

1 **BLP: Changes in Structure in Academic Affairs**
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Definition *This document establishes both policies and procedures for determining changes to the structure of CSUSM’s Division of Academic Affairs. The purpose of this document is to facilitate performance of duties and responsibilities in an effective and efficient manner in achieving the overall mission of Academic Affairs.*

This policy section of this document provides principles of decision-making as well as definitions of relevant units within Academic Affairs. The procedures outlined here are the steps to be followed to initiate, consider, and determine changes to Academic Affairs’ structure.

Authority *At the direction of the Provost, pursuant to Academic Senate Resolution EC 328-08 “Resolution in Support of the Report of the Academic Affairs Structure Task Force.”*

Scope *This document addresses the creation, merger/transfer, split, and abolishment of units within Academic Affairs, including academic colleges and schools, as well as non-degree-offering Academic Affairs units.*

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4 I. Definitions

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6 A. *University:* A larger institution of higher learning that encompasses such academic entities as
7 colleges and/or schools, institutes, and graduate and professional schools/programs.
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9 1. It has an administrative structure (president/chancellor, provost, vice presidents,
10 directors), support staff, teaching faculty, and governance.
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12 2. A university will also have a research component involving faculty, in contrast to some
13 colleges (especially community colleges) that focus on teaching.
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15 B. *Academic Affairs:* Academic Affairs is a division of the University.
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17 C. *College:* A college is a unit of Academic Affairs, part of the organizational structure with
18 its own distinct leadership and governance structure.
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20 1. It consists of subunits of related academic departments or programs offering degrees
21 or credentials, organized for efficient resource usage and efficient and equitable
22 governance.
23
24 2 Through its colleges, the university shall grant baccalaureate degrees, credentials, and
25 graduate degrees.
26
27 D. *School not housed within a College:* A school is a unit within Academic Affairs that
28 functions in the same way as a college, with the difference being that a school is more
29 specialized than a college in that it offers a single degree or a distinct cluster of closely related
30 degrees.
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32 1. Typically schools are professional programs with distinct accrediting standards.
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- 34 E. Non-degree-offering Academic Affairs units: These are the various units within Academic
35 Affair that do not offer degree programs, including Academic Programs, Academic Resources,
36 Extended Learning, the Faculty Center, Graduate Studies & Research, Global Education,
37 Instructional & Information Technology Services, and the Library.
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- 39 F. Academic Affairs Leadership Council (AALC): This entity serves as the “Advisory body to the
40 Provost comprised of the Provost’s direct-report MPP-level managers and Chair of the Academic
41 Senate” (http://www.csusm.edu/aa/committees_councils/aalc_pages/aalc.html).
- 42 G. Budget & Long-Range Planning Committee (BLP): This standing committee of the Academic
43 Senate is staffed according to Article 6.6 of the Academic Senate’s Constitution and Bylaws, and
44 its duties are spelled out in Article 6.6.1 of that document.
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46 II. Principles

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- 48 A. These principles are the factors that are to be addressed in any proposals submitted for
49 structurally creating, merging/transferring, splitting, or abolishing units within Academic Affairs.
50 They are the criteria against which any submitted proposals will be evaluated by reviewing
51 deliberative bodies and administrators.
52
- 53 1. Any change in the organizational structure needs to be consistent with the mission, vision,
54 core values, and goals of Academic Affairs.
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 - 56 2. The organizational change needs to be consistent with the Division’s human, fiscal and
57 physical resources. There must be sufficient resources to sustain the new unit(s), and the
58 change should produce a net positive benefit for the entire division.
59
 - 60 3. The organizational change should result in a more effective and efficient decision making
61 and operation in terms of effective communications, coordination and integration of efforts
62 across and within units.
63
 - 64 4. The organizational change should provide for clear authority, responsibility, and
65 control/accountability.
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67 III. Procedures: The procedures for structural changes shall follow the outline provided in Flow Chart

- 68 A. The Provost’s office shall provide administrative support to assure adherence to procedural
69 timelines.
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- 71 A. Proposals: Proposals for the creation, merger/transfer, split, or abolishment of colleges, schools,
72 or non-degree-offering Academic Affairs units may be initiated by individual faculty members,
73 departments, schools, colleges, or administrative officers of the University. The proposal shall
74 provide written justification based on the “Principles” Section of this document (Section II). The
75 proposal shall be informed by and address all relevant Memoranda of Understanding or
76 Collective Bargaining Agreements for the affected tenured and probationary faculty and for
77 permanent staff.
78
- 79 1. The creation, merger, split, transfer, or abolishment of a subunit within an existing college,
80 school, or non-degree-offering Academic Affairs unit shall be handled internal to that entity.
81

82 2. Proposals shall be disseminated to all faculty and unit administrators in affected Academic
83 Affairs units.

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85 3. Units engage in their standard deliberative processes which may include consultation,
86 consensus and /or voting.
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88 C. Recommendations: At each step of the review process, an official recommendation shall include
89 a written rationale. Additionally, affected faculty members, staff, and administrators may
90 provide independent, perhaps dissenting, perspectives in writing¹ to inform the next stage of
91 review. All written documentation is compiled by the Provost's Office and made available on the
92 Academic Affairs webpage. The Provost's Office forwards the documentation to the next stage
93 of review.
94

95 D. Timeline: The initiator may start the process at any time during the Academic Year. The
96 timeline clock stops temporarily during Winter break and Spring break. The clock resets between
97 the last day of classes for Spring semester until the first day of classes Fall semester. In the event
98 the Senate does not receive the proposal in time to have both a first and second reading, the
99 timeline for Academic Senate starts at the beginning of the next Academic Year.
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102 This policy is based on "Academic Affairs Structure Task Force Final Report" (1/21/09).

¹ All written recommendations identify the author(s).