



CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE
Tuesday, January 22, 2008
UU220, 3:10 to 5:00pm

- 3:10 I. Minutes:
Approval of minutes for Academic Senate meetings of November 13 and November 27, 2007 (pp. 2-5).
- II. Communication(s) and Announcement(s):
A. **President's responses to resolutions AS-658-07, AS-659-07, and AS-660-07:** (pp. 6-8).
B. **Sustainability charrette scheduled for Saturday, February 23, 8:30-4:00, at Cal Poly:** Kate Lancaster, Chair of the Sustainability Committee.
- III. Reports:
Regular reports [*Please limit to 3 minutes or less*]:
A. Academic Senate Chair: (p. 9).
B. President's Office:
C. Vice President for Student Affairs:
D. Statewide Senate:
E. CFA Campus President:
F. ASI Representative:
Special reports:
Bill Durgin: Provost report on strategic planning: (p. 10).
- IV. Consent Agenda:
- 3:45 V. Business Item(s):
A. **Resolution on Faculty/Staff Dining Area:** Harris, chair of Ad Hoc Committee on Conference Center and Faculty Club, second reading (pp. 11-12).
B. **Resolution on Department Status and Name Change for Women's Studies Program:** Halisky, Dean for CLA/Armstrong, Director for Women's Studies, first reading (pp. 13-31).
C. **Resolution on Diversity Learning Objectives:** Hannings, chair of Curriculum Committee, first reading (pp. 32-35).
- VI. Discussion Item(s):
- 5:00 VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MINUTES OF
The Academic Senate
Tuesday, November 13, 2007
UU 220, 3:10 to 5:00 p.m.

- I. Minutes: the minutes of October 23 were approved as presented.
- II. Communications and Announcements:
 - A. Giberti announced the next Social Hour scheduled for Thursday, November 15, 4-6 p.m., at the University House Patio. This event is hosted by the President's Office.
- III. Regular Reports
 - A. Academic Senate Chair: Giberti announced his participation in the Access to Excellence Steering Committee meeting to consider responses to the first draft of the system strategic plan.
 - B. President's Office: Howard-Greene reported that on October 30, State Senator Torkalson, Senator Maldonado, and Assemblyman Blakeslee convened a hearing on science and math education in K-12. Howard-Greene also announced that President Baker attended a bi-national conference convened in part by the US/Mexico Science Foundation.
 - C. Provost: none.
 - D. Vice President for Student Affairs: Morton reported that more than 75% of Poly Canyon student housing is now complete.
 - E. Academic Senate CSU: Foroohar reported on some of the thirteen resolutions addressed at the last meeting. The resolutions addressed issues such as the policy on class withdrawal and incomplete grades, the proposed fee increase for MBAs, and the Voluntary System of Accountability.
 - F. CFA Campus President: none.
 - G. ASI Representatives: Souza reported that Lieutenant Governor Garamendi will be holding a press conference on the likelihood of a 10% student-fee increase next year.
- IV. Special report:
 - A. Mike Miller, Dean of Library Services, reported on the library building program. The presentation is available at <http://www.calpoly.edu/~acadsen/reports/AcademicSenateReports/LibraryBuildingProgram111307.pdf>.

V. Consent Agenda: none.

VI. Business Item(s):

- A. Resolution on Searches for Academic Campus Administrators (Faculty Affairs Committee): Foroohar presented this resolution, which urges that faculty representatives on certain academic MPP consultative committees be elected or selected from tenured faculty, probationary faculty, and full-time lecturers. The resolution will return as a second reading item.
- B. Resolution on Proposal for the Establishment of the Center for Coastal Marine Sciences (CCMS) (Biological Sciences Department and College of Science and Mathematics): This resolution endorses the proposal to establish the Center for Coastal Marine Sciences. Mark Moline explained the proposal; presentation is available at <http://www.calpoly.edu/~acadsen/reports/CoastalMarineSciences.ppt>. The resolution will return as a second reading item.
- C. Resolution on Faculty/Staff Dining area (Ad Hoc Committee on Conference Center and Faculty Club): Harris presented this resolution, which requests that the management of Cal Poly Corporation Campus Dining address in its strategic plan the needs of faculty and staff and that the Director of Campus Dining report to the Academic Senate on the status of this request. The resolution will return as a second reading item.

VII Discussion Item(s): none.

VIII. The meeting was adjourned at 5:00 p.m.

Submitted by



Gladys Gregory,
Academic Senate

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MINUTES OF
The Academic Senate
Tuesday, November 27, 2007
UU 220, 3:10 to 5:00 p.m.

- I. Minutes: none.
- II. Communications and Announcements:
 - A. Giberti announced the next Social Hour scheduled for Thursday, December 6. The Orfalea College of Business will host this event.
 - B. Stover announced a new campus emergency notification system that will be available Winter Quarter 2008.
- III. Regular Reports: none.
- IV. Special Report:
 - A. The President reported on the budget presentation by Patrick Lenz, Assistant Vice Chancellor, at the November 2007 meeting of the Trustee's Finance Committee. The presentation is available at http://www.calstate.edu/budget/2008_09BudIndex/documents/Nov2007_Presentation_Bot_Committee_on_Finance.pdf.
- V. Consent Agenda: none.
- VI. Business Item(s):
 - A. Resolution on Prior Learning Assessment (Curriculum Committee): Hannings presented the resolution that grants adult-degree credit through portfolio development. The resolution is available at <http://www.calpoly.edu/~acadsen/Resolutions/2007-2008/PLA.pdf>. M/S/P to approve the resolution.
 - B. Resolution on Proposal for the Establishment of the Center for Coastal Marine Sciences (Biological Sciences Department and College of Science and Mathematics): Opava explained that this resolution endorses the proposal to establish the Center for Coastal Marine Sciences. A PowerPoint presentation is available at <http://www.calpoly.edu/~acadsen/reports/CoastalMarineSciences.ppt>. M/S/P to approve the resolution.
 - C. Resolution on Searches for Academic Campus Administrators (Faculty Affairs Committee): Foroohar presented this resolution, which urges that faculty representatives

on certain academic MPP consultative committees be elected or selected from tenured faculty, probationary faculty, and full-time lecturers.

The following friendly amendment was accepted:

RESOLVED: That the Academic Senate of Cal Poly urge that where the academic management personnel position has substantial involvement with curriculum, faculty affairs, and/or instructionally related matters, faculty representatives on the consultative committee will be elected ~~or selected~~ from a pool consisting of tenured and tenure-track faculty, as well as full-time lecturers (holding 12.12. entitlement). The majority of members appointed to a consultative committee to select a college dean will continue to consist of tenured faculty members; and be it further

M/S/P to approve the resolution as amended.

- D. Resolution on Faculty/Staff Dining area (Ad Hoc Committee on Conference Center and Faculty Club): Due to the lack of time, the resolution will return as a second reading item at the first Senate meeting of Winter Quarter 2008.

VII Discussion Item(s): none.

VIII. The meeting was adjourned at 5:00 p.m.

Submitted by



Gladys Gregory
Academic Senate


State of California
M e m o r a n d u m

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Bruno Giberti
Chair, Academic Senate

Date: January 7, 2008

From: 
Warren J. Baker
President

Copies: W. Durgin
D. Parks
D. Conn

Subject: Response to Academic Senate Resolution AS-658-07
Resolution on Prior Learning Assessment: *Proposal to Expand Cal Poly's Credit for Prior
College-Level Learning*

Based upon consultation with Provost William W. Durgin, this memo acknowledges receipt and approval of the above-referenced resolution.

Please extend my thanks to those who worked on developing this proposal. I look forward to its implementation and the effect it will have on this student population.


State of California
Memorandum

CAL POLY

SAN LUIS OBISPO
CA 93407

To: Bruno Giberti
Chair, Academic Senate

Date: January 7, 2008


From: Warren J. Baker
President

Copies: W. Durgin
M. Suess

Subject: Response to Academic Senate Resolution AS-659-07
Resolution on Searches for Academic Campus Administrators

This will acknowledge receipt of the above-referenced resolution. The recommendations will be considered when new policies for the recruitment of MPP personnel are drafted.

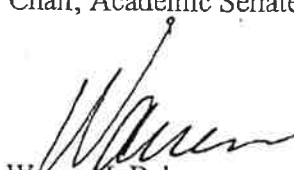
CAL POLY

SAN LUIS OBISPO
CA 93407

State of California
M e m o r a n d u m

To: Bruno Giberti
Chair, Academic Senate

Date: January 7, 2008

From: 
Warren J. Baker
President

Copies: W. Durgin
P. Bailey
S. Opava
M. Moline
M. Yoshimura

Subject: Response to Academic Senate Resolution AS-660-07
Resolution on Proposal for the Establishment of the Center for Coastal
Marine Sciences (CCMS)

Based upon the above-subject resolution, the positive endorsement by the Academic Deans at its October 8, 2007, meeting, as well as the recommendation of Provost William Durgin, I am pleased to approve the establishment of the Center for Coastal Marine Sciences (CCMS).

AS Calendar for Winter Quarter

January 8 / Executive Committee

Discussion of academic calendar
Resolution on Diversity Learning Objectives

January 22 / Academic Senate

Kate Lancaster's announcement of sustainability charrette
Provost's report on strategic planning
Resolution on faculty/staff dining (2nd)
Resolution on Women's Studies (1st)
Resolution on Diversity Learning Objectives (1st)

January 29 / Executive Committee

Resolution on teaching associates
Resolution on Library Task Force Report
Resolution on MS BMED

February 12 / Academic Senate

Sandra Ogren's report on advancement
Resolution on Women's Studies (2nd)
Resolution on Diversity Learning Objectives (2nd)
Resolution on teaching associates (1st)

February 19 / Executive Committee

Resolution on Reform of AS Constitution and Bylaws

February 26 / Executive Committee

AS committee chairs report on charges

March 4 / Academic Senate

President's Report
Resolution on teaching associates (2nd)
Resolution on Library Task Force Report (1st)
Resolution on MS BMED (1st)

March 11 / Academic Senate

Special session on campus strategic planning

March 17 – March 31, 2008 / Finals Week and Quarter Break

Expected

Resolution on Reform of USCP
Resolution on MS in Polymers

December 11, 2007

POSITION

California Polytechnic State University is a nationally renowned polytechnic university dedicated to educating a technologically literate citizenry. It is a vibrant community for learning and discovery where the arts, sciences, and technology intersect. Its graduates are poised to be leaders in engineering, agriculture, architecture, the arts and sciences, business, and education.

MISSION

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

VALUES

The pedagogy of “learn by doing”, which is our hallmark, is the foundation for undergraduate and graduate education. As a polytechnic university with a strong emphasis on the liberal arts and interdisciplinary studies, Cal Poly exemplifies the new liberal education and embraces the pursuit of learning outcomes that prepare students for careers and citizenship. Our graduates are proficient in technology, understand its application to culture and society, and aspire to become wise professional and civic leaders. Cal Poly embraces the teacher-scholar model of teaching excellence and substantive engagement in scholarly pursuits.

VISION

Cal Poly will be the premier polytechnic university, rooted in its technological disciplines, dedicated to the application of knowledge, and committed to educational innovation. It will provide superb education and conduct research, scholarship, and creative activity in concert with the California State University mission. Respect for individuals, their diversity, and their ideas will be the cornerstones of the Cal Poly community. A balance of theory and practice exemplified by the “learn by doing” philosophy and implemented through project-based pedagogy will be the curricular foundation. A deep understanding and respect for educational breadth will ensure that the needs of our students in our rapidly evolving global society are met.

Adopted:

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

AS-__-07

RESOLUTION ON FACULTY/STAFF DINING AREA

- 1 WHEREAS, Cal Poly faculty and staff once enjoyed the exclusive use of the Staff Dining
- 2 Room in the Dining Complex (Building 19); and
- 3
- 4 WHEREAS, The Staff Dining Room was the locus of an informal, cross-disciplinary social
- 5 life, bringing together people from different parts of the campus; and
- 6
- 7 WHEREAS, This social life disappeared when the Cal Poly Corporation Campus Dining
- 8 management converted the Staff Dining Room into the Veranda Café, which
- 9 serves students, faculty, and staff; and
- 10
- 11 WHEREAS, No equivalent plans or arrangements for the special needs of faculty and staff
- 12 have been made since the conversion to the Veranda Café ~~for the special needs of~~
- 13 ~~faculty and staff~~; and
- 14
- 15 WHEREAS, A new Associate Vice President of Commercial Services and Executive Director
- 16 of the Cal Poly Corporation has recently been appointed; and
- 17
- 18 WHEREAS, A new Director of Campus Dining has been appointed along with a new executive
- 19 dining staff; and
- 20
- 21 WHEREAS, The Campus Dining organization is at a moment of transition and will be
- 22 preparing a new strategic plan; therefore be it
- 23
- 24 RESOLVED: That the Academic Senate request that the management of Cal Poly Corporation
- 25 Campus Dining address in its strategic plan the exclusive needs of the faculty and
- 26 staff; and be it further
- 27
- 28 RESOLVED: ~~That by the end of this academic year the new Director of Campus Dining be~~
- 29 ~~asked to give a report to the Academic Senate on the status of this request~~ That the
- 30 new Director of Campus Dining be asked to give a report to the Academic Senate
- 31 by the end of this academic year.

Proposed by: Ad Hoc Committee on Conference Center
and Faculty Club

Date: October 29, 2007

Revised: November 2, 2007

Revised: November 13, 2007

Revised: November 20, 2007

Margaret Camuso

To: Academic Senators
Subject: Faculty/Staff Dining

----- Forwarded Message

From: Lawrence R Kelley <lkelley@calpoly.edu>
Reply-To: <lkelley@calpoly.edu>
Date: Mon, 26 Nov 2007 09:07:17 -0800
To: Bruno Giberti <bgiberti@calpoly.edu>
Cc: 'Bonnie Murphy' <bdmurphy@calpoly.edu>, <twelton@calpoly.edu>
Subject: Faculty/Staff Dining

Bruno, thank you for talking with me recently about having the Corporation develop a faculty/staff lunch area on campus. The Campus Dining staff will be working on this idea and we believe that we can come up with a location and program that can be open as soon as next academic year. There is much to consider and we will be developing plans over the next few months. We will let you know the details as they develop.

Larry Kelley
lkelley@calpoly.edu
805/756-2171

----- End of Forwarded Message

Adopted:

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

AS-__-07

**RESOLUTION ON DEPARTMENT STATUS
AND NAME CHANGE FOR WOMEN'S STUDIES PROGRAM**

- 1 WHEREAS, The Women's Studies program is presently an academic unit located in the
2 College of Liberal Arts; and
3
4 WHEREAS, A change in status and name from Women's Studies program to "Department of
5 Women's and Gender Studies" is being proposed; and
6
7 WHEREAS, The functional modifications in changing to department status are provided in the
8 attachment to this resolution; and
9
10 WHEREAS, Said change in status and name has been approved by the College of Liberal Arts
11 Chairs Council and the Academic Deans Council; therefore be it
12
13 RESOLVED: That the Academic Senate of Cal Poly endorse the change in status and name
14 from Women's Studies program to **Department of Women's and Gender**
15 **Studies.**

Proposed by: Cal Poly Women's Studies Program and the
College of Liberal Arts

Date: October 9, 2007

To: William Durgin, Provost and Associate Vice-President
Dean's Council

From: Mary A. Armstrong, Director of Women's Studies
Women's Studies Faculty Board (See Appendix A: WS Faculty Board)

Re: Departmental Status for Women's and Gender Studies

Date: October 4, 2007

Section I: Proposal and Rationale

This is a proposal to change the institutional status of Women's Studies from program to department and amend the name "Women's Studies" to "Women's and Gender Studies." The proposal is predicated mainly on the following factors, each of which is addressed in detail in Section II:

1. **Structurally and institutionally, Women's Studies already currently operates as an independent, departmental-level entity.**
2. **Women's Studies serves hundreds of students and many university programs every AY** by offering a broad spectrum of General Education and USCP courses and multiple major/minor support courses, engaging the multi-disciplinary talents of faculty as instructors and affiliates, and serving a growing core of Women's Studies Minors.
3. **Departmental status will allow Women's Studies to hire its own faculty** without being entirely relegated (as is the case now) to jointly-appointed faculty whose principle affiliations are always fractured and partially located elsewhere.
4. **Departmental status will enable Women's Studies to formulate pedagogical and scholarly principles through the development of RPT standards and processes.** Departmental status will hence promote the excellence of Women's Studies and facilitate coherent long-term planning and program assessment.
5. **Departmental status will empower Women's Studies to more effectively advance the mission of the university, fostering diversity, promoting interdisciplinary work and providing critical support in STEM areas.** Women's Studies has a unique and central role in Cal Poly's mission. It is singularly positioned to positively address issues of diversity in the curriculum, campus climate, interdisciplinary teaching and learning, and the intersection of gender issues with STEM areas.

This proposal does not entail any curricular changes. It does not require a reallocation of resources within the College of Liberal Arts or the reassignment of any current faculty. Changes will be internal to the College of Liberal Arts. This proposal does not advocate the formation of a Women's Studies major at this time. Modifications will be: a change in the title of "Women's Studies Program" to "Women's and Gender Studies Department" and a change in the title of the head of Women's Studies from "director" to "chair."

II. Factors Related to Departmental Status

1. Structurally and institutionally, Women's Studies already operates as an independent, departmental-level entity.

Women's Studies is a free-standing entity within the College of the Liberal Arts and operates with department-level autonomy. Women's Studies is self-governed by its teaching faculty and has a faculty Director; the Director of Women's Studies has a permanent seat on the College of Liberal Arts Chairs Council where Women's Studies carries a full departmental vote. Women's Studies has its own operating, programming, and discretionary budgets. It is housed within its own office space, which is staffed by the Women's Studies Administrative Support Coordinator (ASC-I) and student assistants.

The program independently schedules and runs its own courses under the Women's Studies prefix (WS) throughout the academic year; summer courses are offered, as well. Women's Studies develops and maintains its own curriculum packages and is responsible for tracking enrollments and maintaining appropriate SCU counts. Women's Studies works with College of Liberal Arts Advancement on support initiatives and represents itself on grant applications. The program shares joint tenure-track lines across the college and internally hires its own lecturers. Unlike most other minor programs—such as the minor in Dance (located within the Theatre and Dance Department) or the minor in Religious Studies (located within the Philosophy Department)—Women's Studies is structurally autonomous.

2. Women's Studies serves hundreds of students and many university programs every AY by offering a broad spectrum of General Education and USCP courses, offering multiple major/minor support courses, engaging the talents of many faculty as instructors and affiliates, and serving a growing core of Women's Studies Minors.

General Education and USCP courses

The vast majority of Women's Studies courses are designated as General Education and/or USCP courses (See Appendix B: Women's Studies Core Curriculum). Based on projections for the coming year and taking our two new tenure-track joint hires into account, Women's Studies projects it will provide upper division **GE credit to approximately 528 students during the 07-08 AY. These numbers include 192 (Area C), 240 (Area D) 96 (Area F) and 523 (USCP).** (See Appendix C: WS GE and USCP P Projected Enrollments 07-08).

Major and Minor Program Support

Women's Studies serves hundreds of students across the university every year by offering support courses for 5 majors, 4 minors, and 2 graduate programs. (See Appendix D: WS Major and Minor Support Courses).

Faculty

Faculty with research and teaching expertise in the areas of gender and sexuality have a unique forum for pedagogical and intellectual development in Women's Studies. **In addition to four jointly-appointed faculty, 21 non-formally appointed faculty from 9 departments currently teach Women's Studies** core and elective courses on an *ad hoc* basis. Additionally, **almost 70 Cal Poly faculty have self-identified as Women's Studies Affiliates.** Women's Studies is at the heart of the university's interdisciplinary mission. (See Appendix E: WS All Faculty and Appendix F: WS Affiliated Faculty).

Women's Studies Minors

Women's Studies serves a core group of Women's Studies minors, who represent a proportionally small but important part of the program's engagement with students. The Minors illustrate the growing intensity of interest in Women's Studies: since 2000-2001, the number of students involved in the minor has moved from 2 to our current average of around 30-35 (See Appendix G: WS Minors Growth 2000-2007)

3. Departmental status will allow Women's Studies to hire its own faculty without being entirely relegated (as is the case now) to jointly-appointed faculty whose principal affiliations are always located elsewhere.

Because "partial hires" are the only option for a non-department, 4 faculty hires (all of whom have tenure/track responsibilities elsewhere) have created only 1.33 permanent FTEF for Women's Studies. Appointed Women's Studies faculty are organized thusly:

English Department (Tenure Home)	<table border="1"> <tr><td>Women's Studies Director</td></tr> <tr><td>Administrative Leave</td></tr> </table>	Women's Studies Director	Administrative Leave	Women's Studies
Women's Studies Director				
Administrative Leave				
Philosophy Department (Tenure Home)		Women's Studies		
Philosophy Department (Tenure Home)		Women's Studies		
Ethnic Studies Department (Tenure Home)		Women's Studies		

These appointments are supplemented by one additional base FTEF that Women's Studies is granted annually. This FTEF enables the program to "hire" additional faculty from other departments on an *ad hoc* basis.

There are serious disadvantages to continuing to organize Women's Studies through partial hires (and, when possible, *ad hoc* additional teaching) including:

- a) The permanent second-class status of a program without its own faculty will ensure that gender is permanently marked as a "secondary" area of academic inquiry and pedagogy. This is especially evident when Women's Studies is compared to Ethnic Studies, which has held departmental status since 1994.
- b) The administrative-intensive work of joint hires is excessively laborious, from the complex joint hiring process to scheduling difficulties to potential problems concerning the "value" of Women's Studies work in terms of a faculty member's candidacy for tenure and/or promotion in his/her home department.
- c) The "doubled" and notoriously heavy service responsibilities of joint appointments are especially challenging for Women's Studies faculty. The National Women's Studies Association (NWSA) summarizes:

Faculty members in Women's Studies experience service obligations that are heavier than normal. Women's Studies faculty are called upon to provide expertise for many other academic units . . . those with joint appointments need to advise students, attend meetings, and serve on committees in two academic units (Statement of the Governing Council of the NWSA, 2000).

Lack of departmental status generates barriers and difficulties for Women's Studies on multiple levels, creating obstacles to its perceived intellectual viability, hindering and complicating its administrative processes, and increasing the workload of its faculty.

4. Departmental status will enable Women's Studies to formulate pedagogical and scholarly principles through the development of RPT standards and processes. Departmental status will hence promote the excellence of Women's Studies and facilitate coherent long-term planning and program assessment.

Because Women's Studies is independent yet unable to support full lines or grant tenure/promotion, it is effectively blocked from engaging in those processes which are critical to an effective educational unit, ie, developing criterion for scholarly and pedagogical excellence (specifically, standards for teaching, research and service). Self-sufficient yet lacking department status, Women's Status cannot exercise the control needed to form a coherent vision of its own future.

Women's Studies is also hindered from developing external goals or engaging in long-range planning or assessment relative to the CLA and/or the university. Whereas departments can envision and create a course of study over time, Women's Studies

cannot similarly plan and coordinate its curriculum and courses. Because all future (joint) hires occur in terms of the plans of other departments, Women's Studies cannot coherently strategize in the long term or develop effective outcomes assessment. It can only "react."

With the status and stability provided by departmental status, long-term planning and effective program assessment would be achievable. Plans for a Women's and Gender Studies Department could, of course, follow either a no/slow-growth or growth model. But the critical element here is that there would be sufficient stability for long-range planning. (See Appendix H: Sample 5 Year Plan for Women's and Gender Studies).

5. Departmental status will empower Women's Studies to more effectively advance the mission of the university, foster diversity, promote interdisciplinary work and provide critical support in STEM areas. Women's Studies can play a unique and central role in Cal Poly's mission. It is singularly positioned to positively address issues of diversity in the curriculum, campus climate, interdisciplinary teaching and learning, and the intersection of gender issues with STEM areas.

The 2007 Cal Poly Mission Statement affirms that a Cal Poly education should be co-curricular where possible and fundamentally connected to diversity, civic engagement, and principles of social responsibility—an educational approach that is reflected in the core of Women's and Gender Studies:

As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

(<http://www.president.calpoly.edu/mission.asp>)

The Cal Poly Strategic Plan repeatedly states that the educational mission of the university requires that academic programs address gender issues:

1.10.1 Cal Poly shall require for graduation, successful completion of course work that focuses on the issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.

1.10.2 Cal Poly shall ensure that the content of courses across the curriculum include relevant issues of gender and cultural and racial pluralism, including social, political, and religious similarities and differences among societies.

(Cal Poly Strategic Plan <http://www.president.calpoly.edu/plans.asp?pid=1>, author's emphasis)

However, despite the consistent and clear emphasis on curricular diversity and student learning in terms of *both* gender *and* race/ethnicity, Women's Studies continues to hold programmatic status. (This is notable when compared to Ethnic Studies, a small interdisciplinary program that became a department after only two years of existence, in 1994). Departmental status for Women's Studies will clearly convey that research and teaching addressing gender are also central to the university mission and to student learning, and that gender equity is every bit as important as racial and ethnic diversity.

Gender disparities and the non- or low-rate participation of women (specifically, in STEM fields) remain critical problems at Cal Poly, as is the case at many polytechnic universities. Women's Studies is precisely the academic unit best positioned to encourage the exploration of curricular and intellectual issues involved in creating a welcoming climate and increase participation and retention of women students and faculty, especially in the STEM areas. Departmental status for Women's Studies would grant both the stability and institutional status needed to engage in the development of new (especially STEM-related) courses. Departmental status would enable Women's Studies to envision courses that speak directly to curricular diversity, make hires as appropriate to long-term plans, and create interdisciplinary curricular ventures in which faculty who work on gender (especially) in STEM fields could find collegial and practical support.

Given the increased importance of interdisciplinary teaching, learning and research at Cal Poly, it is also important to note that Women's Studies is intrinsically interdisciplinary. From the Cal Poly Women's Studies Mission Statement (2001):

Women's Studies is an interdisciplinary academic field which focuses on issues of gender, examines the contributions and status of women, and seeks to broaden the academic interrogation of sex roles and gender ideals. It enables students to analyze how gender and sexuality, along with race, class and ethnicity (as well as other markers of identity), shape women's and men's lives (Cal Poly Women's Studies Mission Statement <http://www.calpoly.edu/~womst/>).

Finally, it is worth noting that emphasis on and support for Women's Studies is strongly reflected throughout the CSU system. Of the 23 campuses, all but 3 have Women's Studies (the new campuses of Channel Islands and Monterey Bay are currently developing gender studies curricula and offering classes; only the Maritime Academy has nothing in this area). The majority of CSU Women's Studies units are departments (11). All CSU campuses with Women's Studies have minors (20), the majority (14) have majors. See Appendix I: Women's Studies in the CSU: System Overview.

IV. Institutional Status and Naming Practices for Women's [and Gender] Studies

Since the 1970s, "Women's Studies" has been the most common name for interdisciplinary academic programs that focus on issues of gender. Over the last decade, the titles of many Women's Studies departments have changed to accommodate an expanded range of inquiry, including sexuality issues and issues of maleness and masculinity. Sometimes the title "Women's Studies" is maintained to acknowledge a still-ongoing mission of Women's Studies: to work towards insuring the inclusion of women at every level of inquiry, every level of pedagogy, and at every level of the production of knowledge. On the other hand, increasing use of an expanded title reflects the new areas of growth represented in a dynamic field. In changing from "Women's Studies" to "Women's and Gender Studies" the Cal Poly Women's Studies Faculty Board wishes to both affirm its commitment to the historic goals of access and inclusivity for women, as well as to acknowledge the newer areas of gender and sexuality studies in which its faculty and its students are actively engaged.

Concluding Summary

Women's Studies at Cal Poly is an autonomous unit that, for many intents and purposes, already acts as a department. It offers a wide array of courses, the vast majority of which are General Education and/or USCP and many of which support various majors and minors. Women's Studies serves hundreds of students every year.

Over the last five years, Women's Studies has experienced considerable growth in faculty, in courses offered, and in students served—and now Women's Studies is at a critical juncture. There is no doubt that a Department of Women's and Gender Studies could have an important and extremely productive role at polytechnic university that is committed to excellence, curricular diversity, and progress (especially in areas such as diversity and parity in the STEM disciplines). But the extent to which Women's Studies can fill its vital role in any vision of a progressive polytechnic university now depends on it being given the stability and status needed to make its important contributions. The value of Women's Studies to Cal Poly can be significant, but only if it is allowed to take a form in which it can set standards for excellence, envision its own future, establish long-range plans, assess itself, and dynamically address critical issues. If Women's Studies is empowered to reach its full potential, it will not only benefit research and teaching in areas related to gender, but it will substantiate and advance the overall mission of the university as a whole.

List of Appendices

- Appendix A: WS Faculty Board
- Appendix B: WS Core Curriculum
- Appendix C: WS GE and USCP Projected Enrollments 07-08
- Appendix D: WS Major and Minor Support Courses
- Appendix E: WS All Faculty
- Appendix F: WS Affiliated Faculty
- Appendix G: WS Minors Growth 2000-2007
- Appendix H: Sample 5 Year Plan for Women's and Gender Studies
- Appendix I: Women's Studies in the CSU: System Overview

Appendix A: Women's Studies Faculty Board

2007-2008 Women's Studies Faculty Board

Last	First	Home Department	E-mail
Armstrong	Mary	English/Women's Studies Director	maarmstr@calpoly.edu
Burn	Shawn	Psychology	sburn@calpoly.edu
Engle	Patrice	Psychology	pengle@calpoly.edu
Fern	Rachel	Philosophy/Women's Studies	rfern@calpoly.edu
Kuhn	Devin	Philosophy/Women's Studies	dkuhn@calpoly.edu
Lehr	Jane	Ethnic Studies/Women's Studies	jlehr@calpoly.edu
O'Bryant	Camille	Kinesiology	cobryant@calpoly.edu
Shea	Christine	Communication Studies	cshea@calpoly.edu
Wetzel	Jean	Art & Design	jwetzel@calpoly.edu
Williams	Jean	Political Science	jemwilli@calpoly.edu

Women's Studies Minor Student Progression Chart

REQUIRED COURSES (20 Units)

WS 301	Introduction to Women's Studies (GE D5, USCP)(4)	4
WS 450	Feminist Theory (USCP)(4)	4

Level A – Select One 4

PSY 314	Psychology of Women (4)	
SOC 311	Sociology of Gender (4)	
WS/RELS 370	Religion, Gender and Society (GE C4, USCP)(4)	

Level B – Select One 4

WS 350	Gender, Race, Science and Technology (GE F, USCP)(4)	
WS/HIST 434	American Women's History to 1870 (4)	
WS/HIST 435	American Women's History from 1870 (USCP)(4)	

Level C – Select One 4

WS 311	Women In Cross Cultural Perspectives (GE D5)(4)	
WS 340	Sexuality Studies (GE D5)(4)	
WS 401	Seminar in Women's Studies(4)	

ELECTIVE COURSES (8 Units) 8

Minors must take 8 units of electives. A list of courses that currently qualify as Women's Studies electives can be found at:
<http://www.calpoly.edu/~womst/courses.htm>

Total Units Needed for Women's Studies Minor 28

This version of the WS Minor was approved for the 2007-2009 curriculum cycle by the Women's Studies Advisory Board.

2007-2008 Enrollment Projections

Fall 2007

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 301-02	D5	Yes	4	35	140
WS 340-01	D5	No	4	30	120
WS/ES 350-70	F	Yes	4	32	128
WS/RELS 370-70	C4	Yes	4	32	128
WS/RELS 370-71	C4	Yes	4	32	128

Winter 2008

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 311-01	D5	No	4	35	140
WS/ES 350-70	F	Yes	4	32	128
WS/RELS 370-70	C4	Yes	4	32	128
WS/RELS 370-71	C4	Yes	4	32	128
WS/HIST 435-70	n/a	Yes	4	30	120

Spring 2008

<i>Course</i>	<i>GE</i>	<i>USCP</i>	<i>Units</i>	<i>Enrollment</i>	<i>SCU</i>
WS 301-01	D5	Yes	4	35	140
WS 301-01	D5	Yes	4	35	140
WS/ES 350-70	F	Yes	4	32	128
WS/RELS 370-70	C4	Yes	4	32	128
WS/RELS 370-71	C4	Yes	4	32	128
WS 450-01	n/a	Yes	4	30	120

TOTAL No. of GE WS Courses 16

TOTAL No. of WS Courses 18

TOTAL ENROLLMENT (ALL) 588

TOTAL GE Enrollment 528

Subtotal GE Enrollment by Area

Area C 192

Area D 240

Area F 96

TOTAL USCP Enrollment 523

TOTAL SCU 2352

Appendix D: Women's Studies Major²⁴ and Minor Program Support Courses

Cal Poly Women's Studies

<u>WS Course #/Title</u>	<u>Department</u>	<u>Major Support</u>	<u>Minor Support</u>
WS/ART 316 Woman as Subject and Object in Art History	Art and Design	Core course for the BFA	Elective for Art Minor
WS 450 Feminist Theory	English	Non-literature elective for BA in English*	
WS/ES 350 Gender, Race, Science and Technology	Comparative Ethnic Studies	Required course for the BA in Comparative Ethnic Studies	Elective for the Ethnic Studies Minor
WS/HIST 434 American Women's History to 1870	History	Elective for the BA in History**	Elective for the History Minor
WS/HIST 435 American Women's History from 1870	History	Elective for the BA in History**	Elective for the History Minor
WS 450 Feminist Theory	Philosophy	Elective for the BA in Philosophy	
WS/RELS 370 Religion, Gender and Society	Philosophy/Religious Studies		Required course for the Religious Studies Minor

* Can serve as a non-literature elective for the MA in English

**Can serve as an elective for the MA in History

Elective courses for the Minor in Women's Studies can be taken in 9 departments: Ethnic Studies, English, Kinesiology, Music, Political Science, Psychology and Child Development, Social Sciences, Speech Communication, and Theater.

Appendix E: All Women's Studies Faculty

2007-2008 All Women's Studies Faculty

WS Appointed Faculty

Last	First	Home Department	E-mail	Core Course	Elective Course
Armstrong	Mary	Women's Studies Director/English	maarmstr@calpoly.edu	WS 301, WS 340, WS 450	ENGL 345
Fern	Rachel	Women's Studies/Philosophy	rfern@calpoly.edu	WS 301, WS 450	PHIL 336
Kuhn	Devin	Women's Studies/Philosophy	Devin.Kuhn@cgu.edu	WS/RELS 370	
Lehr	Jane	Women's Studies/Ethnic Studies	jlehr@vt.edu	WS/ES 350	

WS Core Course Faculty

Last	First	Home Department	E-mail	Core Course	Elective Course
Burn	Shawn	Psychology	sburn@calpoly.edu	WS 311	
Cairns	Kathleen	History	kcairns@calpoly.edu	WS/HIST 435	
Engle	Patrice	Psychology	pengle@calpoly.edu	WS 311	
Helmbrecht	Brenda	English	bhelmbre@calpoly.edu	WS 301	ENGL 469
King	Laura	Psychology	lking@calpoly.edu	PSY 314	
Mori	Barbara	Social Science	bmori@calpoly.edu	SOC 311	SOC 351
Shea	Christine	Communication Studies	c Shea@calpoly.edu	WS 301, WS 401	COMS 421
Williams	Jean	Political Science	jemwilli@calpoly.edu	WS 301	POLS 310
Zulfacar	Mahlia	Ethnic Studies	mzulfaca@calpoly.edu	WS 401	

-25-

WS Elective Course Faculty

Last	First	Home Department	E-mail	Core Course	Elective Course
Halisky	Linda	College of Liberal Arts Dean/English	lhalisky@calpoly.edu		ENGL 459
Jackson	Lorraine	Communication Studies	ljackson@calpoly.edu		COMS 421
Lucas	Nancy	English	nlucas@calpoly.edu		ENGL 345
MacCurdy	Carol	English	cmaccurd@calpoly.edu		ENGL 349
Malkin	Pamela	Theater and Dance	pmalkin@calpoly.edu		TH 310
McLamore	Alyson	Music	amclamor@calpoly.edu		MU 328
O'Bryant	Camille	Kinesiology	cobryant@calpoly.edu		KINE 323
Rubba	Joanna	English	jrubba@calpoly.edu		ENGL 495
Rummell	Kathryn	English	krummell@calpoly.edu		ENGL 449
Schwartz	Deborah	English	dschwartz@calpoly.edu		ENGL 439
Trice	Tom	History	ttrice@calpoly.edu		HIST 458
Valle	Victor	Ethnic Studies Chair	vvalle@calpoly.edu		ES 300

Appendix F: Women's Studies Affiliated Faculty

Cal Poly Women's Studies Affiliated Faculty 2007 - 2008 by College

Last	First	Department	College	Office Ext.	E-mail	Office Location
Doyle	D.G.	City Regional Planning	CAED	6-2285	dgdoyle@calpoly.edu	34-236
Alptekin	Sema	Industrial & Manufacturing Engineering Chair	CENG	6-5992	salpteki@calpoly.edu	26-103A
Chen	Katherine	Materials Engineering	CENG	6-6634	kcchen@calpoly.edu	12-107F
Liddicoat	Albert	Electrical Engineering	CENG	6-5217	aliddico@calpoly.edu	20-318
Vakalis	Ignatios	Computer Science	CENG	6-6285	ivakalis@calpoly.edu	14-254
Yu	Helen	Electrical Engineering	CENG	6-2441	xhyu@calpoly.edu	20-311
Pompa	Rudy	Agribusiness	COA	6-5020	rpompa@calpoly.edu	22-209
Qenani-Petrela	Eivis	Agribusiness	COA	6-5035	eqenanip@calpoly.edu	22-301
Demsetz	Elizabeth	Physics	COSAM	6-2448	edemsetz@calpoly.edu	52-D37
Elrod	Susan	Biological Science	COSAM	6-2875	selrod@calpoly.edu	33-379
Fidopiastis	Pat	Biological Science	COSAM	6-2883	pfidopia@calpoly.edu	33-376
Glassmeyer	Sonja	Kinesiology	COSAM	6-2203	sglassme@calpoly.edu	43-373
Hynes-Dusel	Joanne	Kinesiology	COSAM	6-2545	jhynesdu@calpoly.edu	43-453
Malik	Mary	Biological Science	COSAM	6-2788	mmalik@calpoly.edu	33-281
O'Bryant	Camille	Kinesiology	COSAM	6-1787	cobryant@calpoly.edu	43A-367
Ouellette	Michelle	Physics	COSAM	6-1357	mouellet@calpoly.edu	52-E39
Tomanek	Lars	Biological Science	COSAM	6-2788	ltomanek@calpoly.edu	33-281
Ney	Cheryl	Associate Vice Provost Academic Programs	N/A	6-2246	cney@calpoly.edu	1
Allen	Regulus	English	CLA	6-2596	rlallen@calpoly.edu	47-32E
Allen	Teresa	Journalism	CLA	6-6068	tallen@calpoly.edu	26-24
Armstrong	Mary	English/Women's Studies Director	CLA	6-2529	maarmstr@calpoly.edu	47-36L
Bain	Alex	English	CLA	6-5757	abain@calpoly.edu	47-35P
Bennett	Penny	Graphic Communications	CLA	6-2408	pkbennet@calpoly.edu	26-208
Burn	Shawn	Psychology & Human Development	CLA	6-2934	sburn@calpoly.edu	47-23C

Appendix F: Women's Studies Affiliated Faculty

Cal Poly Women's Studies Affiliated Faculty 2007 - 2008 by College

Last	First	Department	College	Office Ext.	E-mail	Office Location
Cairns	Kathleen	History	CLA	6-2863	kcairns@calpoly.edu	47-25N
Call	Lewis	History	CLA	6-2672	lcall@calpoly.edu	47-25M
Cotkin	George	History	CLA	6-2763	gcotkin@calpoly.edu	47-25A
Den Otter	Ron	Political Science	CLA	6-6147	rdenotte@calpoly.edu	47-11R
Engle	Patrice	Psychology & Child Development	CLA	6-2914	pengle@calpoly.edu	47-23F
Fagan	Kevin	Modern Languages and Literatures	CLA	6-2750	kfagan@calpoly.edu	47-26B
Fern	Rachel	Philosophy/Women's Studies Program	CLA	6-2330	rfern@calpoly.edu	47-34R
Firpo	Christina	History	CLA	6-2834	cfirpo@calpoly.edu	47-27A
Gillette	David	English	CLA	6-2331	ddgillet@calpoly.edu	47-14H
Halisky	Linda	English	CLA	6-2596	lhalisky@calpoly.edu	47-32D
Helmbrecht	Brenda	English	CLA	6-2178	bhelmbre@calpoly.edu	47-35F
Hennessee	David	English	CLA	6-2596	dhenness@calpoly.edu	47-32E
Hewitt	Crissa	Art & Design	CLA	6-2046	chewitt@calpoly.edu	34-124
Jipson	Jennifer	Psychology & Child Development	CLA	6-2611	jjipson@calpoly.edu	47-21B
Jovanovic	Jasna	Psychology & Child Development	CLA	6-2854	jjovanov@calpoly.edu	47-21N
Keeseey	Doug	English	CLA	6-2596	dkeeseey@calpoly.edu	47-32D
Kennelly	Brian	Modern Languages and Literatures	CLA	6-2889	bkennell@calpoly.edu	47-28
King	Laura	Psychology & Child Development	CLA	6-6131	lking@calpoly.edu	47-21Q
Kuhn	Devin	Philosophy/Women's Studies Program	CLA	6-2042	Devin.Kuhn@cgu.edu	
Lehr	Jane	Ethnic Studies/Women's Studies Program	CLA	6-1707	jlehr@vt.edu	
Long	Dianne	Political Science	CLA	6-5717	dlong@calpoly.edu	47-14C
Lovaglio	Enrica	Art & Design	CLA	6-2446	elovagli@calpoly.edu	34-163
Lucas	Nancy	English	CLA	6-2974	nluucas@calpoly.edu	47-34F

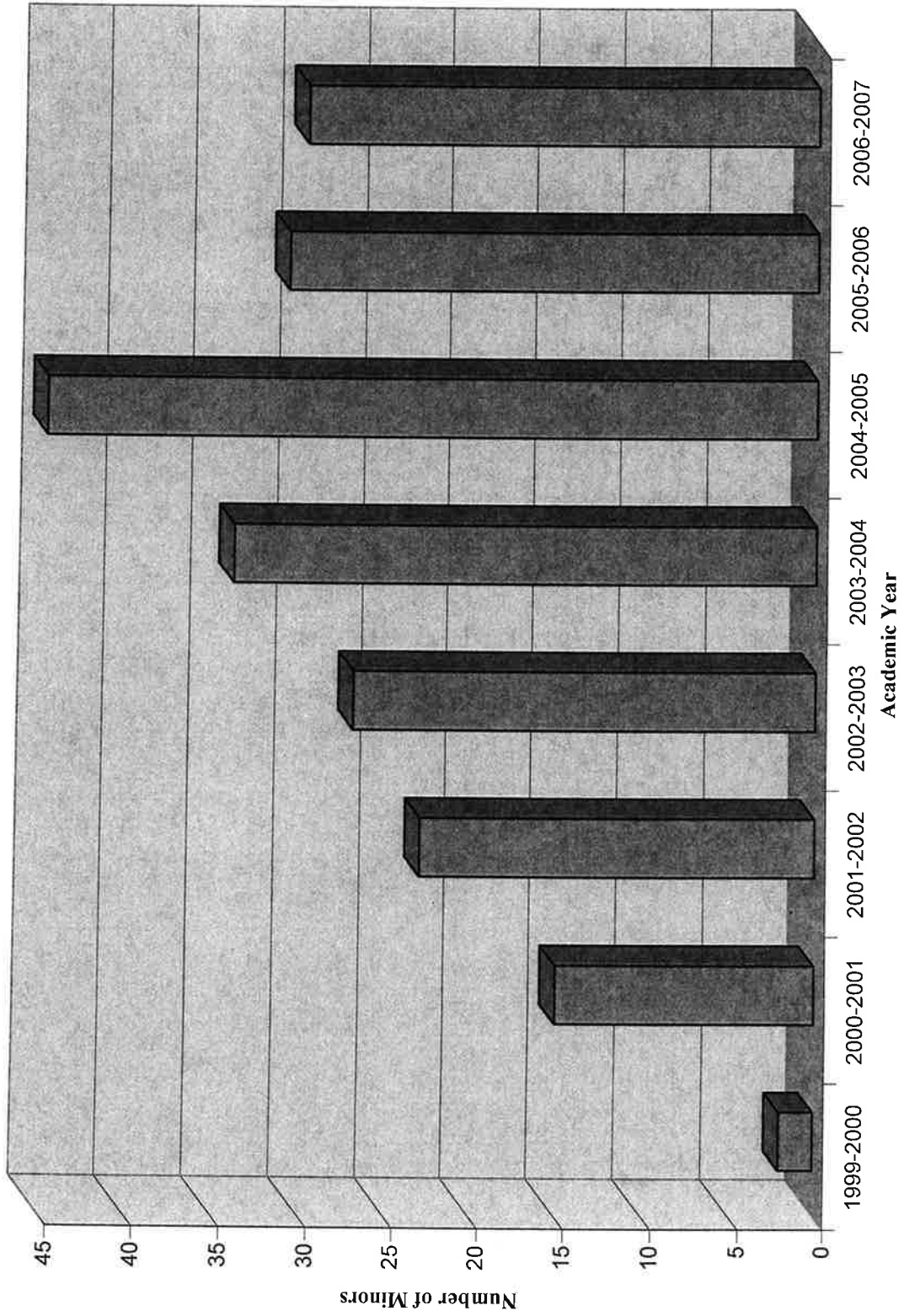
Cal Poly Women's Studies Affiliated Faculty 2007 - 2008 by College

Last	First	Department	College	Office Ext.	E-mail	Office Location
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Appendix F: Women's Studies Affiliated Faculty

MaeCurdy	Carol	English	CLA	6-2141	emaccard@calpoly.edu	47-26F
Maiklin	Pam	Theatre & Dance	CLA	6-6701	pmalkin@calpoly.edu	45-103
McLamore	Alyson	Music	CLA	6-2612	amclamor@calpoly.edu	45-132
Mori	Barbara	Social Science	CLA	6-6261	bmori@calpoly.edu	47-13D
Morgan	Jane	Women's Studies Program	CLA	6-6701	jmorgan@calpoly.edu	34-226
Pedrotti	Jennifer	Psychology & Child Development	CLA	6-2644	jpiedrotti@calpoly.edu	47-21C
Petry-Covey	Marnie	English	CLA	6-2143	mpetry@calpoly.edu	47-35D
Richison	Jeannine	English	CLA	6-2134	jrchiso@calpoly.edu	47-35L
Rong	Xiaoying	Graphic Communications	CLA	6-2027	xrong@calpoly.edu	26-209A
Rubba	Johanna	English	CLA	6-2184	jrubba@calpoly.edu	47-35B
Rucas	Stacey	Social Science	CLA	6-1374	srucas@calpoly.edu	47-12B
Rummell	Kathryn	English	CLA	6-2142	krummell@calpoly.edu	47-32A
Russell	Craig	Music	CLA	6-1547	crussell@calpoly.edu	45-121
Schwartz	Debra	English	CLA	6-2636	dschwartz@calpoly.edu	47-35G
Shea	Christine	Communication Studies	CLA	6-2909	eshea@calpoly.edu	47-36F
Sweat	Lisa	Psychology & Child Development	CLA	6-6123	lsweatt@calpoly.edu	47-21A
Teitelbaum	Jeremy	Communication Studies	CLA	6-2869	jteitelb@calpoly.edu	47-36Q
Trice	Thomas	History	CLA	6-2724	ttrice@calpoly.edu	47-25P
Valle	Victor	Ethnic Studies	CLA	6-2827	vvalle@calpoly.edu	38-138
Velasquez	Gloria	Modern Languages & Literatures	CLA	6-2992	gvelasqu@calpoly.edu	47-26D
Waitinas	Catherine	English	CLA	6-2136	cwaitina@calpoly.edu	47-32E
Wetzel	Jean	Art & Design	CLA	6-1272	jwetzel@calpoly.edu	34-147
Williams	Jean	Political Science Chair	CLA	6-7168	jemwilli@calpoly.edu	47-11F

Appendix G: Women's Studies Minors



Appendix H: Women's Studies 5 Year Plan

Women's Studies 5 Year Plan

06/7	07/8	08/9	09/10	10/11	11/12
Armstrong (2/3)	Armstrong (2/3)] Admin/Theory	→	Interdisciplinary LGBT Course Development → → Gill Internships in LGBT Politics/Policy? [70K proposal currently under review]		
					<i>LGBT Studies Minor Or Concentration</i>
Fern (1/3)	Fern (1/3) Philosophy]		→	→	
	Kuhn (1/3) Religion/Ethics]		→	→] Development in Liberal Arts continues →
	Lehr (1/3) Gender and STEM Ed]				
]→	Develop core curriculum for	
]→	Gender, Science and Tech Minor	
		*Full Line Hire →]]		<i>Gender, Science, Tech Minor or Concentration</i>
	<u>DEPT STATUS</u>]				→
	Add Internship model to WS Curriculum		Applied Internship component		→
	STEM THINK TANK (WS)	→	→		
	STEM Curricular Development (WS)	→			
	ADVANCE Grant Project (N. Sungar)	→	[NSF Funding Possible]		
					Begin conceptualizing Gender, Global Sustainability *Full Line Hire. →
10 courses/AY	18 courses	18 courses	27 courses	27 courses	27 courses

Appendix I: Overview of Women's Studies in the CSU

2006-2007

<u>CSU</u>	<u>Name of Program</u>	<u>Minor</u>	<u>Major</u>	<u>Masters</u>	<u>Director/Coordinator</u>	<u>Contact Information</u>	<u>Comments</u>	<u>Program/Dept.</u>
Bakersfield	Women and Gender Studies Program	X			Constance Orliski	cortiski@csusb.edu		P
Channel Islands	NONE							n/a
Chico	Women's Studies	X	X		Dr. Susan Place			D
Dominguez Hills	Women's Studies Program	X			Dr. Clare Weber	cweber@csudh.edu		P
East Bay	Women's Studies Program	X			Dr. Patricia Guthrie			P
Fresno	Women's Studies	X	X		Dr. Loretta Kensing	karenlo@csufresno.edu		D
Fullerton	Women's Studies	X	X		Renae Bredin	rbredin@fullerton.edu		D
Humboldt	Women's Studies Program	X	X		Dr. Kim Berry	kb14@axe.humboldt.edu		P
Long Beach	Women's Studies	X	X		Dr. Elyse Blankley	blankley@csulb.edu		D
Los Angeles	Women's and Gender Studies	X	X					P
Maritime Academy	NONE							n/a
Monterey Bay	WS within the Human Communication Major	X*	X*		Unavailable		*Offered only as a concentration for the Human Communication Major	
Northridge	Women's Studies	X	X		Dr. Nayereh Tohdi	nayereh.tohdi@csun.edu		D
Pomona	Ethnic and Women's Studies Department	X*	X*		Dr. Patricia de Freitas	pdefreitas@csupomona.edu	*Offered only as a concentration for the Gender, Ethnicity, and Multicultural Studies Major	D
Sacramento	Women's Studies	X	X*	X*	Dr. Rita Cameron	cameronwedding@csus.edu	* "Special" Major/"Special" Major Graduate Programs Offered	D
San Bernardino	Women's Studies Program	X			Dr. Aurora Wolfgang	aurora@csusb.edu		P
San Diego	Women's Studies	X	X	X	Dr. Bonnie Kime Scott	bkscott@mail.sdsu.edu		D
San Francisco	Women's Studies	X	X	X	Dr. Loretta Stec	woms@sfsu.edu		D
San Jose	Women's Studies Program	X	X		Dr. Shahin Gerami	soes@sjsu.edu		P
San Luis Obispo	Women's Studies Program	X			Dr. Mary Armstrong	maarmstr@calpoly.edu		P
San Marcos	Women's Studies	X	X		Dr. Linda Pershing	Lpershing@csusm.edu		D
Sonoma	Women's and Gender Studies	X	X		Nan Alamilla Boyd	nan.alamilla_boyd@sonoma.edu		D
Stanislaus	Gender Studies Program	X			Dr. Beisy Eudey	Beudey@csusran.edu		P

Adopted:

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

AS-___-08

**RESOLUTION ON
DIVERSITY LEARNING OBJECTIVES**

- 1 WHEREAS, The Cal Poly Mission Statement declares that the University values cultural and intellectual
2 diversity; and
3
- 4 WHEREAS, The University Learning Objectives state that all Cal Poly graduates should be able to make
5 reasoned decisions based on a respect for diversity; and
6
- 7 WHEREAS, The Cal Poly Academic Senate has affirmed the academic value of diversity (AS-505-98);
8 and
9
- 10 WHEREAS, The Academic Senate has created the Cal Poly Statement on Diversity (AS-506-98), which
11 is included in the catalog and posted on the Academic Programs web site and which includes
12 a definition of diversity; and
13
- 14 WHEREAS, We all understand that the awareness of diversity and its value can be increased both through
15 the curriculum and through extra-curricular activities; and
16
- 17 WHEREAS, The campus has been active in organizing and promoting extra-curricular activities to
18 increase student awareness of diversity and its value; and
19
- 20 WHEREAS, Cal Poly's Diversity in the Curriculum Task Force recommended the adoption of Diversity
21 Learning Objectives in a January 2004 report; and
22
- 23 WHEREAS, The Academic Senate Curriculum Committee, with input from Ethnic Studies, Women's
24 Studies, and the University Diversity Enhancement Council has created the attached
25 Diversity Learning Objectives; and
26
- 27 WHEREAS, While there are several diversity requirements in the curriculum, there are no campus
28 diversity learning objectives; therefore be it
29
- 30 RESOLVED: That the Diversity Learning Objectives shall be considered an addendum to the University
31 Learning Objectives; and be it further
32
- 33 RESOLVED: That satisfying the Diversity Learning Objectives shall be the responsibility of every
34 academic program.

Proposed by: Academic Senate Curriculum Committee
Date: December 19, 2007

DIVERSITY LEARNING OBJECTIVES

(December 19, 2007)

All students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect for diversity as defined in the Cal Poly Statement on Diversity, which is included in the catalog and posted on the Academic Programs web site. They should be able to:

1. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own
2. Demonstrate an understanding of the relationship between diversity, inequality, and social/political power both in the United States and globally
3. Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
4. Understand that an integral element of learning and decision-making is consideration of diverse perspectives



ACADEMIC PROGRAMS

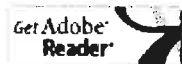
California Polytechnic State University, San Luis Obispo, CA 93407

Search the **Academic Programs** Web site

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- :: [Who We Are](#)
- :: [What's New](#)
- :: [Academic Policies](#)
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- :: [Calendar](#)
- :: [Catalog](#)
- :: [Curriculum Handbook](#)
- :: [Forms](#)
- :: [Instructionally Related Activities \(IRA\)](#)
- :: [Special Initiatives](#)

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Academic Policies

CAL POLY STATEMENT ON DIVERSITY*

**The definition of diversity is specifically inclusive of, but not limited to, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation.*

At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), "the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world." In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum, and the cocurricular programs of the University.

- As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among ... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich

learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.

- Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it must signal the importance of diversity to the Cal Poly mission, to the institutional culture, and to our teaching and learning environment in clear and unambiguous terms.

Thus, the University community (its students, faculty, and staff), the curriculum, and the co-curricular environment must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms-racial, ethnic, cultural, gender, geographic, socioeconomic, etc.-will students gain the understanding, empathy, and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly's commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

[Download a printable PDF version of Cal Poly's Statement on Diversity](#)

Related Links:

- [Academic Senate Resolution AS-506-98/DTF \(PDF\)](#)
- [Learning Objectives for Diversity in the Curriculum](#)
- [Diversity in the Curriculum Task Force Report, 2004](#)

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