



Meeting of the Academic Senate Executive Committee

Tuesday, September 24, 2019

01-409, 3:10 to 5:00pm

- I. **Minutes:** None
- 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. **Appointments to Academic Senate Committees for the 2019-2021 term** (pp. 2-7)
 - B. **Appointment of Academic Senate Diversity Committee Chair for 2019-2020 term** (pp. 8-9)
 - C. **Appointments to University Committees for the 2019-2020 term** (pp. 10-11)
 - D. **Confirmation of CENG Senator**
 - E. **Appointment of Grace Yeh, CLA as substitute for Jose Navarro for Fall Quarter, 2019**
 - F. **Appointment of John Thompson, CLA as a substitute for Jason Williams for Fall Quarter, 2019**
 - G. **Appointment of Lubomir Stranchev, CENG, as a replacement for Davide Falessi for the 2019-2020 academic year**
 - H. **Approval of 2019-2020 Committee Charges:** (pp. 12-13)
 - I. **Convene a Working Group on Technology Ethics, to be directed by the Ethics + Emerging Sciences Group:** Dustin Stegner
- V. **Discussion Item(s):**
 - A. **GE Pathways Work Group:** Dustin Stegner (pp. 14-26)
 - B. **Discussion on a Course Renewal Task Force:** Dustin Stegner
 - C. **Discussion on a Double Major Policy Task Force:** Dustin Stegner
- VI. **Adjournment:**

Statements of Interest Received for 2019-2021 Academic Senate Committee Vacancies by College

(All appointments are for 2-years unless noted below)

College of Agriculture, Food and Environmental Sciences

Budget and Long-Range Planning Committee

Richard Volpe, Agribusiness (5 years at Cal Poly) Tenured

I am extremely interested in working with colleagues outside of my college to understand and inform decisions that will make the university more efficient moving forward. I am eager to understand how the university makes decisions to allocate resources. Having achieved tenure and promotion in the 2018-2019 academic year, a particular interest of mine is to ensure that new faculty receive the resources they need to build research programs and develop meaningful contacts in both the public and private sectors.

Distinguished Scholarship Awards Committee

Scott Steinmaus, Horticulture and Crop Science (20 years at Cal Poly) Tenured

I have a rather informed perspective to assess the scholarly and creative merit of Cal Poly faculty having been the chair of the Teacher Scholar Model (TSM) committee during Cal Poly's most recent WASC reaccreditation. Our charge resulted in an analysis of Cal Poly faculty scholarship past, present and future. We developed two Academic Senate resolutions that defines and guides implementation of the Teacher Scholar Model used to guide RPT policies and procedures throughout Cal Poly. Although I never received the top Scholarship award at the University level, I was considered as among the top 5 a couple times early in my career. I have received the top scholarship awards at the College and within my scientific discipline. I have maintained an active research program resulting in grants and publications most recently an \$820K grant from California State Parks for air quality mitigation using native plants at the Oceano Dunes Vehicle Park (2019), a \$161K contract from Luprino Foods Corp to study soil amendments (2019), as well as other currently active projects. As a result of my involvement with the WASC-TSM committee and spending my career at Cal Poly spanning two colleges (CAFES and COSAM), I understand the nuances of various disciplines and the various forms of creative and scholarly activity that occurs at Cal Poly.

Distinguished Teaching Awards Committee (2019-2020)

Diversity Committee (2019-2021)

Neal MacDougall, Agribusiness (22 years at Cal Poly) Tenured

As part of the Cal Poly chapter of the CFA, I am the representative to the statewide CFA Committee on Racial and Social Justice (CRSJ) and have been actively involved in coordinating the union work on diversity with the work being done by the various Faculty Staff Associations (FSAs) such as the Asian and Pacific Island and the Chicano/Latinx FSAs among others. I have had extensive training in unconscious bias both at Cal Poly (both trainings) as well as a much more in-depth training with the union that extended beyond bias to incorporate issues surrounding racism and racial justice. I am also a Latino and have been active in various ways with groups dealing with undocumented students, latinx students among others. In my teaching in the past I have incorporated issues of identity into courses on human resources and agricultural policy.

Siroj Pokharel, Animal Science (2 years at Cal Poly) Tenure Track

Being a diverse member of Cal Poly, this committee suits me well for the position. I will help to identify strategies that will help to ensure diversity on-campus community. I will have a voice for the equity and inclusivity at Cal Poly and recommend the Academic Senate on these issues. On top of this, I will be helping the committee to evaluate the University policies and procedures and working alongside the office of University Diversity and Equity, Academic Affairs and some appropriate students groups.

GE Governance Board (2019-2022)

Bwalya Malama, Natural Resources Management and Environmental Sciences (5 years at Cal Poly) Tenured

I have an interest in broadening student education here at Cal Poly using general education (GE) as the vehicle. I am tenured and have taught one GE course, SS 121 (now SS 120), and I am currently tasked with revising another of our major GE courses, NR 321. I have the goal of reaching a broader student population, according them opportunities in Water Resources Science and the issues associated with water scarcity in the state, the nation, and at the global level. As such I have the goal of using my learning from the working on the committee how to use such courses NR 321 in conjunction with Cal Poly's study abroad program to provide.

Sustainability Committee

Yiwen Chiu, Natural Resources Management and Environmental Sciences (5 years at Cal Poly) Tenure Track

My research focuses on understanding the coupling and interaction of human and natural systems by integrating spatial and temporal tools. My current on-going research effort aims to quantify the concept and practices of sustainability for supporting decision-making processes. In addition, I am also interested in advancing sustainability education by enabling students to engage in analytical and quantitative research by bridging course training and real-world application. In the past couple years, I have served in ASSC to represent CAFES, and also collaborated with faculty from various departments to conduct campus-wide studies to understand how to cope with the barriers in promoting sustainability in higher education.

College of Architecture and Environmental Design

Curriculum Committee

Distinguished Scholarship Awards Committee

Diversity Committee (2019-2020)

Pamalee Brady, Architectural Engineer (21 years at Cal Poly) Tenured

Early on in my time at Cal Poly I served on Status of Women Committee and I have been interested in diversity issues within my department for many years having coauthored and published a paper with the department head on representation of women in our engineering department relative to other engineering programs. I am interested in furthering representation beyond those of gender particularly in underrepresented groups in engineering specifically.

Amir Hajrasouliha, City and Regional Planning (4 years at Cal Poly) Tenure Track

My orientation as a teacher is informed by my status, first, as an international student and now, as a new U.S. citizen, Both of which allow me some insight into the academic lives of the underrepresented students in my classes. As a teacher, I am committed to diversity and inclusivity in class content and style. I recognize the barriers faced by underrepresented students, and I value the presence of different social identities in my classrooms. Gender, sexual orientation, disability, national origin, race, religion, age, socioeconomic status, and veteran status are students' social identifiers and are valued in my classes. I understand that excellence and diversity are intertwined, and creativity and innovation are not possible without a diverse student body and welcoming campus community. For that reason, I often raise the issues of diversity, equity, and inclusion in my planning courses, and urban design studios. I communicate to my students that as a planner, they can honor diversity, equity, and inclusion, by creating inclusive places in which everyone can live, work, and thrive.

I am a registered BEACON mentor at Cal Poly. Because of my personal background, I volunteered in the past academic year to be a mentor for an international student, but I didn't get matched with a student, because of the low number of international students at Cal Poly. I look forward to mentoring an underrepresented student from any social identity group in the coming academic year.

Faculty Affairs Committee

Instruction Committee

Orfalea College of Business

Distinguished Teaching Awards Committee

Diversity Committee (2019-2020)

Fairness Board

GE Governance Board (2019-2020)

Sustainability Committee (2019-2020)

Joongmin Shin, Industrial Technology and Packaging (2 years at Cal Poly) Tenure Track

I write this application to appeal my intention to serve sustainability advisory board. I have taught ITP 411 Packaging Sustainability course since 2017. The course is mainly focused on quantifying environmental footprint of packaging systems and discussing packaging design, system, and regulation to reduce impact on environment. My knowledge and experience may be helpful for this committee.

College of Engineering

Budget and Long-Range Planning Committee

Andrew Davol, Mechanical Engineering (20 years at Cal Poly) Tenured

I have just become aware that no one from CENG has applied to serve on the BLRP committee for the 2019-2021 term. I am willing to continue in this position. I have been serving on the BLRP committee for 4 years. In this time our main focus has been to assist in the development of the University Strategic Plan.

Curriculum Committee

Aaron Keen, Computer Science and Software Engineering (18 years at Cal Poly), Tenured

I write to express my interest in serving as the College of Engineering representative on the Academic Senate Curriculum Committee.

A significant portion of my professional interests for the past decade has centered on curriculum at both the program level and at the course level. My goals in these efforts include increasing flexibility in choice, reducing barriers through (among other things) streamlined requirements, increasing retention through improved preparation, and continuously evolving a modern curriculum.

I have served as the chair of the Computer Science and Software Engineering Department curriculum committee since Fall 2009 (with the exception of one year during a leave) and, as such, as a member of the College of Engineering Curriculum Committee for that same duration. During that time, the CSSE-CC has worked to evolve the Computer Science and Software Engineering curricula to increase flexibility and to reduce impediments to graduation while maintaining high quality. As chair of the curriculum committee, I have also worked with other invested parties to develop new programs to provide cross-disciplinary educational experiences (such programs include the cross-disciplinary minors in Computing for the Interactive Arts, Data Science, and Bioinformatics). This past year, the CSSE-CC spent considerable time discussing the future of computing education, the perceptions of what a computer science degree is, and the potential for multiple pathways through the degree program (via concentrations).

At the course level, I established a task force that later transitioned into a standing committee on introductory computing courses (the Core Committee). This committee developed and recommended significant changes to the early computing course sequence to better appeal to a more diverse group of students, to develop and refine skills early, and to provide a large project experience as a bridge to the demanding work required in CSC/CPE 357. The department accepted the recommendation and the course coordinators and I developed the materials for this course sequence, with the full sequence about to complete its third year this Fall.

My interest in serving on the ASCC stems from a desire to better serve the college and the university by moving beyond my department. I hope to carry forward the goals of increasing exibility, reducing barriers, and improving access.

Diversity Committee (2019-2020)

Foad Khosmood, Computer Science and Software Engineering (8 years at Cal Poly) Tenured

I've been interested in diversity issues at al Poly for a long time. I advise the only racial diversity related student club associated with computing: Color Coded. I'm eager to learn more and address this important issue on our campus. I've also served as a Senator for 3 years already, representing CENG.

GE Governance Board (2019-2022)

Phillip Nico, Computer Science (20 years at Cal Poly), Tenured

General education is critical to the university experience. It is what differentiates us from a trade school and what puts the "universal" in "university." Serving on the GEGB is an opportunity to contribute to the GE program being a good experience for all of our students. While I don't have direct experience designing GE curriculum, I have been involved in the curriculum process at the department and college level since shortly after arriving at Poly twenty years ago. I look forward to getting involved with the GEGB.

Grants Review Committee

College of Liberal Arts

Budget and Long-Range Planning Committee

Lauren Kolodziejski, Communication Studies (5 years at Cal Poly) Tenure Track

Last year was my first on the Academic Senate. I learned a great deal, and I deeply appreciated how serving as a Senator allowed me to better understand the logistics of the university from a holistic perspective. I also saw first-hand how important it was to have faculty who were willing to engage with the governance of the university and represent faculty interests. I would like to continue learning about university operations and representing faculty interests by serving on the Budget and Long-Range Planning committee this academic year. Budgeting and long-range planning are areas that are fundamental to the health and vibrancy of Cal Poly, and I think it would be tremendously beneficial to learn more about these aspects of the university.

This committee serves as an important point of contact for shared governance, and it is essential for faculty to have a formalized role related to the allocation of university resources and long-term visioning for Cal Poly. The committee's ongoing discussions about how to formalize the presence of faculty in budget planning and decision making is especially important. I am also interested in this committee's continued efforts regarding the university's strategic plan.

Although I will have to learn more about the specifics that the BLR committee deals in, my previous experience on the Academic Senate and chairing the GE Revision Work Group for Area A provides some necessary experience with the mechanisms of shared governance at Cal Poly and committee work. I have also served on the CLA's Executive Committee for the Science and Technology in Society minors for the past 5 years and Curriculum Chair for the past 2. In these roles I have provided oversight and advice on the implementation and developments of the 4 STS minors, which were launched during my second year on the committee and have seen significant growth over the past several years. Serving on the BLR committee this year provides an appropriate opportunity to expand my service at the university level.

Diversity Committee (2019-2021)

Scott Glysson, Music (2 years at Cal Poly) Tenure Track

I have a strong interest in diversity in the college and university as a person who works and represents the arts at Cal Poly. We program music of various cultures, and my student populations are very diverse. In 2019 I was nominated for the President's Diversity Award for my work connecting with music students in Africa, and my concert programming which focused on diversity and inclusion.

Instruction Committee (2019-2021)

College of Science and Math

Diversity Committee (2019-2021)

Tim Bean, Biology (1 year at Cal Poly) Tenure Track

Ensuring that every person on campus is given equitable treatment and a sense of belonging is among the most important jobs we do. Since 2013, I was an Assistant Professor at Humboldt State, where I engaged across campus to improve Diversity, Equity and Inclusion in the areas of teaching, research and hiring. Cal Poly should be taking an "all of the above" approach to achieving its goals related to DEI in the strategic plan, from improving pedagogical practices, training opportunities for faculty, evaluating retention and promotion policies, providing support to inject diversity into the curriculum, and anything else necessary to get a representative population of California to come to campus and get their degree. As a member of the Diversity Committee, I would love to take the lessons I learned at another CSU and apply them here.

Marilyn Tseng, Kinesiology and Public Health (10 years at Cal Poly) Tenure Track

Among the courses that has most influenced my perspective as a faculty member at Cal Poly is KINE 255 (Personal Health: A Multicultural Approach), a General Education course that also meets Cal Poly's US Cultural Pluralism (USCP) requirement. I have taught the class since 2011. The classes have varied in size from ~20 to 180 students; they include students of all majors and all years of study; and in the fall quarter, they consist largely of first-year students block scheduled into the class. An advantage of this has been the opportunity to hear the wide range of opinions of students, most of whom did not choose to be in the class, on topics such as health inequalities, immigrant health, segregation, and racism. But a pivotal moment for me was the first day of class in January 2017, when a discussion of the definition of 'race' prompted a student to challenge my definition, then walk out of the class (which he dropped). I have long believed in the importance of 'cultural pluralism,' and in acknowledging and appreciating the often unrecognized and untold differences in the experiences, opportunities, and perspectives of individuals of different social identities. Since that pivotal moment, a top priority for me has been to figure out ways to encourage informed and respectful conversations around these ideas. This has shaped my approach to the class, and spurred my efforts to create an open and listening environment in the class, and a sense of community.

It has also motivated my efforts outside of my classes to help foster an academic climate that values diversity and inclusivity. I have presented in every Inclusion Starts With Me Teach-In since 2017 on topics dealing with race, racism, and immigrant and refugee health. In 2017-2018 I participated in an informal learning community centered on immigration studies to gain a better understanding of the rapid changes in the US stance on immigrants and refugees; through our discussions I also developed valuable collaborations with colleagues in other departments and colleges at Cal Poly. In 2018-2019, I served as a member of the General Education Diversity & Inclusion Work Group (2018-19), charged by the GE Governance Board to review the USCP criteria and graduation requirement; in this capacity, and as the only faculty representative from the College of Science and Mathematics, I contributed to the revision of the Diversity Learning Objectives (DLOs) and the USCP criteria. More recently, I also served on a departmental search committee for a new faculty member as part of the Diversity Cluster Hire, a process that raised difficult questions about what kinds of contributions to and ideas about 'diversity' will most benefit Cal Poly students.

Cal Poly is at its own pivotal moment; the recent but not unprecedented race-related incidents on campus have had the positive effect of bringing the values of diversity, inclusivity, and equity to the forefront. Our challenge now, and the charge of the Diversity Committee, is to determine next steps – for example, how to

implement new DLOs, and what actions to take to address CPX survey results – to move the campus towards its ideal of inclusive excellence.

Faculty Affairs Committee

Robert L. Holtzapple, Physics (11 years at Cal Poly) Tenured

The accomplishments that I will bring to the Faculty Affairs Committee are: 1) I have served as the tenure chair in the physics department, 2) I have mentored many tenure track faculty and instructors in scholarly research and teaching, 3) I am an academic advisor for physics majors, 4) I have been named teacher of the year twice in the physics department, 5) I have achieved tenure at two different Universities, and 6) I conduct National Science Foundation sponsored research at major international laboratories and universities such as SLAC National Accelerator Laboratory, CERN, and Cornell University.

Having been the tenure chair in the physics department I am aware of the faculty personnel policy issues at the departmental level and I am interested in providing feedback and updating the university-level faculty policies such as tenure, promotion, leave of absences, equity, etc. to make them more streamlined, standard, and transparent across the University.

Eric Jones, Chemistry and Biochemistry (6 years at Cal Poly) Tenured

As a newly-tenured associate professor, I would like a chance to give back to faculty by participating in the Faculty Affairs committee. Having recently submitted my own application for tenure, and working on my application for sabbatical leave, I feel I am comfortable enough with the policies of retention, promotion, tenure, and leave at Cal Poly that I can represent my department in this capacity. While I do not have experience on our internal Faculty Matters Committee, I am in service on three peer review subcommittees this quarter to evaluate chemistry faculty for promotion and tenure, so I am familiar with the principles the committee is charged with: policies for retention and advancement, scholarship and academic freedom, and equity.

GE Governance Board (2019-2022)

Samuel Frame, Statistics (13+ years at Cal Poly) Tenured

I have served GE in several capacities. I was on the General Education Task Forces in 2009-2010 and 2010-2011, the first of which established the GE Governance Board itself. Most recently I served on the GE Pathways Working Group, and I am particularly interested in joining the GE Governance Board to further develop and implement the GE Pathway's Working Group's recommendations. As a member of the statistics department, the majority of the classes I teach are considered GE. Lastly, as a former transfer student to Cal Poly, I have experienced the our GE program.

Professional Consultative Services

Budget and Long-Range Planning Committee

Distinguished Scholarship Awards Committee

Distinguished Teaching Awards Committee

Diversity Committee (2019-2021)

Mark Bieraugel, Library (8 years at Cal Poly)

I bring to this committee service as an Academic Senator, the Executive Board of the Senate, and committee member of the Budget and Long Range Planning Committee. In the area of diversity I've served on the Inclusive Excellence Council, and its new iteration, the Diversity Partners group. I have served on the PRIDE FSA board as secretary for two years, and was a Beacon mentor this past academic year. For Kennedy Library I was the Chair of our library diversity and inclusivity committee for the past two years. In 2016 I was nominated for the President's Diversity Award. I have presented on diversity issues both at conferences and here at Cal Poly to students, faculty, and staff. I feel like my background with Academic Senate committees and my focused work on campus issues lets me hit the ground running on this new and exciting committee.

Maria Zavala, CENG Student Services (13 years at Cal Poly)

I have worked as an academic advisor for the college of engineering and have experienced many changes throughout the years. I enjoy working in teams to strategize new and creative opportunities that welcome diversity amongst students, staff and faculty. A big part of my job is focused on international education for our engineering students (as the study abroad advisor for our college) and I also enjoy working with underrepresented students. Both populations bring diversity to the college. I identify as a minority (woman), first generation, and person of color and hope to use my personal and professional experiences to make a positive difference for our college.

GE Governance Board (2019-2022)

Research, Scholarship and Creative Activities Committee (2019-2020)

Sustainability Committee

Academic Senate Curriculum Appeals Committee (3 Vacancies – 2 from Group 1, 1 from Group 2)

Brenda Helmbrecht (15 years at Cal Poly) Tenured – Group 2

I have a lot of experience with curriculum development and review. I served for four years as GEGB chair and I served on the GEGB committee for a handful of years prior to that. I am familiar with the curriculum review process. I believe my background knowledge and experience position me to serve on this committee.

Doug Keesey, English (31 years at Cal Poly) Tenured, Incumbent – Group 1

I would be happy to continue serving on this committee. I have served as GE Director (for 8 years) and Chair of the Senate Curriculum Committee (for 5 years). In addition, I have served on department, college, and Senate curriculum committees, and I've been a department chair. I've also served on GE committees (area and governance), and I've been an academic senator. If I were to continue, my input on the Appeals Committee would be informed by this wide range of experience. I would also work hard to keep an open mind, to hear both sides of an issue, and to take the time to really understand it. In thinking through issues, I would try to keep the best educational interests of the students as foremost in my mind.

Neal MacDougall, Agribusiness (22 years at Cal Poly) Tenured – Group 2

I meet the qualifications since I served two consecutive terms on the GEGB. I just rotated off the committee. Many years ago (before the GE 2000 project) I also served on the GE Area A Advisory Committee.

Statements of Interest Received for 2019-2021 Diversity Committee Chair

Foaad Khosmood, Computer Science and Software Engineering (8 years at Cal Poly) Tenured

I've been interested in diversity issues at al Poly for a long time. I advise the only racial diversity related student club associated with computing: Color Coded. I'm eager to learn more and address this important issue on our campus. I've also served as a Senator for 3 years already, representing CENG.

Jose Navarro, Ethnic Studies (7 years at Cal Poly) Tenured

I am interested in serving as chair of the Academic Senate's Diversity Committee. As you know, I am currently a College of Liberal Arts (CLA) representative in the academic senate and, as a result, I am familiar with many senate policies and procedures. Additionally, I recently served as the chair of the General Education Diversity and Inclusion committee. During my time as the chair of that committee, I oversaw the revision of the university's Diversity Learning Objectives (DLOs) and their approval by the senate last year. As chair, I also led efforts to revise the university's United States Cultural Pluralism (USCP) course criteria and draft new USCP course learning objectives that are specific and appropriate to lower-division and upper-division USCP courses. I am also a member of the President's Diversity Working Group and a member of the Cal Poly Scholar's Task Force. In those roles, I help facilitate university-wide discussions of diversity, equity, and inclusion as they impact students, staff, and faculty across campus.

My expectations, if elected as chair of the Senate Diversity Committee, would be to: (1) help carry out the proposed revisions for USCP criteria and learning objectives; (2) lead the committee's evaluation of related senate and university policies and procedures for ways to create greater inclusion and equity (if needed); and, (3) to be a liaison between the senate and the Office of University Diversity and Inclusion (OUDI) as it carries out its action plan post-CPX. Overall, my goal is to help the senate lead in efforts to address issues related to diversity, equity, and inclusion and make sure that the faculty have a strong voice and excellent representation with regard to the coming changes in these key areas. In short, I believe my scholarly expertise and my experiences (noted above) make me distinctly qualified to serve the senate as Chair of its Diversity Committee.

Marilyn Tseng, Kinesiology and Public Health (10 years at Cal Poly) Tenure Track

Among the courses that has most influenced my perspective as a faculty member at Cal Poly is KINE 255 (Personal Health: A Multicultural Approach), a General Education course that also meets Cal Poly's US Cultural Pluralism (USCP) requirement. I have taught the class since 2011. The classes have varied in size from ~20 to 180 students; they include students of all majors and all years of study; and in the fall quarter, they consist largely of first-year students block scheduled into the class. An advantage of this has been the opportunity to hear the wide range of opinions of students, most of whom did not choose to be in the class, on topics such as health inequalities, immigrant health, segregation, and racism. But a pivotal moment for me was the first day of class in January 2017, when a discussion of the definition of 'race' prompted a student to challenge my definition, then walk out of the class (which he dropped). I have long believed in the importance of 'cultural pluralism,' and in acknowledging and appreciating the often unrecognized and untold differences in the experiences, opportunities, and perspectives of individuals of different social identities. Since that pivotal moment, a top priority for me has been to figure out ways to encourage informed and respectful conversations around these ideas. This has shaped my approach to the class, and spurred my efforts to create an open and listening environment in the class, and a sense of community.

It has also motivated my efforts outside of my classes to help foster an academic climate that values diversity and inclusivity. I have presented in every Inclusion Starts With Me Teach-In since 2017 on topics dealing with race, racism, and immigrant and refugee health. In 2017-2018 I participated in an informal learning community centered on immigration studies to gain a better understanding of the rapid changes in the US stance on immigrants and refugees; through our discussions I also developed valuable collaborations with colleagues in other departments and colleges at Cal Poly. In 2018-2019, I served as a member of the General Education Diversity & Inclusion Work Group (2018-19), charged by the GE Governance Board to review the USCP criteria and graduation requirement; in this capacity, and as the only faculty representative from the College of Science and Mathematics, I contributed to the revision of

the Diversity Learning Objectives (DLOs) and the USCP criteria. More recently, I also served on a departmental search committee for a new faculty member as part of the Diversity Cluster Hire, a process that raised difficult questions about what kinds of contributions to and ideas about ‘diversity’ will most benefit Cal Poly students.

Cal Poly is at its own pivotal moment; the recent but not unprecedented race-related incidents on campus have had the positive effect of bringing the values of diversity, inclusivity, and equity to the forefront. Our challenge now, and the charge of the Diversity Committee, is to determine next steps – for example, how to implement new DLOs, and what actions to take to address CPX survey results – to move the campus towards its ideal of inclusive excellence. standard, and transparent across the University.

Statements of Interest Received for 2019-2021 University Committee Vacancies

(All appointments are for 1-year unless noted below)

ACADEMIC ASSESSMENT COUNCIL – 4 vacancies: CAED (2019-2022), CAFES (2019-2022), CLA (2018-2021), PCS (2019-2020)

Silvia Marijuan, World Languages and Cultures (5 years at Cal Poly) Tenure Track

I am an applied linguist with a solid background in curriculum development and assessment. I received my PhD from Georgetown University where I was introduced to assessment tools by experts in language testing and program assessment in higher education. Since I started working at Cal Poly I have served on both the assessment committee of the WLC Department as well as on the curriculum committee. I have also worked on the assessment development plan for the International Center at Cal Poly. I have experience developing new GE courses and in getting approval for the e-learning addendum to convert face-to-face courses into an online format. While at Cal Poly, I have created the specific courses needed for the post-baccalaureate Single Subject Credential (Spanish and French) with the collaboration of the School of Education. I have served on many committees and task-force groups such as the Re-imagining the First-Year of College Team (AAUSCU), Extending the First-Year Experience Task Force Committee, and the CLA Diversity Committee. I served as a substitute CLA Senator in Spring 2018. This academic year (2019-2020), I will be working with the Middle Leadership Academy and Cal Poly Scholars Task Force. In addition, I will work with the Office of Writing and Learning Initiatives and the CTLT on the expansion of the GWR across the curriculum to add a GWR designation to a course I previously created (WLC 370). Serving as a CLA representative on the Academic Assessment Council will give me the opportunity to grow and give back to my college and Cal Poly.

DISABILITY ACCESS AND COMPLIANCE COMMITTEE – 2 vacancies: ARB (2018-2020) and ARB (2019-2021)

GRADUATION WRITING REQUIREMENT GWR ADVISORY BOARD – 3 vacancies CAFES (2019-2021), CENG (2019-2021). OCOB (2018-2020)

INTELLECTUAL PROPERTY REVIEW COMMITTEE – 2 vacancies CLA (2019-2022), PCS (2019-2021)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) – (2019-2022)

Heather Liwanag, Biological Sciences (3.5 years at Cal Poly) Tenure Track – Incumbent

As an animal researcher myself, I have a keen interest in contributing to the humane and scientifically sound use of animals. I understand that the purpose of the IACUC is to maintain the standards of the animal research facilities on campus, and to ensure that the animal research performed at Cal Poly is both scientifically and ethically robust. Because my research program includes experiments with marine mammals, I am familiar with state and federal permitting procedures for the use of protected species. I also study lizards, so I have experience with animal husbandry standards as well. I have a genuine concern for the welfare of research animals, and I understand the value of animal research from a scientist's perspective. This allows me to review protocols with an awareness and appreciation for what is at stake. I have served on the IACUC Committee here at Cal Poly for 3 years and also at my previous institution (Adelphi University) for 2 years. I enjoy serving on the IACUC, and believe it is an important and rewarding way to contribute my service to the university.

STATUS OF WOMEN COMMITTEE – 3 vacancies: CAED (2019-2021), CENG (2019-2021) and CSM (2019-2021)

Tina Cheuk, School of Education, Science and Math (1 year at Cal Poly) Tenure Track

My name is Tina Cheuk and I am an assistant professor in elementary science education at the School of Education. I am new faculty who is part of this year's diversity cluster hire.

Prior to joining CalPoly, I was a doctoral student at the Graduate School of Education at Stanford University. There, I co-founded two initiatives, Mothers in Academia and Student Parent Alliance. The mission of these networks was to empower and support students and postdoc mothers across the seven schools within the University. This work included working closely with the Vice Provost's office, Graduate Student Life Office, WorkLife Office, Student Affairs, Title IX, Women's Center, and Housing/Health. My areas of expertise are in pregnancy and motherhood penalties in IHEs and Title IX protections for students.

I am interested in becoming a member of the Status of Women Committee for a variety of reasons. I have recently connected with a current Masters degree student in the School of Education (alumna to CalPoly undergrad) and will mentor her work with the Students with Dependents Initiative and the Student Parent Collective under the Student Affairs. I would also be interested in working with the Title IX office, especially with the passage of Assembly Bill-809 (Sept 2019) so that we can better support our pregnant and parenting students.

For faculty and staff, I'm most interested in the effects of family formation on both when and why women and men drop out or opt out of the academic science career path and those who remain on the path. Along with committee members, I'm hopeful that we can achieve work-family justice so that every member of Cal Poly has the opportunity and power to fully participate in employment and educational equity, and family care.

STUDENT HEALTH ADVISORY COMMITTEE – 1 vacancy: (2019-2020)

Ryan Hubbard, Campus Health and Wellbeing (1 year at Cal Poly)

I am a physician in the campus health center. I have been here for 14 months now and am very passionate about improving Cal Poly students' wellness. I am in the trenches 5 days per week, seeing over 75 students per week and addressing their health concerns. I feel that I would have a lot to add with this perspective and insight

UNIVERSITY UNION ADVISORY BOARD – 1 vacancy: (2019-2020)

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**

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**

Research, Scholarship, and Creative Activities Committee

- Collaborate with Research and Development on new RFP process. **AY 2019-2020**
- Collaborate with Research and Development on ORCHID 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**

General Education Pathways Work Group Report
California Polytechnic State University, San Luis Obispo

Submitted to General Education Governance Board and Academic Senate

24 May 2019

Mission Statement

Cal Poly General Education Pathways are integrated, interdisciplinary experiences within our GE program, providing students with a curated focus on contemporary and relevant world problems, and resulting in culminating experiences that support the distinct identity found in a Cal Poly education.

Guiding Principles

1. **A Cal Poly GE Pathway is more than just a list of courses.** Pathways are coherent sets of GE courses that are defined by, and designed to answer, one or more compelling question(s). They represent an opportunity to integrate and apply knowledge acquired throughout the GE curriculum via a unique culminating experience.
2. **GE Pathways are faculty-designed curricular experiences where students customize part of their General Education experience and explore an interest linked across multiple GE courses.** Each GE Pathway is an interdisciplinary curriculum spanning GE areas, colleges, and departments. Pathways consist of three Cal Poly GE courses, with at least two at the upper-division level.
3. **GE Pathways are not mandatory and are flexible.** For students, pathways do not create an obstacle to timely graduation. Faculty members interested in teaching explicitly connected GE courses have full authorship of the pathway theme, guiding questions, courses, and culminating experience.
4. **Pathways culminate in a meaningful experience.** Pathways culminate in a broad educational experience where students synthesize their learning and demonstrate knowledge of the pathway's guiding question(s). Achievement of a completed pathway is represented on the student's transcript.

GE Pathway Design and Justification

In November 2018, the Academic Senate called for the formation of a General Education Pathways Work Group. This group was asked to report to the Senate and the GE Governance Board with recommendations for a GE pathway plan that would “create a distinct identity for Cal Poly’s GE program,” as well as implementation strategies. In January 2019, the GE Pathways Work Group was formed and began its study of this question.

Our work group recommends the design and implementation of a pathway option in the Cal Poly GE Program. This would be an optional cluster of three courses organized around a common interdisciplinary theme and guided by a set of core questions. Pathways would help lend a distinctive Cal Poly / comprehensive polytechnic identity to the GE curriculum by realizing our current GE Program Learning Objective #3, that students should be able to “[a]ddress real world problems by demonstrating broad disciplinary knowledge, skills, and values in arts, humanities, sciences, and technology.” This breadth across disciplines, departments, and colleges would also help fulfill Cal Poly’s goal, as stated in the “Mission and Values” section of the Strategic Plan 2018-2023 Draft, of encouraging cross-disciplinary experiences.

GE Pathways will allow opportunities for intentional, integrated learning within the General Education curriculum. They would allow for the creation of new learning communities. In addition, pathways would give students a chance to reflect on and integrate ideas across a longer period of time, and also to integrate ideas from different points in their GE coursework. These learning practices would add more value to GE and to students’ understanding of, and active engagement with, our GE curriculum. Completion of the pathway would be notated on student transcripts, providing external motivation and reward.

GE Pathways should be designed to answer one or more guiding and compelling intellectual question(s). Fundamentally, these Pathway Guiding Questions would represent learning objectives for each specific pathway. The questions would express the intellectual and important contemporary issues to be studied in each pathway. They also would be included in the catalog description of the pathway, thereby centering for students the intellectual endeavor and commitment involved. The Pathway Guiding Questions would also be used to publicize the programs and to create student interest.

We recommend that Cal Poly GE Pathways consist of three courses, including at least two upper-division courses. Many of these courses will likely exist in the current Cal Poly catalog;

faculty should also feel free to propose new GE courses for the pathways. The upper-division emphasis allows the pathway to serve as a more distinct, broad, and identifiable capstone experience within GE than is currently experienced in individual upper-division Area B, C, and D courses (which were originally designed to serve as mini-capstones to study completed in each of these different areas). This three-course format also allows first-time and transfer students equal opportunity to enroll in pathways.

The pathways should consist of courses spanning across at least two different GE Areas and two different colleges, in order to help ensure the interdisciplinary breadth that our GE Program is meant to provide. We recommend strongly that the pathways should consist of Cal Poly GE courses only, in order to help ensure that the pathways maintain their unique focus and guiding questions the way that Cal Poly faculty have designed them. We also recommend that pathways be designed with somewhat flexible requirements, as long as all of the eligible courses help answer the Pathway Guiding Questions in an authentic and meaningful way. However, we feel that it is important that no course substitutions be used (from GE or non-GE courses) for pathway credit.

We also recommend that each pathway group propose their own preferred design of a culminating experience, which will exhibit the student's ability to grapple with and answer the Pathway Guiding Questions after completion of the three courses. This culminating experience could include essays, e-portfolios, presentations, guided reflections, inclusion of pathway-related subject matter in senior projects, etc.

Design and implementation of a GE Pathways program at Cal Poly will require extensive communication and collaboration between pathways faculty and coordinators, departments, college curriculum committees, the GE Governance Board, the Academic Senate, Academic Programs and Planning, the University Registrar, University Advising, and likely more individuals and offices on campus. This should only be embarked upon if a broad commitment to this support, communication, and collaboration exists. The following sections contain more specific recommendations on the student role in pathways, and how pathways should be designed, administered, and assessed.

The Student Perspective

Two foremost principles of our GE Pathway recommendation are that pathways are optional, not mandatory, and that they do not create an obstacle to timely graduation.

Students who matriculate at Cal Poly as first-time first-year students would be eligible to enroll in a pathway after completing a minimum of 45 units or three quarters of instruction at Cal Poly. These students would thus have time to learn about the different pathways, and this would also ensure that they have sufficient time to complete the three courses. The process would be more time-sensitive for new transfer students. In order to be able to select GE courses in their desired pathways, these students would need to enroll in pathways early in their junior year. Advisors thus would need to work, perhaps during the SLO Transfer Days program, to educate incoming transfer students about the GE pathways program. For all students, the application process should be a simple one, handled directly by the Pathway Coordinator.

A successful pathway program must be one where a student accepted into a pathway is given the reasonable opportunity to finish it. That is, it would require that the pathways and associated departments commit to offering appropriate numbers of courses and sections. It would also favor pathways that provided some flexibility within their curricula, where some of the requirements could be completed by more than one GE course. Note that this “flexibility” does not extend to the use of course substitutions, which we strongly recommend against. A pathways program might also present the opportunity to innovate creative solutions for enrollment management in pathway courses. Finally, it should be made clear to students that there is no “penalty” for exiting or not completing a pathway before graduating.

The Faculty Perspective

One principle of our recommendation for GE pathways is that teaching and participating in these courses should be rewarding (and optional) for instructors. The thrill of seeing students make connections across subjects and disciplines is part of what makes our profession as academics so appealing, and we predict that GE pathways will help make this more commonplace at Cal Poly.

Faculty members who choose to take part in this program would be involved in suggesting existing courses and/or designing new courses for inclusion in the pathways. Faculty members could also choose to provide flexibility within course assignments for pathway students, and would

also have the opportunity (as appropriate to the course) to introduce or reinforce the cross-disciplinary connections of the pathway. The student's role and intellectual responsibility is to follow and think through these connections, and this will be accomplished most successfully when modelled by the pathway instructors.

In 2018, faculty members and other campus stakeholders suggested five different pathways to the General Education Task Force: Sustainability, Migration and Migrants, East Asia, Global Studies, and Food, Culture, and Politics.¹ Several students attending the four GE Design Charrettes in May 2018 also suggested possible pathway themes, indicating rich student interest in such an option.

GE Pathway Construction and Administration

Cal Poly's GE Pathways should be administered by a GE Pathway Committee (GEPC) that reports directly to the GE Governance Board. We also recommend that the chair of the GEPC should be an *ex officio* member of the GEGB.

Elected by the committee members, the chair of the GEPC would be responsible for soliciting ideas for pathways and the courses that would constitute them. The chair would communicate with colleges and departments, and coordinate colleagues from different parts of the university in the process of forming pathways. This communication with colleagues from all of Cal Poly's colleges will be crucial to the formation of robust, interdisciplinary pathways. The GEPC would also include coordinators of each individual pathway, student representatives, and representatives from University Advising, University Registrar, GEGB, and Academic Programs and Planning. The GEPC chair and Pathway Coordinators should receive assigned time to support regular management and maintenance of the GE Pathways program.

The GEPC would review pathway proposals (as described in the following section), and evaluate them on their intellectual merit, breadth, and flexibility, as well as the commitment by associated departments and colleges to offer appropriate numbers of courses and sections.

¹ However, these were suggested in formats different than the one we are recommending here, and also without the Pathway Guiding Questions and culminating experience that we are recommending here as an integral part of a GE Pathway. *General Education Task Force Report and Recommendations: Creating a Student-Focused and Distinctive Program at Cal Poly* (October 2018), pp. B1-B8, <http://bit.ly/PolyGETF18>.

Pathways approved by the GEPC would be sent to the GEGB for their approval, and then to the Academic Senate Curriculum Committee (ASCC).

The GEPC would also have clear processes for adding courses to, or removing courses from, existing pathways. These proposals would likewise be sent to the GEGB and ASCC for review.

The GEPC would also provide resources to help each Pathway Coordinator determine the appropriate number of course sections to offer quarterly and yearly to meet the needs of that pathway.

Working with the Director of Academic Assessment, the GEPC would be responsible for regular assessment of pathways: (1) to help ensure that pathways remain accessible to students, (2) to help ensure that pathway courses support and map accurately to the Pathway Guiding Questions, and (3) to assess student achievement of GE Program Learning Objectives (PLOs). Regular assessment would allow the GEPC to evaluate individual pathways (or the entire GE Pathways program) and recommend improvements. The GEPC could recommend discontinuation or temporary deactivation of a pathway in cases where assessments and improvements are not addressed, or if student interest and/or program resources decline.

Each individual pathway group, led by a Pathway Coordinator, would be responsible for accepting student applications to the pathway, tracking and advising pathway students, and notifying the Office of the Registrar upon each student's completion of the pathway courses and culminating experience.

Each pathway group would also regularly assess student work completed for the culminating experience, to evaluate whether students completing the pathway were indeed able to formulate meaningful answers to the Pathway Guiding Questions.

Suggested Pathway Standards

One of the GEPC's important tasks will be to evaluate proposed pathways carefully for their interdisciplinary breadth and intellectual rigor, and their eventual approval as a formal program. We recommend the use of specific guidelines or a rubric to evaluate proposed pathways. Proposal scores or priorities could be assigned in the following categories:

- Interdisciplinary Nature of Pathway: Does the pathway span across GE areas, departments, and colleges?

- Compelling Nature of Pathway Guiding Question(s): Will these questions challenge students and lead to rigorous inquiry?
- Intellectual Justification for Need: What can this pathway provide our students that other existing programs do not?
- Pathway Culminating Experience: Does it allow students to draw on the pathway courses to answer the guiding questions in a summative and rewarding way?
- Measures of Student Support and Interest: Are there data from student surveys, PolyPlanner, and/or enrollment in related courses to suggest wide interest in the pathway?
- Faculty Expertise and Department Resources: Are departments able to commit to offering the number of courses and sections necessary to sustain the pathway?
- Scheduling of Course Offerings (Availability) and Flexibility: Will the different departments involved be able to work together to regularly schedule a sufficient number of pathway courses?
- Plan for Assessment and Evaluation: How will the pathway be assessed for student learning, success of culminating experience, course availability, and courses' fidelity to the pathway themes?

A sample GE Pathway Proposal Form that could be used to collect this and other basic information about proposed pathways is included in Appendix B. Academic Programs and Planning would be asked to create the official proposal form, which should then be integrated into Program Inventory Management.

Suggested Timeline

If a Cal Poly General Education Pathways Program was adopted by the Academic Senate in early 2019-20, then we recommend the following steps and timeline:

2019-20 Academic Year:

Academic Programs and Planning would begin drafting possible policies for reviewing pathway proposals, and would work closely with the **General Education Governance Board** and the **Academic Senate** to inaugurate the official process.

The **Academic Senate** would establish a **General Education Pathways Committee (GEPC)** with representation from: **Pathway Coordinators, University Advising, University Registrar, GEGB, Academic Programs and Planning**, and students. The **Academic Senate** would also recommend an assigned time policy for the GEPC Chair and individual Pathway Coordinators. (While the GEPC is in the process of being populated with Pathway Coordinators, the **GEGB** and **APP** would be asked to assist temporarily with the operation of this committee.)

The **GEPC** would reach out to faculty via college and/or department meetings, help coordinate between faculty from different colleges, consult with the Office of the **Registrar, University Advising**, and **University Marketing** on details of the program, and start organizing possible pathways.

By spring, the **GEGB** and **College Curriculum Committees** would prepare to receive pathway proposals. **Academic Programs and Planning** would finalize the pathway proposal process. The **GEPC** would help pathway groups finalize proposals, while continuing to consult with the **Registrar, Advising, Marketing, ASI**, and **Student Affairs** on details. **Pathway groups** would select Pathway Coordinators, design the Pathway Guiding Questions, draft catalog language, and consult with departments on scheduling patterns.

The **Registrar** would develop procedures for coding pathways into student transcripts. **ASI** and **Student Affairs** would develop messaging on pathways for WOW for Fall 2020. **Marketing** would develop pathways messaging for the Fall 2021 admissions cycle.

2020-21 Academic Year:

ASI and **Student Affairs** would educate new first-year and transfer students about pathways to begin in Fall 2021 in WOW.

The **GE Pathways Committee** would assist pathway groups with proposals, coordinating work with **Academic Programs and Planning, GE Governance Board, Registrar, Advising, ASI**, and **Student Affairs**.

Pathway groups would submit complete pathway proposals. Interested faculty and departments would account for pathway courses in preparing their 2021-22 course schedules.

The **GEPC** would also receive and evaluate pathway proposals, and then send them forward to the **GEGB** or return to the **Pathway groups** for revisions. The **GEGB** would receive and evaluate pathway proposals, either forwarding to the appropriate **college curriculum**

committees and the **Academic Senate Curriculum Committee**, or returning them to the **GEPC** for revisions. The **ASCC** would receive pathway proposals, and then forward to the Academic Senate or return to the **GEPC** for revisions.

The **GEPC** would work with **Academic Programs and Planning** to develop recommended procedures for each pathway to track and advise pathway students.

University Marketing would institute messaging for the Fall 2021 admissions cycle.

Academic Programs and Planning would develop the procedures to phase out pathways or pathway courses that are not in compliance.

The **Registrar** would finalize procedures for coding pathways, and for representation in the catalog and student transcript.

University Advising would develop positions, perspectives, and messages on pathways, and begin to advise students about the pathways. This would include messaging about pathways directed towards new transfer students in the SLO Days program. The **GEPC** would work with the **Admissions Office** to design and then distribute a summer pathway survey for new incoming students, perhaps integrated with the surveys that are currently part of the Block Scheduling process.

2021-22 Academic Year:

Implement Pathway program.

GEPC begins continuous assessment of Pathway program: collecting data on course enrollment and availability, success of culminating experiences, pathway student grades in the pathway compared to non-pathway student grades, exit surveys, etc.

Further Design Possibilities:

The GE Pathways Work Group suggests several other possible innovations for consideration as the program develops:

1. Pathways willing to do so could develop optional extensions that lead to a longer “Pathway Plus” or even to a minor.
2. Pathways could coordinate special events based on their pathway theme or questions.

3. The GEPC could coordinate with the University Writing & Rhetoric Center to design a program by which pathway students could complete their Graduation Writing Requirement via a cumulative pathway e-portfolio.

Appendix A: GE Pathways Work Group Members

Philip Ryan Abarquez (Student, Political Science)

Katherine Ettl (Student, Political Science)

Gregg Fiegel (Professor, Civil and Environmental Engineering, Honors Program)

Samuel Frame (Professor, Statistics)

Bruno Giberti (Associate Vice Provost for Academic Programs and Planning)

John Jasbinsek (Associate Professor, Physics)

Josh Machamer (Professor and Department Chair, Theatre and Dance)

Beth Merritt Miller (Assistant Vice Provost, University Advising)

Andrew Morris, Chair (Professor, History)

Camille O'Bryant (Associate Dean, College of Science and Mathematics)

Vidhi Sachdeva (Student, Civil Engineering)

Cem Sunata (University Registrar)

Carmen Trudell (Associate Professor, Architecture)

The Cal Poly GE Pathways Work Group would like to acknowledge faculty members, administrators, and advisors at the University of Maine at Farmington and the University of Santa Clara for providing information about the implementation and administration of general education pathways at their institutions.

Appendix B: Sample GE Pathway Proposal Form

| | |
|-----------------|----------------------|
| Proposal Author | Position |
| Department | Year Joined Cal Poly |

Proposed Pathway Title

Please include the Pathway Guiding Question(s) and a description of the educational and intellectual value of the pathway.

Proposed Curriculum

| Course Number and Name | How does this course / these courses address the compelling question(s)? | New Course? | Number of sections per quarter |
|-------------------------------------|--|-------------|--------------------------------|
| Upper-Division Course(s): | | | F |
| Instructors: | | | W |
| | | | Sp |
| | | | Su |
| Upper-Division Course(s): | | | F |
| Instructors: | | | W |
| | | | Sp |
| | | | Su |
| Upper- or Lower-Division Course(s): | | | F |
| Instructors: | | | W |
| | | | Sp |
| | | | Su |

Culminating Educational Experience

Each Pathway should have a culminating educational assignment which challenges students to address the Pathway Guiding Questions by demonstrating meaningful integrative thinking. Describe the culminating educational experience for this Pathway, including how it will be assessed, and the criteria for determining successful completion.

Record of Student Interest

For each course listed above, provide average data that would document a record of student interest in this topic. If the course is being newly proposed, data for similar courses can be used.

Resources

Describe any resources, such as technology or facilities, that are necessary to support this Pathway. If these resources must be provided by a Department or College, attach a memo of support from the Department Chair/Head or College Dean respectively.

Pathway Coordinator

Assigned time will be provided for one faculty member to serve as the Pathway Coordinator. This person will be responsible for managing student enrollment, progress, and completion of the Pathway. The coordinator will also lead assessment and communicate with the GEGB about the state of the Pathway.

Name

Position

Department

Signature of Support from Department Head**Assessment Plan**

Each pathway will be required to complete a Program Assessment every three years. Provide an outline for how student learning will be assessed in this Pathway, and how the assessment tools will be used to modify the Pathway curriculum, teaching methods, or culminating experience.
