Meeting of the Academic Senate Executive Committee
Tuesday, October 23, 2018
Continuation of the October 16, 2018 Meeting
38-114, 3:10 to 5:00pm

I. Minutes: none.

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

III. Reports: none.

IV. Business Items:
A. Resolution on Campus Climate: University Ombuds and Training: Paul Choboter, Math Department (pp. 2-14).
B. Resolution to Modify Section VII. Committees of the Bylaws of the Academic Senate: Dustin Stegner, Academic Senate Chair (pp. 15-16).
C. Resolution to Modify the Bylaws of the Academic Senate: Dustin Stegner, Academic Senate Chair (pp. 17-18).

V. Discussion Items:
A. Modification of Attachments
B. Waitlist Changes

VI. Adjournment:

805-756-1258 academicsenate.calpoly.edu
WHEREAS, Cal Poly is the least diverse campus in the CSU System; and

WHEREAS, Cal Poly has required periodic anti-harassment, discrimination, retaliation training for all faculty with direct supervisory responsibility over students; and

WHEREAS, Cal Poly faculty come in contact with students in other ways including classrooms as well as during advising; and

WHEREAS, Ombuds services provide early intervention that can resolve conflicts before they develop into more serious concerns; and

WHEREAS, Cal Poly has an Office of Student Ombuds Services that provides students with assistance in resolving university related issues, concerns, conflicts or complaints; and

WHEREAS, 13 of the CSU campuses have Ombuds Offices; and

WHEREAS, A majority of these CSU Ombuds Offices serve all university constituents; and

WHEREAS, In 1998-2000, Cal Poly had an Ombudsperson who served all university constituents; therefore be it

RESOLVED: That the responsibilities of the Ombuds Office shall be expanded to include all University constituents; and be it further

RESOLVED: That all Cal Poly employees shall undergo periodic sexual harassment anti-harassment, discrimination, retaliation training; and be it further

RESOLVED: That all Cal Poly employees shall undergo periodic implicit bias training; and be it further

RESOLVED: That Cal Poly shall establish rewards to encourage employees to participate in Employment Equity Facilitator training; and be it

RESOLVED: That the Academic Senate reaffirms its commitment to Academic Senate Resolution, AS-695-09, Resolution on the Cal Poly Statement on Commitment to Community.

Proposed by: Paul Choboter – Math Department, Dianne DeTurris – Aerospace Engineering, Ashley Eberle – Career Services, Harvey Greenwald – Emeritus Academic Senate Chair, Camille O’Bryant – Associate Dean, CSM

Date: September 13, 2018
I. INTRODUCTION

The Ombudsman endeavors to be worthy of the trust placed in the Ombudsman Office.

II. FUNCTIONALITY

1. The Ombudsman holds no other position within the organization which might compromise independence.

2. The Ombudsman includes any investigative or adjudicative procedures. When appropriate, the Ombudsman may initiate action on a concern identified through the Ombudsman’s direct observation.

3. The Ombudsman has access to all information and all individuals in the organization, as permitted by law.

4. The Ombudsman has authority to order Ombudsman Office staff and manage Ombudsman Office budget and operations.

III. NEUTRALITY AND IMpartiality

1. The Ombudsman’s neutrality, impartiality, and unaligned.

2. The Ombudsman does not reveal, and must not be required to reveal, the identity of any individual contacting the Ombudsman Office, nor does the Ombudsman reveal information provided in confidence to an individual contacting the Ombudsman Office, without that individual’s express permission.

3. The Ombudsman maintains information (e.g., notes, phone messages, appointment calendars) in a secure location and manner, protected from inspection by others.

4. The Ombudsman maintains information in a manner that protects confidentiality.

5. Communications made to the Ombudsman are not notice to the organization. The Ombudsman neither acts as an agent for, nor accepts notice on behalf of, the organization.

6. The Ombudsman helps develop a range of responsible options to resolve problems and facilitate discussion to identify the best options.

IV. INDEPENDENCE

1. The Ombudsman Office and the Ombudsman are independent from other organizational entities.

2. The Ombudsman does not participate in any formal or informal associations within the organization in a way that might create actual or perceived conflicts of interest for the Ombudsman.

3. The Ombudsman helps develop a range of responsible options to resolve problems and facilitate discussion to identify the best options.

V. FORMALITY AND OTHER STANDARDS

1. The Ombudsman’s neutrality, impartiality, and unaligned.

2. The Ombudsman does not replace, any formal channels. Use of the Ombudsman Office is voluntary, and has a consistent and standard practice for the destruction of such information.

3. The Ombudsman refers individuals to the appropriate offices or individual.

4. The Ombudsman procures any data and/or reports in a manner that protects confidentiality.

5. The Ombudsman maintains information in a secure location and manner, protected from inspection by others.

6. The Ombudsman acts in accordance with the IOA Code of Ethics and Standards of Practice, keeps professionally current by pursuing continuing education, and provides opportunities for staff to pursue professional training.

7. The Ombudsman endeavors to be worthy of the trust placed in the Ombudsman Office.
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-807-15

RESOLUTION ON CAL POLY STATEMENT ON DIVERSITY AND INCLUSIVITY

WHEREAS, The Academic Senate has approved several resolutions since 1987 regarding the importance of diversity and educational equity; and

WHEREAS, Among these resolutions includes the “Cal Poly Statement on Diversity,” which was approved in 1998 (AS-506-98/DTF); and

WHEREAS, In the ensuing years since the Cal Poly Statement on Diversity was approved faculty, staff, and students have worked to gain a deeper understanding of the importance of diversity and educational equity through a myriad of approaches, including the adoption of the Inclusive Excellence Model in 2009 (AS-682-09); and

WHEREAS, Today at Cal Poly we continue to strive to increase diversity, but in addition, we attend more closely than ever to fostering a culture of inclusivity for every faculty, staff, and student member on this campus; therefore, be it

RESOLVED: That the Inclusive Excellence Council has developed a new statement on diversity to reflect the inclusivity aspect of our university; and be it further

RESOLVED: That the Academic Senate approves the attached Cal Poly Statement on Diversity and Inclusivity.

Proposed by: Inclusive Excellence Council
Date: September 29, 2015
Cal Poly Statement on Diversity and Inclusivity*
September 29, 2015
Revised - November 12, 2015
Approved - November 17, 2015

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 worldviews. 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.

*The definition of diversity is specifically inclusive of, but not limited to, and individual’s race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation.
RESOLVED: That the Academic Senate at Cal Poly accept and endorse The Cal Poly Statement on Diversity attached; and, be it further

RESOLVED: That the Academic Senate in partnership with its administration devise plans and strategies to promulgate and implement the diversity and educational objectives outlined in The Cal Poly Statement on Diversity; and, be it further

RESOLVED: That the Academic Senate recommend to its administration that the Provost/Vice President for Academic Affairs provide an annual assessment of the previously mentioned partnership's diversity related activities to the Academic Senate.

Proposed by: The Diversity Task Force
Date: April 21, 1998
Revised: June 8, 1998
THE CAL POLY STATEMENT ON DIVERSITY*

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

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

As a University whose motto is "to learn by doing," Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff, and other students from diverse backgrounds, their stereotypes about "the other" are challenged. As the AAUP statement notes, such personal interaction gives students an understanding of the "range of similarities and differences within and among... groups" that "no textbook or computer" can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their cocurricular activities), must be constituted in a way that reinforces the value of encountering and considering diversity.

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

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

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

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

To: Myron Hood
Chair, Academic Senate

From: Warren J. Baker
President

Date: September 18, 1998

Copies: Paul J. Zingg
Harvey Greenwald
Linda Dalton

Subject: AS-505-98/DTF, Resolution on the Academic Value of Diversity
        AS-506-98/DTF, Resolution on The Cal Poly Statement on Diversity

I am pleased to accept Resolutions AS-505-98/DTF and AS-506-98/DTF.

The Academic Senate is to be applauded for its clear affirmation of the educational values of
diversity and its recognition that diversity strengthens our community and prepares our students
more fully for effective citizenry, responsible careers and engaged lives.

Both resolutions underscore the University's values that are imbedded in our Mission Statement and
Strategic Plan. The voice of the Senate in these matters will strengthen the University's ability to
continue its efforts to foster greater diversity among our students, faculty and staff. Clearly aligning
Cal Poly with the important statements on diversity that the nation's principal educational
associations have made signals our commitment and resolve.

I look forward to working with the Senate and our entire University community in achieving the
promise within these resolutions.
WHEREAS, The Academic Senate has a 30-plus year history of espousing the principles of Making Excellence Inclusive as a learning-community imperative – most recently in the Senate's Fall '08 retreat and (AS-663-08) Resolution on Diversity Learning Objectives; and

WHEREAS, “Build an Inclusive Community” is one of seven goals of the Cal Poly Strategic Plan; and

WHEREAS, A learning environment that supports attention to diversity is a standard of accreditation as promulgated by the Western Association of Schools and Colleges; and

WHEREAS, The Academic Senate has affirmed the academic value of diversity (AS-505-98); therefore be it

RESOLVED: That the Academic Senate support Making Excellence Inclusive as a goal and organizing principle of the Cal Poly learning community; and, be it further

RESOLVED: That resources for the professional development of faculty in Making Excellence Inclusive be established, sustained, and identified by the University, colleges, and other instructionally-related entities as part of their inventory of efforts to promote Inclusive Excellence; and, be it further

RESOLVED: That faculty efforts in Making Excellence Inclusive be recognized as a substantive component of voluntary service in the Retention, Promotion, and Tenure (RPT) evaluation process.

Proposed by: Academic Senate Executive Committee
Date: March 30 2009
Revised: April 28 2009
Revised: May 20 2009
Revised: May 26 2009
State of California
Memorandum

To: John Soares
   Chair, Academic Senate

From: Warren J. Bailey
       President

Date: June 22, 2009

Copies: R. Fermlores, R. Koob,
        D. Conn, P. Bailey,
        D. Christy, L. Halisky,
        T. Jones, B. Konopak,
        M. Noori, D. Wehner,
        M. Suess

Subject: Response to Academic Senate Resolution AS-682-09
         Resolution on Making Excellence Inclusive at Cal Poly

This is to formally acknowledge receipt and approval of the above-referenced Academic Senate resolution.

Please express my appreciation to the Academic Senate members for their work on this issue.
MEMORANDUM
Cal Poly | Office of the President

To: Gary Laver

Date: March 28, 2016

From: Jeffrey D. Armstrong
President

Copies: K. Enz Finken
J. DeCosta

Subject: Response to Academic Senate Resolution AS-807-15
Resolution on Cal Poly Statement on Diversity and Inclusivity

I am pleased to accept and support the above-entitled Academic Senate Resolution.

The Academic Senate has a long history of supporting diversity and inclusivity initiatives going back into the 1980's. I applaud this history. I appreciate deeply that the Academic Senate has shown repeatedly that it understands why it is critical to the success of our faculty, staff and students that we continue to evolve in our approach to not only recruiting diverse faculty, staff and students, but also in improving our campus climate so that everyone can work and learn in an environment that is welcoming.

Please express my appreciation to the Inclusive Excellence Council for their attention to this important matter.

Phone: 805-756-6000 | presidentsoffice@calpoly.edu
ACADEMIC SENATE
of
CALIFORNIA POLYTECNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-695-09

RESOLUTION ON
THE CAL POLY STATEMENT ON COMMITMENT TO COMMUNITY

BACKGROUND: The Committee on University Citizenship (CUCIT) is a University-wide standing committee charged with exploring issues and making policy recommendations related to the preservation and ongoing development of a vital, effective tradition of University citizenship at Cal Poly. The committee explores and makes recommendations on strategies designed to foster and expand:

- an engaged, civil, and mutually respectful classroom and other educational environments;
- a tradition of confident, effective, and civil public campus discourse that prepares students for active civic engagement and leadership roles;
- a greater awareness of factors that lead to hostile campus work environments and strategies for further promoting campus work environments that are free from harassment and characterized by mutual respect and support; and
- the civic engagement of students, faculty, and staff beyond the University—and for strengthening Cal Poly’s role as a good institutional citizen in regional, state, national, and international contexts.

(Distilled from http://www.president.calpoly.edu/committees/CUCIT.pdf)

RESOLVED: That the Academic Senate accept and endorse the Cal Poly Statement on Commitment to Community; and, be it further

RESOLVED: That the Academic Senate work with its University’s administration in developing plans and strategies to help realize the values of the Cal Poly Statement on Commitment to Community.

Proposed by: The Academic Senate Executive Committee
Date: April 21 2009
Revised: April 28 2009
Revised: October 06 2009
Revised: October 13 2009
Cal Poly Statement on Commitment to Community

The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

Committee on University Citizenship
October 13 2009
To: Rachel Fernflores  
   Chair, Academic Senate

From: Warren J. Baker  
    President

Date: February 16, 2010

Copies: R. Koob, D. Conn, E. Smith, C. Morton

I formally acknowledge receipt and approval of the above-referenced Academic Senate Resolution.

Please express my appreciation to the Committee on University Citizenship for their work on this issue. As endorsed by the Academic Senate, the "Cal Poly Statement on Commitment to Community" provides a common sense set of principles for effective community participation and engagement, consistent with Cal Poly's core educational mission and values. I commend it to all Cal Poly students, faculty, and staff.
RESOLUTION TO MODIFY SECTION VIII. COMMITTEES OF THE BYLAWS OF THE ACADEMIC SENATE

Impact on Existing Policy: None.

WHEREAS, The Bylaws of the Academic Senate states that no person shall be assigned concurrent membership on more than one standing committee; and

WHEREAS, Membership on the Academic Senate Curriculum Appeals Committee (ASCAC) requires a vast knowledge of the curriculum; and

WHEREAS, Together, the current ASCAC membership description and Bylaws limit the number of eligible faculty; therefore be it

RESOLVED: That the membership of the Curriculum Appeals Committee be modify in an effort to expand the number of qualified faculty members, and be it further

RESOLVED: That the Academic Senate approved the attached modifications to the Bylaws of the Academic Senate

Proposed by: Academic Senate Executive Committee
Date: September 27, 2018

1 (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
Bylaws of the Academic Senate

Section VIII. COMMITTEES

B. MEMBERSHIP

No person shall be assigned concurrent membership on more than on standing committee except for Executive Committee members who may serve on the Executive Committee and one other Senate committee, and Academic Senate Curriculum Appeals Committee members who may serve on one other standing committee.

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum
3. Curriculum Appeals
4. Distinguished Scholarship Awards
5. Distinguished Teaching Awards
6. Faculty Affairs
7. Fairness Board
8. General Education Governance Board
9. Grants Review
10. Instruction
11. Research, Scholarship and Creative Activities
12. Sustainability
13. USCP Review Committee

I. COMMITTEE DESCRIPTIONS

3. Curriculum Appeals Committee
   (See AS-711-10 for description of the Curriculum Appeals Committee and curriculum proposal appeals process.)
   (a) Membership
   At least two members from "List 1" and at least one member from "List 2" – three total.

   List 1
   - Former Academic Senate Chairs
   - Former Academic Senate Curriculum Committee Chairs who served for a minimum of two catalog cycles (4 consecutive years)
   - Former members of the Academic Senate Curriculum Committee who served for a minimum of two catalog cycles (4 consecutive years)

   List 2
   - Former GE Directors/Chairs who served for a minimum of two catalog cycles (4 consecutive years)
   - Former GE Committee/Board members who served for a minimum of two catalog cycles (4 consecutive years)

   (b) Responsibilities
   Adjudicating in a timely manner over curriculum proposals pulled from the Academic Senate consent agenda. The ASCAC would approve, disapprove, or return a curriculum proposal to committee (returned to committee at any level, as deemed appropriate).
WHEREAS, The consent agenda is a tool for increasing the efficiency of meetings; and

WHEREAS, The consent agenda is a procedure where a group of items are approved in a single motion without discussion; therefore be it

RESOLVED: That the Bylaws of the Academic Senate be modified as shown on the attached copy.

Proposed by: Academic Senate Executive Committee
Date: August 21, 2018
ADDITION to Bylaws of the Academic Senate

Section V. MEETINGS

E. CONSENT AGENDA

Items appearing on the Consent Agenda are expected to be routine and noncontroversial. Common uses include, but are not limited to, modifications to departments, courses, programs, and degrees. (New departments, courses, programs and degree must include a resolution and follow the regular approval path for resolutions.)

Any item on the Consent Agenda may be moved to the regular agenda at the request of a Senator within the allowed time. If an item is so moved, it shall be placed on the Business Items of the agenda as a First Reading item. Certain Consent Agenda Items, such as recommendations from the Curriculum Committee or Faculty Affairs Committee, may require special procedures.

Debate is not allowed on any item on the Consent Agenda, but questions for clarification are permitted.

Items not removed shall be approved by general consent without debate.