I. Minutes: Approval of October 1, 2019 minutes (pp. 2-5)

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. Business Item(s):
A. Appointment of Stacy Kolegraff, CAED, to Distinguished Scholarship Award Committee: (p. 6)
B. Appointment of Antonio Garcia, CSM, to Academic Senate Grants Review: (p 7)
C. Appointment of Grace Yeh, CLA, as Academic Senate USCP Committee Chair
D. Approval of 2 WTUs to the Academic Senate USCP Committee Chair
E. Resolution on Updating the United States Cultural Pluralism (USCP) Criteria: Jose Navaro, GEGB Committee (pp. 8-11)
F. Task Force Formation: Dustin Stegner, Academic Senate Chair (pp. 12-13)
G. [CLOSED SESSION, TIME CERTAIN 4:30 p.m.] Honorary Degree: Keith Humphrey, Vice President for Student Affairs (Materials sent electronically)

V. Discussion Item(s):

VI. Adjournment:
Meeting of the Academic Senate Executive Committee  
Tuesday, October 1, 2019  
01-409, 3:10 to 5:00pm

I. Minutes: M/S/P to approve the September 24, 2019 Academic Senate Executive Committee minutes.

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

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, announced that he will be co-chairing the Provost Search Committee along with Amy Fleischer, College of Engineering Dean.
B. President’s Office: none.
C. Provost: none.
D. Statewide Senate: none.
E. CFA: none.
F. ASI: Mark Borges, ASI President, reported that beta testing for the campus-wide mobile app has begun and that the campus will be embracing Indigenous People’s Day to replace Columbus Day on the second Monday of October.

IV. Business Item(s):
A. Confirmation of CENG Senator.  
M/S/P to confirm Jim LoCascio, Mechanical Engineering, as a senator to represent the College of Engineering in the Academic Senate.
B. Committee Appointments.
1. M/S/P to appoint Gordon Rees, NRES, to GE Governance Board and Maria Zavala, CENG Student Services, to USCP Review Committee.
2. M/S/P to appoint Jean Dodson Peterson, Wine and Viticulture, to the Graduation Writing Requirement (GWR) Advisory Board.
C. Approval of 2019-2020 Committee Charges.
M/S/P to approve the 2019-2020 Academic Senate committee charges. Committee charges can be found in the attached document.
D. CONFIDENTIAL: Appointment of 2 Faculty at Large representative for OCOB Dean Search Committee.
E. Convene a Working Group on Technology Ethics, to be directed by the Ethics + Emerging Sciences Group.
Dustin Stegner, Academic Senate Chair, proposed the formation of a Working Group on Technology Ethics that would look at issues of parking amongst other things. The group would be directed by the Ethics and Emerging Sciences Group. M/S/P to formally convene this working group.

V. Discussion Item(s):
A. GE Pathways Work Group.
Dustin Stegner, Academic Senate Chair, briefly discussed a few issues regarding the GE Pathways Report.
B. **Discussion on a Course Renewal Task Force.**
Dustin Stegner, Academic Senate Chair, discussed the creation of a course renewal task force. This topic will return as a business item at the next Executive Committee meeting.

C. **Discussion on a Double Major Policy Task Force.**
Dusting Stegner, Academic Senate Chair, led a discussion on the campus double major policy and introduced the idea of a task force that would determine the minimum threshold of work a student must complete to earn a second degree.

VI. **Adjournment:** 5:00 p.m.

Submitted by,

*Katie Terou*

Katie Terou, Academic Senate Student Assistant
Charges for Fall 2019
Academic Senate Committees

Budget and Long-Range Planning Committee
- Mapping of University budget and reports to the Academic Senate. **AY 2019-2020**
- Continue discussion of faculty representative on university budget formation. **AY 2019-2020**

Curriculum Committee
- Consult with Academic Senate Task Force on e-learning addendum. **Ongoing.**
- Review of curriculum proposals. **Ongoing.**
- Resolution on 51% Requirement (collaboration with Bruno Giberti, APP) **Fall 2019**
- Resolution on Double Counting **AY 2019-2020**

Distinguished Scholarship Awards Committee
- Evaluate candidates and recommend recipients for the Distinguished Scholarship Award. **Ongoing**

Distinguished Teaching Awards Committee
- Evaluate candidates and recommend recipients for the Distinguished Teaching Award. **Ongoing**

Diversity Committee
- Discussion and Possible Resolution on DEI PLOs. **AY 2019-2020**
- Faculty Input on CPX Results and Action Plan Items. **Fall 2019**

Faculty Affairs Committee
- Update university-level personnel policies document. **AY 2019-2020**
- Discussion of continuation of equity programs. **AY 2019-2020**
- Revision of office hour policy for UFPP. **AY 2019-2020**
- Discussion of faculty input for academic associate deans. **Spring 2020**
- Discussion of revising requirement that student evaluations include qualitative comments (in collaboration with Instruction Committee). **AY 2019-2020**
- Discussion of possible timelines for removing student evaluation data from faculty members’ PAFs. **AY 2019-2020**

Fairness Board
- Address academically related, grading, matters for students and instructors. **As needed**
- Discuss revision of procedures regarding committee member refusal. **Fall 2019**
- Review bylaws to consider issues such as grievances after graduation and 60-day grade change requirement and who, other than the students, is entitled to be involved or informed with regards to a case. **AY 2019-2020**

GE Governance Board
- Review GETF report and prepare resolutions, where appropriate, for GE revision. **Fall 2019**
- Review of curriculum proposals: catalog cycle proposals and continuous course review proposal. **Ongoing.**
- Explore “course renewal” cycle (in tandem with ASCC). **Ongoing**
- Guide GE Area Workgroups and D&I Workgroup. **AY 2019-2020**
- Revising GE PLO’s **AY 2019-2020**

Grants Review Committee
- Review of RSCA Grants, **ongoing**
Instruction Committee
- Discuss ways to raise faculty and students’ awareness about academic dishonesty/plagiarism. **AY 2019-2020**
- Revision of campus cheating policy. **Fall 2019**
- Work with Registrar’s office on a new resolution on waitlist/permission numbers (from Registrar’s report to the Academic Senate). **AY 2019-2020**
- Review consultative process between the Academic Senate and the Registrar’s Office for changes to enrollment and registration that affect how faculty conduct their courses. **Spring 2019**
- Resolution on Adoption of Instructional Materials (collaboration with Patrick O’Sullivan, CTLT) **Fall 2019**
- Discussion on Possible Revision of WU Policy, **Fall 2019**
- Discussion of commencement schedule options for 2021, **Fall 2019 or Winter 2020**
- Discussion of revising requirement that student evaluations include qualitative comments (in collaboration with Faculty Affairs Committee). **AY 2019-2020**

Research, Scholarship, and Creative Activities Committee
- Collaborate with Research and Development on new RFP process. **AY 2019-2020**
- Collaborate with Research and Development on ORCiD Institutional Identifier; possible support resolution to follow **Fall 2019/Winter 2020**
- Identify college level support opportunities for RSCA. **AY 2019-2020**

Sustainability Committee
- Develop and pilot more SLOs assessments. **Ongoing**
- Respond to AS-787-14:
  1. Review new courses in the 2019-2020 catalog for SUSCAT. **AY 2019-2020**
  2. Encourage faculty to teach sustainability in new and existing courses. **AY 2019-2020**
  3. Work with the CTLT to provide support for faculty seeking to teach classes involving sustainability. **Ongoing**
- Develop procedures to identify sustainability courses in catalog and on PASS. **Ongoing**
- Respond to 2014 CSU Sustainability Policy directives. **Ongoing**
  1. “The CSU will seek to further integrate sustainability into the academic Curriculum working within the normal campus consultative process.
  2. The CSU will develop employee and student workforce skills in the green jobs industry, prompt the development of sustainable products and services, and foster economic development.”
- Support campus efforts to improve Cal Poly’s AASHE STARS certification credits. **Ongoing**
- Work with students to better integrate approaches to sustainability inside and outside the classroom curriculum. **Ongoing**
- Resolution on Second Nature Climate Commitment Target Date, **AY-2019-2020**
- Identification of Sustainability Courses, **Fall 2019**

USCP Review Committee
- Work with ASCC and GEGB to design and implement a plan for curricular review of all existing courses with USCP designation. **Ongoing**
Name: Stacy Kolegraff                   College: CAED

Department: Construction Management

Status – please check one:
[X] Tenure track                   [ ] Lecturer
[ ] Tenured                      [ ] FERP

Number of Years at Cal Poly:

Which committee do you wish to serve on?  Distinguished Scholarship Award

Senate committees ONLY
Would you be willing to chair the committee if released time was available?  [ ] Yes  [ ] No

Incumbent?  [ ] Yes  [ ] No
If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest
Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee’s charge.

Thank you for considering me for service on the Distinguished Scholarship Committee. Looking at the requirements for the scholarship award, it is my understanding that students, faculty, and staff can nominate faculty members who (1) have quality scholarship work; (2) apply that work to serve the students; and (3) apply that work to serve Cal Poly.

As a tenure track professor and current PhD student, I have spent considerable time both researching and analyzing research design. Conducting research and reading what others has done is exciting for me and I approach this work enthusiastically, knowing that what I read may somehow inform or connect to another area of interest. I am the faculty advisor for the Women in Construction club and chair of the CAED Faculty Diversity and Inclusivity Committee. As chair, I work closely with the student Diversity and Inclusivity club and have heard the impact teachers have had, both positively and negatively, on their academic career. Having this perspective, I am empathetic to student needs and want to celebrate the faculty members who have made a positive impact on students and the campus community overall.

I have served in numerous teams, both in academia and industry, and am action oriented, working to get the work done within required timelines while still respecting and gaining input from the collective team. I enjoy working with others and learning about the different types of work being done on campus, and am excited at the prospect of being on a committee that supports research to move our community forward.

Thank you again for your consideration for this committee; I look forward to hearing from the selection team.

Guidelines for writing a Statement of Interest available at:

10/15/2019
Statement of Interest

Name: Antonio F. Garcia  
College: COSAM

Department: Physics

Status – please check one:
[ ] Tenure track  [ ] Lecturer
[ ] Tenured  [ ] FERP

Number of Years at Cal Poly: starting year
19

Which committee do you wish to serve on? Academic Senate Grants Review Committee

Senate committees ONLY
Would you be willing to chair the committee if released time was available? [ ] Yes [X] No

Incumbent? [ ] Yes [X] No
If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest
Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee’s charge.

Guidelines for writing a Statement of Interest available at:

I was the COSAM representative on this committee from Fall 2007 through Spring 2016. A fill in member from COSAM is needed for this year. It is the right thing for me to do this work.

PLEASE NOTE: If applying for more than one committee, candidates are required to submit a separate Statement of Interest form for each committee.

Please return statement of interest form to sbest@calpoly.edu or the Academic Senate Office, 38-143.

10/15/2019
RESOLUTION ON UPDATING THE UNITED STATES CULTURAL PLURALISM (USCP) CRITERIA

Impact on Existing Policy: This Resolution Superceeds AS-676-09

WHEREAS, Cal Poly's current United States Cultural Pluralism criteria (AS-676-09) serves as the basis for United States Cultural Pluralism courses and has not been updated in at least ten years; and,

WHEREAS, the Diversity and Inclusion Working Group for the General Education Governance Board, the Office of University Diversity and Inclusion, and the General Education Governance Board determined that the current USCP criteria needed to be clarified and updated; therefore,

RESOLVED: That the Academic Senate of Cal Poly approve the attached revised United States Cultural Pluralism criteria which immediately replace and supersede the previous USCP criteria.

Proposed by: General Education Governance Board & Office of University Diversity & Inclusion

Date: October 15, 2019
Revised USCP Criteria:

USCP courses must fulfill all of the following criteria; and, according to AS-836-17, they must also address the Diversity Learning Objectives (DLOs). USCP courses must:

CR1: Focus on one or more diverse groups (identified in the Cal Poly Statement on Diversity) whose contributions to American society have been impeded by social, cultural, legal, economic, and political conflict or whose social, cultural, legal, economic, and political opportunities have been restricted in the United States;

CR2: Cover the historical and/or contemporary social issues resulting from conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race in the United States;

CR3: Address the diverse intellectual, philosophical, and cultural perspectives of historically marginalized people in the United States;

CR4: Emphasize the voices and contributions of historically marginalized groups in the United States such that the majority of the required primary and secondary sources for the course must be written and/or produced by historically marginalized people as described by the Cal Poly Statement on Diversity;

CR5: Foster critical thinking skills by using intersectional frameworks of analyses that are necessary for adequately understanding and analyzing various social issues related to diversity and equity in the United States;

CR6: Require students to examine critically their own beliefs, attitudes, and potential biases related to historically marginalized people in the United States.
BACKGROUND INFORMATION:

AS-395-92 Resolution Relating to a Cultural Pluralism Requirement requires that, beginning with the 1994-96 catalog, all Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement that consists of a single course satisfying a defined set of criteria.

The AS-651-06 Resolution on Cal Poly Learning Objectives establishes University Learning Objectives as a broadly shared set of educational expectations for all students who complete an undergraduate or graduate program at Cal Poly.

AS-663-08 Resolution on Diversity Learning Objectives establishes the four Diversity Learning Objectives as a collective addendum to the ULOs.

AS-676-09 Resolution on United States Cultural Pluralism Requirement revises the USCP criteria to make the criteria simpler, broader, and more reflective of more recent changes to the DLOs and the Cal Poly Statement on Diversity.

CURRENT USCP CRITERIA

USCP courses must focus on all of the following:

- CR1: One or more diverse groups, as defined in the Cal Poly Statement on Diversity*, whose contributions to contemporary American society have been impeded by cultural conflict or restricted opportunities;
- CR2: Contemporary social issues resulting from conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race;
- CR3: Critical thinking skills used by students to approach these contemporary social issues, examine their own attitudes, and consider the diverse perspectives of others;
- CR4: The contributions of people from diverse groups to contemporary American society.

In addition to satisfying these criteria, USCP courses must also address the Diversity Learning Objectives.

CAL POLY STATEMENT ON DIVERSITY

At Cal Poly we believe that academic freedom, a cornerstone value, is exercised best when there is understanding and respect for our diversity of experiences, identities, and world views. Consequently, we create learning environments that allow for meaningful development of self-awareness, knowledge, and skills alongside attention to others who may have experiences, worldviews, and values that are different from our own. In so doing, we encourage our students, faculty, and staff to seek out opportunities to engage with others who are both similar and different from them, thereby increasing their capacity for knowledge, empathy, and conscious participation in local and global communities.

In the spirit of educational equity, and in acknowledgement of the significant ways in which a university education can transform the lives of individuals and communities, we strive to increase the diversity at Cal Poly. As an institution that serves the state of California within a global context, we support the recruitment, retention, and success of talented students, faculty, and staff from across all societies, including people who are from historically and societally marginalized and underrepresented groups.

Cal Poly is an inclusive community that embraces differences in people and thoughts. By being open to new ideas and showing respect for 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 campus
population. We are a culturally invested university whose members take personal responsibility for fostering excellence in our own and others’ endeavors. To this end, we support an increased awareness and understanding of how one’s own identity facets (such as race, ethnicity, gender, sexual orientation, religion, age, disability, social class, and nation of origin) and the combinations of these identities and experiences that may accompany them can affect our different worldviews.

*NOTE: According to AS-807-15’s Cal Poly’s Statement on Diversity & Inclusivity, it notes: “The definition of diversity is specifically inclusive of, but not limited to, and [sic] individual’s race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation” (Adopted: November 17, 2015).
Course Renewal Task Force

Background:
Cal Poly’s course approval process provides clear direction for approving new courses and modifying existing courses. In addition, the Academic Senate has established a policy for discontinuing courses that are no longer being offered (AS-774-14, [https://digitalcommons.calpoly.edu/senateresolutions/777/](https://digitalcommons.calpoly.edu/senateresolutions/777)). However, once a course’s objectives and criteria have been approved, no university-wide policy exists for either establishing a timeline for assessing whether course objectives and criteria are being met or detailing how courses that are not meeting objectives and criteria should be addressed. Currently, academic programs use the program review cycle to modify and/or discontinue courses in order to align their curricula with best practices in their respective disciplines. Courses that fulfill other academic requirements, such as the United States Cultural Pluralism (USCP) requirement, have not been subject to periodic review. More recently, the revised policy on the Graduate Writing Requirement (GWR) established on-going course review ([https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1858&context=senateresolutions](https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1858&context=senateresolutions)) to ensure that outcomes are being met. In order to establish a policy and procedures for conducting course renewal, the Academic Senate is forming a task force.

Charges:
Create a comprehensive policy on course renewal, with special attention given to General Education courses and university-wide academic requirements, such as the United States Cultural Pluralism Requirement.

As part of this policy, consider the relationship between assessment and course renewal cycle and creation of a procedure for how programs could update course learning objectives, possibly though a course edit feature.

Meetings:
Task force should meet every other week, and plan on making a recommendation to the Academic Senate in Spring 2020.

Membership:
Two at-large faculty members
One faculty representative from the Academic Senate Curriculum Committee
One faculty representative from the General Education Governance Board
One faculty representative from the United States Cultural Pluralism Review Committee
One non-voting ex officio representative from Academic Programs and Planning
One non-voting ex officio representative from the Registrar’s Office
One student representative from Associate Students Incorporated

The task force will elect a chair.
Double Major Policy Task Force

Background:
Cal Poly does not have a recent university-wide policy on double majors and degrees that has been endorsed by the Academic Senate. The absence of a policy has created a lack of clarity for some students and faculty about the process or standards for pursuing a double major. The current guidelines for double majors and degrees, as published in the Cal Poly Catalog, explains that the majors may be acknowledged on a single diploma or two separate diplomas, depending on the degrees earned, that a student may be allowed to use one senior project requirement to fulfill the requirements of both majors, and that both degrees will be awarded for the term in which all requirements are completed for both majors (http://catalog.calpoly.edu/academicstandardsandpolicies/otherinformation/#DoubleMajorsorDegrees). Given the importance of creating a comprehensive double major and degree policy, the Academic Senate is forming a task force.

Charges:
Create a comprehensive policy on double majors and degrees, to be presented to the Academic Senate through a resolution. Special attention should be given to the minimum number of unique units that a student should complete to earn a second degree.

Meetings:
Task force should meet every other week, and plan on making a recommendation to the Academic Senate in Spring 2020.

Membership:
One faculty representative from each college
One faculty representative from the Academic Senate Curriculum Committee
One non-voting ex officio representative from Academic Programs and Planning
One non-voting ex officio representative from the Registrar’s Office
One student representative from Associate Students Incorporated

The task force will elect a chair.