

Adopted: June 4, 2019

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

AS-882-19

RESOLUTION ON UPDATING THE DIVERSITY LEARNING OBJECTIVES

- 1 WHEREAS, Cal Poly’s Diversity Learning Objectives were established as an addendum to the
2 University Learning Objectives by AS-663-08; and,
3
4 WHEREAS, Cal Poly’s current Diversity Learning Objectives serve as a basis for the United States
5 Cultural Pluralism as established by AS-836-17; and,
6
7 WHEREAS, The Diversity and Inclusion Working Group for the General Education Governance
8 Board, the Office of University Diversity and Inclusion, and the General Education
9 Governance Board felt that the current diversity learning objectives needed to be clarified
10 and updated to map better to USCP criteria; therefore, be it
11
12 RESOLVED: That the Academic Senate of Cal Poly approve the attached revised *Diversity Learning*
13 *Objectives* which immediately replace and supersede the previous Diversity Learning
14 Objectives established in AS-663-08 and AS-836-17.

Proposed by: General Education Governance Board & Office of
University Diversity & Inclusion
Date: May 14, 2019

The Diversity Learning Objectives (DLOs) were established in 2008 as an addendum to the University Learning Objectives (ULOs) in AS-663-08. Then, in AS-836-17, the DLOs were required to be aligned with USCP criteria. The following Diversity Learning Objectives update the existing DLOs in AS-663-08 in order to create more assessable objectives; and, these updated DLOs appropriately map to all United States Cultural Pluralism criteria as required by AS-836-17. Finally, the updated DLOs map to Article 4 of CSU Executive Order 1100r as a way for the university to maintain curricular cohesion.

As a result, according to the DLOs as adopted in 2008 and updated in this resolution, all Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world¹;
2. Understand the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;
4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;
6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.

¹ Note: This NEW DLO is directly adapted from Article 4 of CSU Executive Order 1100R that reads: “Instruction approved to fulfill the following [General Education] subject area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups.”

BACKGROUND INFORMATION:

Resolution [AS-651-06](#) established the University Learning Objectives (ULOs) as a broadly shared set of educational expectations for all students who complete an undergraduate or graduate program at Cal Poly.

[AS-663-08](#) is a resolution that establishes the Diversity Learning Objectives (DLOs) as an addendum to the ULOs especially as ULO 6 requires that all Cal Poly graduates should “make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.”

Resolution [AS-836-17](#) aligns USCP criteria with the Diversity Learning Objectives.

CURRENT DLOs

According to the DLOs, as revised in 2017, all Cal Poly graduates should be able to:

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate an understanding of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. Critically examine their own attitudes about diverse and/or underrepresented groups
4. Consider perspectives of diverse groups to inform reasonable decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Dustin Stegner
Academic Senate Chair

Date: July 3, 2019

From: Jeffery D. Armstrong *Jeffery D. Armstrong*
President

Copies: Mary Pedersen
Jozi De Leon
Bruno Giberti
Gary Laver

Subject: Response to AS-882-19 Resolution on Updating the Diversity Learning Objectives

I am pleased to acknowledge and approve the above-entitled Academic Senate resolution, which includes the updated Diversity Learning Objectives.

Please extend my appreciation to the General Education Governance Board and the Office of University Diversity & Inclusion for their efforts to revise the Diversity Learning Objectives to make them more accessible, to map them to all United States Cultural Pluralism criteria, and to align them with the CSU Executive Order 1100r Article 4 “as a way for the university to maintain curricular cohesion.” Revisions such as these are necessary to keep the university moving forward in the areas of diversity and inclusion.

I am grateful for the Academic Senate’s timely attention and ongoing commitment to diversity-related matters.