Meeting of the Academic Senate Executive Committee
Tuesday, May 15, 2018
01-409, 3:10 to 5:00pm

I. **Minutes:** Approval of April 24, 2018 minutes (pp. 2-3).

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

III. **Reports:**
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Statewide Senate:
E. CFA:
F. ASI:

IV. **Special Report:**
A. [TIME CERTAIN 3:30 P.M.] Faculty Responsibilities During and After a Credible Threat by George Hughes, Chief of Police and Anthony Knight, Director of Emergency Management.

V. **Business Items:**
A. Approval of Silvia Marijuan, World Languages and Culture Department as CLA rep (substitute for Dina Vees) on the Academic Senate for spring quarter 2018.
B. Appointments to Textbook Working Group: (pp. 4-5).
C. Appointment of Sustainability Committee chair for 2018-2019.
D. Resolution on Minors: Brian Self, Curriculum Committee Chair (pp. 6-10).
E. Resolution Condemning Recent Events at Lambda Chi Alpha: Paul Rinzler, Senator and CLA Caucus Chair (p. 11).
F. Resolution on Discussing Diversity and Inclusion in the Wake of Racist Images from Lambda Chi Alpha: Paul Rinzler, Senator and CLA Caucus Chair (p. 12).

VI. **Discussion Item:**
A. Resolution to Support Cal Poly Opportunity Grant and Fee: Dustin Stegner, Academic Senate Chair (materials will be distributed at meeting).

VII. **Adjournment:**

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Minutes of the Academic Senate Executive Committee
Tuesday, April 24, 2018
38-114, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the April 3, 2018 minutes of the Academic Senate Executive Committee.

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

III. Reports:
A. Academic Senate Chair: none.
B. President’s Office: none.
C. Provost: none.
D. Statewide Senate: none.
E. CFA: none.
F. ASI: none.

IV. Business Item(s):
A. Approval of Rebekah Oulton, Civil & Environmental Engineering as CENG rep on the Academic Senate Sustainability Committee for spring quarter 2018. M/S/P to approve Rebekah Oulton, Civil & Environmental Engineering as CENG rep on the Academic Senate Sustainability Committee for spring quarter 2018.
B. Approval of Assigned Time for Academic Senate Officers and Committee Chairs. M/S/P to approve the Assigned Time for Academic Senate Officers and Committee Chairs.
C. Appointments to Academic Senate Committees for the 2018-2020 term. M/S/P to approve the following individuals to Academic Senate Committees:
   Joongmin Shin, Industrial Technology & Packaging Fairness Board (AY 18-19)
   Dylan Retsek, Mathematics Distinguished Teaching Awards Committee
   Kris Jankovitz, Kinesiology & Public Health Instruction Committee
E. Appointments of Academic Senate Committee Chairs for 2018-2019. M/S/P to approve the following individuals as Academic Senate Committee Chairs for the 2018-2019 academic year:
   Dylan Retsek, Mathematics Distinguished Teaching Awards Committee
   Hunter Glanz, Statistics Instruction Committee
F. Resolution on Creation of Area B7 and Migration of Current Area F Classes. Brenda Helmbrecht, Chair of the GE Governance Board, introduced a resolution that would rename Area B of General Education from “Science and Mathematics” to “Math, Science, and Quantitative Reasoning,” move all Area F courses into a new Area B7 category, and ask that all Area B learning objectives be revised to reflect Area B objectives. The resolution also asks that all current Area F courses be resubmitted for review by the GE Governance Board and Academic Senate Curriculum Committee to stay in the new Area B7 category for the 2021-2023 catalog and subsequent catalogs. M/S/P to agendize the Resolution on Creation of Area B7 and Migration of Current Area 7 Classes.
G. Resolution to Support Cal Poly Opportunity Grant and Fee. M/S/P to postpone until the May 15th Academic Senate Executive Committee.

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H. **Resolution on Discontinuation of B.A. in Liberal Studies Degree Program.** Brian Self, Curriculum Committee Chair, introduced a resolution that would discontinue the B.A. in Liberal Studies Degree Program. M/S/P to agendize the Resolution on Discontinuation of B.A. in Liberal Studies Degree Program.

I. **Resolution on Discontinuation of Doctor of Education Degree Program.** Brian Self, Curriculum Committee Chair, introduced a resolution that would discontinue the Doctor of Education Degree Program. M/S/P to agendize the Resolution on Discontinuation of Doctor of Education Degree Program.

J. **Resolution on Limiting Campus Spending for Speakers Invited by Student Clubs.** Margaret Bodemer, Senator, and Carrie Langner, Psychology and Child Development professor introduced a resolution that would require student club(s) to pay funding in excess of $5,000 for security for invited speakers. This resolution will return to the Academic Senate Executive Committee for further review.

K. **Resolution Promoting Diversity and Inclusion in the Wake of Racist Images from Lambda Chi Alpha.** Gregory Domber, History Department and Seth Hanna Sociology Department proposed the Resolution Promoting Diversity and Inclusion in the Wake of Racist Images from Lambda Chi Alpha. M/S/P to postpone until the May 15th Academic Senate Executive Committee meeting.

V. Discussion Item(s):

A. **Recommendations to the Consultative Search Committee for the Vice President of Research.** M/S/P to recommend John Pan, Industrial and Manufacturing and Crow White, Biological Sciences to the Consultative Search Committee for the Vice President of Research.

VI. Adjournment: 5:00 PM

Submitted by,

Mark Borges

Mark Borges
Academic Senate Student Assistant
Textbook Working Group Nominations
Two Vacancies

Bruce DeBruhl, Computer Science & Software Engineering (3 years at Cal Poly) Tenure track
I believe that part of making education accessible to students is providing open or reasonably priced textbooks to students. Since starting at Cal Poly, I have only required textbooks and primary literature that could be digitally accessed via the library and have successfully requested books be added for courses. With respect to the conflict of interest topic, I am interested in discussing the general implications of self-published material and the impacts on students. I am particularly interested in the pedagogical value of these systems, as well as, privacy implications to students.

Bruce Wright, Aerospace Engineering (10 years at Cal Poly) Lecturer
I would like to participate in the Textbook Working Group because of my own experience and research associated with this very important topic. I am a faculty member who has taught an Area F course without a textbook for 4 years because textbooks on the topics taught were out of date or too technical for student capability. Having 50+ years of industry experience on the topics I teach, I decided to research publishing my own textbook for the class. The knowledge I acquired was enlightening and would be of value to the group tasked with creating a CAP Policy.

Teaching without textbook limits the preparation for class, reinforcement of course material, and foundation for student learning. Having 3 children attend college I was also interested in learning why textbooks are so costly and hopefully address that issue. My research included:

- Discussions with published textbook authors
- Discussions with multiple traditional and non-traditional textbook publishers
- Discussions with on-campus bookstore managers
- Research accreditation requirements
- Discussions and guidance from my department chair
- Researched various printing options and associated costs including software format requirements, binding, shipping, storage, and distribution
- Forming a publishing company

Based on what was learned my wife and I decided to create, print, store and distribute textbooks utilizing FedEx (owners of Kinko). This allowed us to cut projected textbook costs by 50%. The only unknown was the impact of student purchased used books which we considered addressing with a code to be provided with the sale of each book for access to the midterm exam. At the end of this quarter we are happy to report that we have managed to maintain the cost of the textbooks while absorbing the impact of student purchased used books for one year. This was achieved with volume printing costs.

My students have expressed their appreciation over and over for cutting the publisher and retailer out of the costs associated with textbook sales. Many have the textbooks autographed to a grandparent, father, or sibling to be given as a gift because of the interesting easy to understand content based on my years of experience, historically noteworthy projects, and personal stories.

Dale Dolan, Electrical Engineering (9 years at Cal Poly) Tenured
I have been concerned with this issue and seen multiple cases of what seems to me to be unethical practices related to textbook adoption and distribution/sale by instructors. There should be a clear and enforced policy related to textbooks and conflicts of interest to protect students and the reputation of the University.

Doris Derelian, Food Science and Nutrition (14 years at Cal Poly) FERP Teaching fall 2018
Our department has discussed his issue in years past. Had difficulty coming to a reasonable conclusion. Would like to see what ideas are put out that can handle the dual ideas of requiring publishing, and then not feeling comfortable using one’s own material for a course. If FERPs can be included, I would like to be considered.
Jean Dodson Peterson, Wine and Viticulture (4 years at Cal Poly) Tenure track

I am a fourth-year tenure track faculty member in the Wine and Viticulture Department. I have been Chair of my Department’s Curriculum Committee and a member of the College Curriculum Committee for the past three years. I have also been an active member in the Center for Teaching, Learning and Technology, including participation in and completion of the CSU’s Affordable Learning Solutions program designed to enable faculty to choose and provide more affordable, quality educational content for their students.

I am interested in becoming a member of the Textbook Working Group for a variety of reasons. Being a member of a small and close-knit industry and academic area of study, there have historically been relatively few textbook resources that are well-written, comprehensive and scientifically founded. As a result, during my education I personally experienced having to purchase a professor written and required textbook. This is challenging for students from an affordability standpoint. However, it is equally challenging for smaller areas of study, like viticulture and enology, where the number of appropriate, up-to-date textbooks are few and many active professors are the authors of the current foundational academic texts.

In my capacity of Curriculum Committee and as a participant in CTLT workshops, I have worked closely with other faculty who strive to improve active learning at Cal Poly and make resources both meaningful and affordable for our students. I would like to be more actively involved in committees and other university service opportunities that are focused on improving the student experience. I feel that given my background, can offer a unique perspective on this issue. If I am selected for the committee, I will be diligent about the responsibilities involved with the appointment and will do my best to make a meaningful contribution.

John Hagen, Chemistry and Biochemistry (17 years at Cal Poly) Tenured

My department moved to an open-source textbook for general chemistry a few years ago to save our students money. We consider the experiment a success. The experience has piqued my interest in the overall issue of the ethics of textbook selection.

Kimberly Mastako, Civil and Environmental Engineering (20+ years at Cal Poly) Lecturer

I welcome this opportunity to help create a new Campus Administrative Policy (CAP) to address the issue of textbooks as they relate to state conflict of interest laws. I have 20+ years teaching experience at Cal Poly and can confirm that the task of choosing courseware is the single most challenging aspect to launching an engineering course. The student experience is highly sensitive to the quality, affordability, relevance and accessibility of the instructional material. Instructors who seek alternatives to traditional textbooks are often overwhelmed by the ever-shifting landscape, and are potentially ill-informed regarding fair use of copyrighted materials and State of California conflict of interest laws.

I have ample experience using textbook alternatives including professional references, University Custom Publishing, XanEdu: Course Packs, YouTube, and Create Space: Self-Publishing. Several of my courseware adoptions involved consultation with local and regional experts in accessibility, affordability, and fair use of copyrighted materials. Last year, I encountered a rather aggressive sales team that wanted to collaborate with me on an all-inclusive, interactive textbook. I rejected this opportunity so not as to compel students to make a purchase.

My goal for the working group would be to inform faculty of their legal and ethical responsibilities so that they may be guided to adopt only materials that can be made available free of charge via Kennedy Library course reserves or comparable.

Tim Delbridge, Agribusiness (3 years at Cal Poly) Tenure track

As a relatively new member of the faculty I have spent considerable time in the last couple of years developing new courses and refining content and materials for existing courses. I have had experience teaching from textbooks and course readers as well as reading lists. I am keenly aware of the difficulties some students face in affording course materials and the challenges that instructors face in providing affordable access to materials while maintaining course rigor and maintaining compliance with copyright law. I would be eager to join this discussion and contribute to the efforts of the working group.
WHEREAS, AS-775-14 defines a minor as a "coherent group of courses which stands alone and provide a student with broad knowledge of and competency in an area outside of the student’s major"; and

WHEREAS, A major and a minor may not be taken in the same degree program; and

WHEREAS, AS-335-90/CC states that "The minor consists of 24 to 30 quarter units, of which at least half must be upper division. Twelve or more of the units in the minor must be specified courses with the remainder, if any, to be chosen from an appropriate list."; and

WHEREAS, Numerous resolutions outline requirements for minors and a single comprehensive policy would provide clarity; therefore be it

RESOLVED: That the Academic Senate adopts the attached “Academic Program Review Policies and Procedures – Policy on Minors” superseding all prior policies regarding minors.

Proposed by: Academic Senate Curriculum Committee
Date: May 7, 2018
POLICY ON MINORS

TOTAL UNITS AND GRADING CRITERIA

Resolutions AS-213-86 and AS-335-90 outline guidelines and criteria for minors. With regard to total units and grading, minors must meet the following:

- A minor consists of 24 to 30 units. At least half of the units must be from upper-division courses (300- or 400-level), and at least half of the units must be taken at Cal Poly (in residence). An exception is allowed for students earning a minor in French, German, Spanish, or Italian Studies who complete work toward that minor through study abroad; in these cases, at least a third of the units must be taken at Cal Poly (in residence).

- Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses that have mandatory CR/NC grading.

- A minimum overall 2.0 GPA is required for completion of the minor.

MINOR SHOULD BE OUTSIDE THE MAJOR

As described in AS-775-14, a minor is defined as “coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student’s major”. As per AS-213-86, “in contrast to concentrations it stands alone and is distinct from and outside the student’s degree major.” For example, a major in Agricultural and Environmental Horticultural Sciences concentrating in Environmental Horticultural Science cannot obtain a Landscape Horticulture Minor but can obtain a Crop Science Minor.

A minor must require that students take a minimum of 12 units outside of their specified Major or Support courses (see definitions of Major Courses and Support Courses at the end of the document).

The 12 units (minimum) outside the specified Major or Support courses must be from

1. Free electives;
2. A list of designated electives, such as approved electives or technical electives;
3. General Education courses (as long as they are not specified as Major or Support Courses); and/or
4. Additional units that do not count towards the student’s undergraduate degree requirements.

Majors in which the majority of requirements for a minor are embedded within the major and support courses shall not grant the minor to their students. The Academic Senate Curriculum Committee (ASCCC) will review combinations of majors and minors to identify major-minor combinations where it is possible for students to earn both the major and the minor without taking 12 units that are outside the major. If a minor is not sufficiently “outside the student’s
major”, a note will be added to the catalog description of the minor indicating “Minor not open to students majoring in XXX.”

MINOR IS COHERENT GROUP OF COURSES

As per AS-213-86/CC, “The minor consists of 24 to 30 quarter units, of which at least half must be upper division. Twelve or more of the units in the minor must be specified courses with the remainder, if any, to be chosen from an appropriate list(s)”. The specified units in a minor may include a choice of one course from a short list of courses that have similar content or course learning objectives. For example, the following requirement is consistent with the intent of this policy:

Select from the following (4 units): STAT 217, STAT 218, STAT 251.

The above list includes three introductory statistics courses that contain similar content but are offered for different majors. The ASCC would consider the 4 units in the above example to be specified.

AS-335-90 stipulates that “A proposal for a minor program be required to include a brief matrix of competencies provided by the minor correlated with the courses in the minor which will fulfill those competencies.” Each minor should have a matrix of competencies that demonstrates the minor is a "coherent group of courses with a defined purpose or theme." During each program’s periodic Program Review cycle, matrices for all minors in the program should be submitted to the ASCC for review. The matrix of competencies should map Minor Program Learning Objectives to courses within the minor such that no PLOs are unmet. Similarly, the required courses should all meet, at least in part, one or more of the PLOs. The matrix should be submitted by the beginning of the second week of Winter quarter during the review year.

Programs may request an exception to the requirement that at least 12 units in a minor be specified. Exception requests must be submitted to the ASCC and should include a written justification that demonstrates how the courses in the minor enable all students to achieve the minor’s Program Learning Objectives. The ASCC will review exception requests in consultation with the Minor Program to ensure that the minor offers a “coherent group of courses with a defined purpose or theme.”

MULTIPLE MINORS

A student may count a maximum of 8 units between any two minors.
PROGRAM REVIEW

Following what was in AS-335-90, Minor Program Review will be conducted during a department's Program Review. During review, the Minor Program Learning Objectives and Course Mapping should be confirmed and/or updated as appropriate.

NEW MINORS

Because minors increase student choice and do not pertain to degree requirements, a new minor may be proposed at any time. As per AS-213-86, new minors “require the same academic review process and justification in terms of purpose, resources, need, etc., as do concentrations.”

New electives may be added to a minor at any time, but other changes may only occur during a catalog cycle.
DEFINITIONS

As stated in the Cal Poly catalog, Major Courses and Support Courses are defined as:

**Major Courses**

- comprise the basic knowledge in the discipline and are required of all students in the major;
- have the prefix of the major program and/or college; may be from any other prefix or discipline which are required in the major field of study;
- count toward the Major GPA; include common core courses that are at least half of the required number of units in the major;
- may be augmented by a concentration, minor or adviser approved electives;
- which fulfill General Education requirements shall be listed in the major course category with a reference (as an asterisk) to the GE area;
- should include 15 units designated at the 100-200 level.

**Support Courses**

- are any specified courses that are not listed in the major; do not carry the prefix of the home department, with the exception of advisor/technical/professional electives;
- are optional depending on the nature of the degree program and the judgment of the program's faculty;
- which fulfill General Education requirements shall be listed in the support course category with a reference (as an asterisk) to the GE area.
RESOLUTION CONDEMNING RECENT EVENTS AT LAMBDA CHI ALPHA

WHEREAS, Photographic evidence posted to social media shows that the Lambda Chi Alpha Fraternity House hosted a party coinciding with PolyCultural Weekend during which at least one student attended wearing blackface and numerous others dressed in "gangster" attire in a photo captioned "she wants a gangster not a pretty boy"; and

WHEREAS, Academic Senate Resolution AS-807-15 "Resolution on Cal Poly Statement on Diversity and Inclusivity" (Approved November 17, 2015), states, in part: "Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect or diverse points of view, we support a climate that allows all students, faculty, and staff to feel valued, which in turn facilitates the recruitment and retention of a diverse student population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others' endeavors"; and

WHEREAS, The images from the Lambda Chi Alpha gathering foster an environment in which students of color and other historically underrepresented populations feel both unwelcome and unsafe at Cal Poly, as attested to by speakers at a Town Hall hosted by the Black Student Union on Monday, April 9, 2018, and by the peaceful protests and boycotts joined by a diverse group of student organizations during Cal Poly’s 25th Annual Open House weekend; therefore be it

RESOLVED: That the Academic Senate condemns the actions of the Lambda Chi Alpha, Phi Sigma Zeta Chapter, as an affront to our community standards, our academic endeavors, and the desire to create a more diverse and inclusive environment, and be it further

RESOLVED: That the Academic Senate stands in solidarity with all student groups, administrators, and community members seeking to transform the University into a more diverse and welcoming environment for students from historically underrepresented populations.

Proposed by: Gregory F. Domber, Lecturer History Department and Seth D. Hanna, Lecturer Sociology Department
Date: May 3, 2018
WHEREAS, Photographic evidence posted to social media shows that the Lambda Chi Alpha Fraternity House hosted a party coinciding with PolyCultural Weekend during which at least one student attended wearing blackface and numerous others dressed in “gangster” attire in a photo captioned “she wants a gangster not a pretty boy”; and

WHEREAS, These images foster an environment in which students of color and other historically underrepresented populations feel both unwelcome and unsafe at Cal Poly, as attested to by speakers at a Town Hall hosted by the Black Student Union on Monday, April 9, 2018, and by the peaceful protests and boycotts joined by a diverse group of students of all backgrounds during Cal Poly’s 25th Annual Open house weekend; and

WHEREAS, Common Goal II of Vision 2022, the University’s Strategic Plan, is to “foster inclusion and diversity” including the specific objectives “to implement a plan to foster an inclusive environment for faculty, staff, students, and community” and to “recruit and retain a diverse student body” and

WHEREAS, Both local and national media have reported on the recent events and have highlighted that Lambda Chi Alpha’s actions are not isolated events but part of a much larger pattern of racist behavior at Cal Poly, damaging the University’s local, regional, and national reputation; therefore be it

RESOLVED: That the Academic Senate calls on President Armstrong, the President’s Office, and the Division of Student Affairs to complete a swift and transparent review and/or investigation into the events at Lambda Chi Alpha to be completed with all deliberate speed, and be it further

RESOLVED: That the Academic Senate requests that President Armstrong attend a public town hall meeting hosted by the Black Student Union, to be held prior to Final’s Week for Spring Term 2018, to report on the findings of the University’s review of the Lambda Chi Alpha party and subsequent racist incidents, explain the University’s free speech policy, announce any disciplinary actions being pursued or taken against either the fraternity or individual students involved, and provide at least one hour for student comments while the president is in attendance.

Proposed by: Gregory F. Domber, Lecturer, History Department and Seth D. Hanna, Lecturer, Sociology Department

Date: May 3 2018