage that it recognizes that all three groups of claims deserve, in principle, substantial consideration in the apportionment process.

A second alternative is simply to divide the available funds among all the identified individuals from all groups in proportion to their target level of adjustment, up to the meeting of all individual targets. This method has the advantage that it is conceptually simpler, and that it treats all claims to the available funds on equal footing, regardless of the source of the claim.

### **Equity for Lecturers**

Lecturers need meaningful inclusion in the subsequent implementations of SAP, both with respect to baseline and general equity adjustments to lecturer salaries. We recommend that the focus initially be on inequities for the 3 year entitled lecturers, and it seems to make good sense to phase equity adjustments in at the time of contract renewal. This spreads the budgetary burden of addressing these inequities across the remaining three implementations of SAP. Deans and Academic Personnel need to work together to find solutions specific to the diverse body of lecturers in each college. We strongly recommend that Deans and the office of Academic Personnel determine how to exhaust other alternatives for addressing salary inequities before tapping into SAP funds. We request that, based on this consultative work, the office of Academic Personnel formulate a budgetary report for the cost of implementing appropriate equity adjustments that identifies which inequities could be addressed by means outside of SAP, and which would be better addressed within the scope of SAP.

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