I. **Minutes**: October 8, 2019 minutes (pp. 2-3)

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

III. **Reports:**
   A. Academic Senate Chair:
   B. President’s Office: (pp. 4-6)
   C. Provost: (p. 7)
   D. Vice President for Student Affairs: (p. 8)
   E. Statewide Senate: None
   F. CFA: (pp. 9-11)
   G. ASI: (p. 12)

IV. **Special Reports:**
   A. [TIME CERTAIN 4:00 p.m.] Canvas Update: Tonia Malone, CTLT
   B. [TIME CERTAIN 4:15 p.m.] Research & Economic Development RFP Report: Renee Pera and Matt Ewing, Research & Development: (pp. 13-14)
   C. Student Evaluation Response Rates for AY 2018-2019: Ken Brown, Faculty Affairs Committee Chair (p. 15)
   D. Immediate Access Presentation: Amie Mellinger, Director, Cal Poly University Store

V. **Consent Agenda:**

<table>
<thead>
<tr>
<th>ITEMS TO BE CONSIDERED BY ACADEMIC SENATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name or Course Number, Title</strong></td>
</tr>
<tr>
<td>STAT 466 Senior Project: Statistical Consulting (4), 2 lectures, 2 discussions</td>
</tr>
</tbody>
</table>

VI. **Business Items:**
   A. Resolution on Updating the United States Cultural Pluralism (USCP) Criteria: Jose Navaro, GEGB Committee, first reading (pp. 16-27)

VII. **Discussion Item(s):**

VIII. **Adjournment:**

805-756-1258 -- academicsenate.calpoly.edu
I. Minutes: none.

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

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, announced that himself along with Amy S. Fleischer will be on the consultative Provost search committee. In addition, he gave an orientation to introduce new senators to the Academic Senate. The presentation is available for view at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Senate%20Orientation%202019.pdf

B. President’s Keith Humphrey, Vice President for Student Affairs, announced that faculty can submit their nominations or suggestions for the current Provost search at: www.imsearch/7190 as well as submit general feedback to Angelia Finocchiaro at: afinicchiaro@IMSearch.com. Information can also be directed through any committee member, who will then forward it to the firm.

C. Provost: Mary Pederson, Interim Provost, gave a report on the current numbers for the graduation rates including first year freshmen and transfer students. She also announced there will be enrollment planning workshops for department heads and chairs. She reminded the body of the upcoming November deadline for the proposal of new academic programs for the Master Plan. The data champions will be focusing on instructional demand and capacity, equity gap on campus, and the emphasis for student voices to be heard. A task force has been developed to revise the Cal Poly scholars’ program.

D. Vice President for Student Affairs: Keith Humphrey, Vice President for Student Affairs, announced that commencement for June of 2020 will be structured as college-based ceremonies. He also encouraged the body to visit the diversity https://diversity.calpoly.edu and to attend a session for the Strategic Diversity Institute on October 17th and 18th or watch via the live stream of the event.

E. Statewide Senate: Gary Laver, Statewide Senator, reported that a resolution waved to second reading and passed that would implement and ethnic studies requirement. Just Communities was awarded the bid for the antibias training that staff, faculty, administrators and students are able to participate in across the CSU system. He also announced a resolution that would notify incumbent contingent faculty tenure line openings within the CSU system that is still in first reading status. Laver mentioned that an executive order on student organizations and what they may encompass will be coming to the Statewide Academic Senate soon. He reported that Governor Newsom announced a bill for a general obligation and measure that will be featured on the March ballot. This bill would distribute $2 billion across the CSU for construction and maintenance purposes.

F. CFA: Lewis Call, CFA President, encouraged all members of the CFA to take the bargaining survey which can be taken at: https://www.calfac.org/bargaining-survey-2019. With regards to the potential power outage across campus, Call stated that the CFA’s stance on the subject was that faculty should continue to receive full salary in such an event.

G. ASI: Mark Borges, ASI president, announced the main focuses of his presidency are to improve the student experience through sustainability, diversity and inclusion, health and wellbeing, and empowering student voices. He announced the yearlong project of improving visibility to students on campus and asked the body to encourage students to reach out to their elected representatives in order to elevate their voices. He also announced that ASI was supporting the efforts of Academic Affairs to gain student participation in the Strategic Diversity Leadership Institute. Student government provides social justice program funding for any club, IRA, or department events that educate the campus on issues facing underrepresented minority students, and encouraged the body to utilize that resource. He also mentioned the efforts of ASI in building a stronger relationship with the City Council of San Luis Obispo. Rob Moore, ASI Board of Director’s Chair, announced that the student body will be taking a stance on the mandatory second year student housing in the following months as well as ASI’s efforts to increase voter registration on campus. If faculty are interested in having an ASI representative talk to their class, they are able to coordinate that by email: asicivicengagement@calpoly.edu.

805-756-1258 — academicsenate.calpoly.edu
IV. **Special Reports:**

A. **CSU Academic Senate:** Catherine Nelson, Chair, CSU Academic Senate, gave a report on current topics facing the Statewide Senate, that report is available here: https://content-calpoly.edu.s3.amazonaws.com/academicsenate/1/images/ASCSURpt.pdf

B. **GWR Advisory Board Update:** Dawn Janke, Chair, GWR Advisory Board, updated the group on the expansion of the GWR outside of English. She also announced that the Writing and Rhetoric Center is now the Writing and Learning Center where free tutoring all students is now available. Centers are also being expanding to the Yakʔitʸutʸu and Poly Canyon on campus living facilities. She also announced that the GWR Advisory Board approved nine courses across the curriculum as GWR courses. If faculty are interested in connecting with Dawn to train tutors, recommend tutors, are interested in serving on the GWR Advisory board from the College of Business she is available at: djanke@calpoly.edu

V. **Consent Agenda:**

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 408 Innovation and Entrepreneurship through Disruptive Technologies (4), 4 lectures</td>
<td>Reviewed and recommended for approval 9/19/19.</td>
<td>On the 10/8/19 consent agenda.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CE 415 Advanced Building Information Modeling for Civil Engineering (2), 2 laboratories</td>
<td>Reviewed 6/6/19; additional information requested from department. Recommended for approval 5/21/19.</td>
<td>On the 10/8/19 consent agenda.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. **Business Items:** none.

VII. **Discussion Item(s):** none.

VIII. **Adjournment:** 5:00 pm

Submitted by,

Francesca Tiesi
Academic Senate Student Assistant
California State University Chancellor Timothy P. White to Retire in 2020

Under White’s tenure CSU expanded student access and success with enrollment and graduation rates reaching all-time highs

(October 22, 2019) – California State University (CSU) Chancellor Timothy P. White today announced his plan to retire in 2020. White has served as CSU Chancellor since 2012 and led the university’s restoration and resurgence from Great Recession-era cuts to achieve unprecedented heights for student enrollment and graduation.

The CSU Board of Trustees will begin a search for White’s replacement immediately, with the goal of appointing the next chancellor by the end of the current academic year.

“The CSU is deeply woven into the fabric of California, having created opportunities for so many people who now play critical roles in our economic, social and political life,” said White. “It has been my great honor to work with our state’s elected leaders, our Board of Trustees and our campus, faculty, staff and student leaders to reinvest in our university to expand access and improve academic outcomes for the future.”

When White was appointed, state support in the CSU had declined by nearly $1 billion. Since that time, the university’s general fund allocation has increased from $2.3 billion to $3.6 billion, and White has been instrumental in sharing the CSU story throughout the halls of the state capitol to reinforce the transformative and life-changing opportunities afforded through public higher education. Student enrollment has increased from 436,000 to more than 480,000 students. The CSU now confers more than 125,000 degrees each year, and graduation rates for both first-time and transfer students are at all-time highs.

“Chancellor White has helped guide the CSU through a period of restoration and ensured that the state’s renewed investment in the university is repaid by creating opportunity for more students and preparing more graduates for California’s workforce to help power our economy,” said Adam Day, chairman of the CSU Board of Trustees. “The board is grateful for his service and looks forward to working closely with Chancellor White in this final year to continue our current achievements and build for the future.”

A university-wide focus on improving student achievement has been a hallmark of White’s tenure. In 2016, the CSU launched an ambitious initiative to increase graduation rates for all students while eliminating opportunity and achievement gaps. To accomplish this, the
university has addressed several areas including academic preparation, enrollment management, student engagement and well-being and financial aid and is increasing the use of data to inform decision-making while steadfastly removing administrative barriers. Just three years into Graduation Initiative 2025, systemwide graduation and retention rates have reached all-time highs and project continued growth.

White has also championed diversity in all areas of the university. In an effort to better serve the most diverse group of students in the nation, White has led a remarkable change in university leadership. He has led searches for 21 campus presidents, with women earning 12 of those appointments. Of the CSU’s current campus presidents, more than half are women compared to just one-third of college and university presidents across the country. The group of campus presidents is also ethnically diverse, with African American, Asian and Latinx campus leaders. Through White’s commitment to Inclusive Excellence, all 23 campuses are working vigorously to create a welcoming environment where all members of the CSU’s diverse campus communities can succeed in their pursuit of higher education.

In 2015, White commissioned a study of student food and housing insecurity, the first such study undertaken at any university. The quantification of the depth and breadth of these issues that impede student progress has now led to campus programs and state funding to help alleviate these concerns.

Mindful of the university’s role in stewarding the state’s limited financial resources, White has also led the university’s efforts to maintain the planet’s finite natural resources by spearheading a 23-campus commitment to sustainability. Under a university-wide sustainability policy, the CSU has integrated sustainability in all facets of the university including academics, facilities construction and operation and student life. Despite ambitious goals, by 2017 the CSU had already exceeded 2020 targets for reducing greenhouse gas emissions.

A native of Argentina who immigrated with his family to the United States at the age of eight, White has been a leading proponent for the federal government to take action to find a permanent solution for DACA students and employees.

The embodiment of the California Master Plan for Higher Education, White attended Diablo Valley Community College, earned a bachelor’s degree from Fresno State, a master’s degree from Cal State East Bay (then Cal State Hayward) and his doctorate from the University of California, Berkeley. He has strived to unite all three of California’s higher education systems by expanding collaborative efforts with the University of California and the California Community Colleges and fostering stronger partnerships with those segment’s respective leaders.

CSU Board Chairman Day also announced today that a special committee of trustees will be appointed to lead the process to identify the next CSU chancellor. The Trustees’ Committee for the Selection of the Chancellor will begin by conducting a listening tour in November and December, including forums across the state. An Advisory Committee, including leadership
from the statewide academic senate, California State Student Association, alumni council, campus presidents and staff, will also be appointed to serve in concert with the Trustees’ Committee. The listening tour will inform the qualities and experiences that the CSU’s stakeholders seek in the next chancellor, which the committees will use to develop a profile to help guide its recruitment.

White will continue in his role as chancellor through June 30, 2020, or soon thereafter, depending on the timing of the search process and availability of the successful candidate to begin.

# # #

About the California State University

The California State University is the largest system of four-year higher education in the country, with 23 campuses, 52,000 faculty and staff and 481,000 students. Half of the CSU's students transfer from California community colleges. Created in 1960, the mission of the CSU is to provide high-quality, affordable education to meet the ever-changing needs of California. With its commitment to quality, opportunity, and student success, the CSU is renowned for superb teaching, innovative research and for producing job-ready graduates. Each year, the CSU awards more than 125,000 degrees. One in every 20 Americans holding a college degree is a graduate of the CSU and our alumni are 3.7 million strong. Connect with and learn more about the CSU in the CSU NewsCenter.
Provost’s Report

This year, Pacific Gas & Electric Co. (PG&E), which provides power to Cal Poly and all of San Luis Obispo County, has implemented a program that allows for proactive power shutoffs in high-risk areas during high heat, sustained strong winds, and low humidity — conditions ideal for the spread of wildfires. The Department of Emergency Management (DEM) has built a comprehensive emergency operations plan to ensure that our students, faculty, staff, and animals are supported and essential services remain provided. DEM also worked with University Communications, Academic Affairs, Student Affairs, Campus Dining, the colleges, and other campus stakeholders to develop communications plans for specific campus constituencies.

There will be two primary scenarios in which Cal Poly may experience a Public Safety Public Shutoff (PSPS) event. Depending on the event, the impact to academic operations and courses of action may be different. The first scenario is unlikely, but would occur if there was a sudden PSPS power shutdown in the middle of a workday. The second, and far more likely scenario, is a PSPS event in which we are notified up to two days in advance. In either scenario, any employees who may be sent home during an extended power outage, due to classes being cancelled or an inability to perform work functions, will receive their regular compensation.

No Notice Public Safety Public Shutoff

If Cal Poly experiences a PSPS event without warning during a normal work day, immediate messaging will be delivered to the campus community informing them of the status of academic operations for the remainder of the day. The Emergency Management Organization (EMO) would immediately provide complete details and recommendations based on the incident to the Executive Policy Group who will convene and evaluate the totality of circumstances, and make the decision on future academic operations during the current PSPS event. This decision would be communicated to campus immediately upon finalization of decisions. These communications would be delivered through PolyAlerts, email, and on Cal Poly websites and social media.

Advanced Notice Public Safety Public Shutoff

An advanced notice of a PSPS event is the most probable for Cal Poly to experience. In this scenario, the EMO will provide details and recommendations to the Executive Policy Group who will make a final decision based on the circumstances. The most likely course of action during this scenario would be the advanced cancelation of academic operations at the planned start of the PSPS event.

Cal Poly will continue to closely monitor the potential for planned power outages and will remain in close communication with PG&E. For more information on PSPS, please reach out to Anthony Knight, director of the Department of Emergency Management, for assistance.
Student Affairs Report to Senate  
October 29, 2019  
Keith Humphrey  
Vice President for Student Affairs

- I am not able to be with you today as the CSU Student Affairs Council meets today and tomorrow in Long Beach. I currently serve as co-Chair for the Council providing leadership for all 23 Vice Presidents for Student Affairs.
- The NCAA released Academic Progress Rates (APR) for Cal Poly Athletics recently and 11 of 21 sports had a perfect APR score of 1,000. This means every athlete on the team either graduated on time or made appropriate progress towards their degree in the past year. All other sports scored in the high 900's.
- Thank you to all the faculty who gave special lectures, Cal Poly Talks or opened their classrooms last week during Mustang Family Weekend.
- Consultation on campus is under-way regarding the phase in of the two-year live on requirement. A college-based approach is being taken to help ensure that colleges where the greatest retention gap exists based on where students live their second year are considered for the first phase. Housing leadership will consult with the Senate this quarter. Plans are also underway for an additional 1,600 beds on campus which will include a Greek Village.
CFA Report for Academic Senate Meeting 10/29/19

BARGAINING SURVEY. The CFA contract bargaining survey will be open through November 25. CFA SLO encourages all CFA members to take survey. We also encourage members to invite their colleagues to take the survey. Faculty who are not yet CFA members are invited to join the union, then take the survey. The survey is available here: https://www.calfac.org/bargaining-survey-2019

CFA 90th ASSEMBLY. CFA leaders from the 23 campuses of the CSU met in Los Angeles for CFA's Fall Assembly. Highlights include:

PRESENTATION ON AB1460 BY ASSEMBLY MEMBER DR. SHIRLEY WEBER. Dr. Weber is Professor Emerita of Africana Studies at San Diego State University, a CFA member, and the primary sponsor of AB1460, the bill which would establish a graduation requirement in ethnic studies for CSU students. The bill would not allow the California legislature to "take over" the CSU curriculum. Rather, it would direct the CSU Council on Ethnic Studies and the Academic Senate of the CSU to develop the requirement. Faculty would retain control of the curriculum through their elected Senate representatives. Given this, it is likely that if the Council on ES and the ASCSU developed the proposed requirement in a thoughtful way, many or most of our current USCP courses could meet the requirement. It is extremely unlikely that all courses satisfying the proposed requirement would need to have ES prefixes, or that all such courses would need to be offered by faculty in Ethnic Studies departments. Not all CSU campuses have Ethnic Studies departments. Some campuses have departments dedicated to the study of specific groups, such as Africana Studies.

RESOLUTION ON RECENT INCIDENT OF RACIST HATE SPEECH AT CAL POLY. On October 15, 2019, a social media post which used the racial slur "illegal alien" was circulated throughout the Cal Poly community. The CFA resolution condemns this act of hate speech. It calls upon the Cal Poly administration to name this behavior as racist, to hold those responsible to actionable consequences, to change the persistent toxic campus climate, and to use all available resources to address the hostile climate that our undocumented students face. See the full text of the resolution below. The CFA Assembly passed this resolution unanimously.

RESOLUTION
CALIFORNIA POLYTECHNIC STATE UNIVERSITY,
SAN LUIS OBISPO INCIDENT

WHEREAS, on Tuesday, October 15, 2019, an image targeting undocumented communities circulated on social media showing individuals who appear to be dressed in stereotypical gang attire and using gang-related gestures. The post also includes a racial slur “illegal alien”; and
WHEREAS, the term “illegal alien” is not only inaccurate but also dehumanizing and discriminatory. The word “illegal” is not a noun, so a human being can never be an illegal; and

WHEREAS, the use of the word “alien” to describe (im)migrants is rooted in United States exclusionary policies and practices that have historically denied human rights, discriminatively scapegoated groups of people, and justified violence and mistreatment against them; and

WHEREAS, perpetuating false narratives about undocumented people and the Chicano/Latino community, cause harm to all undocumented students throughout California and the Nation, their families, and in our own communities; and

WHEREAS, actions like this have contributed directly to the oppression of members of the CSU Cal Poly San Luis Obispo (SLO) communities, as well as others. More specifically, Latino students, undocumented students, and students with undocumented family members have the right to an educational environment free from intimidation and harassment. Latino students have reported higher levels of anxiety, especially in the current political climate; and

WHEREAS, treating these situations as one-off incidents or unfortunate examples of the exercise of free speech, rather than the inappropriate expression of hateful speech, is also part of the problem—the problem is rooted in White supremacy culture. The pattern of these behaviors at SLO, which includes the use of blackface, the use of nooses, and the demeaning of the LGBTQ community, creates an environment permissive of such behaviors, and increases hostility toward undocumented students, students of color, indigenous students, and many others, as they pursue their higher education; and

WHEREAS, as part of its long and ongoing work to establish racial and social justice in the CSU system and beyond, the California Faculty Association (CFA) and all its associated councils and caucuses, most specifically the Council for Racial and Social Justice and the Chicano/Latino Caucus, stand in solidarity with all students, staff, and faculty of color, as well as their allies who have been harmed, threatened, and/or discriminated against during their time at SLO. We are committed to actions that challenge the roots of White supremacy culture at SLO and all CSU campuses and communities throughout the state. We will not be deterred or sidetracked from what Dr. Martin Luther King, Jr., called the “fierce urgency of now.” This hostility perpetrated on undocumented students at SLO needs to be named for what it is—a systemic racist act; therefore, be it

RESOLVED, that the SLO administration has an obligation to name this behavior as racist and to actively change the persistent toxic campus culture and climate; and be it further

RESOLVED, that we strongly encourage SLO to move beyond admonition and a call to have everyone get along and actually hold those responsible to actionable consequences for the harm they have caused and to take action proportional to the seriousness of the toxic normalization of racism and xenophobia at SLO that this act represents; and be it also
RESOLVED, that we demand that SLO make use of all its resources, policies and procedures, including those related to Title IX, that explicitly address the hostile environment that affects access to or participation in all campus programs and activities by undocumented students.

Adopted by the CFA Assembly
October 20, 2019
ASI Report

ASI Student Government is divided into three branches

ASI Executive Cabinet - The Executive Cabinet works with other Cal Poly students, staff and community members to carry out the ASI President’s goals.

- **Food for Thought** - Yesterday, the ASI Executive Cabinet hosted a campus dining open forum called "Food for Thought." This event provided students with the opportunity to voice their thoughts and feelings about Campus Dining.

ASI Board of Directors - The Board of Directors serves as the official voice of the students. These 24 student-elected representatives provide oversight in ASI corporate activity, in addition to advocating for students.

- **Resolution for California Polytechnic State University to Officially Recognize October as Domestic Violence Awareness Month** - The Board will be voting tomorrow on a resolution that urges the Cal Poly Administration to officially recognize October 2019, and each following October, as National Domestic Violence Awareness Month.

University Union Advisory Board (UUAB) - The University Union Advisory Board reviews financial matters and makes policy recommendations to the University President and the ASI Executive Director concerning ASI Managed Facilities.

- **Chumash Auditorium** - Chumash Auditorium officially closed for renovation on October 1st. This is one sub-project out of the larger UU Neighborhood project, which aims to better enhance the facilities located in the University Union.
Invitation to Submit Proposals for Strategic Initiatives

Call for Proposals
Cal Poly resides in a uniquely beautiful environment and as a comprehensive university provides education in the arts, sciences, and technology under the umbrella of Learn by Doing. A strong foundation has been built to provide outstanding education through the teacher-scholar model, to create new knowledge that helps us to see the world in new ways, and enables us to address fundamental problems and opportunities that may face the Central Coast of California and beyond. We seek to make a difference through innovative proposals that reflect your best and biggest ideas that promise to transform Cal Poly and the surrounding community in California. Proposals should focus on impacts to the Central Coast and beyond and reflect the underlying goals:

- Enhanced academic and student success
- Positive economic and social impacts
- Increased personal wellbeing of faculty, students, staff and community of Central Coast
- Sustainable financial success

Eligibility and Funding Level
All faculty are eligible and encouraged to apply. Funding level for each proposal is $50,000 to $500,000 for one year, with subsequent funding negotiable pending progress as assessed by an annual progress report. The number of projects funded will be determined following proposal review and depending on the funding level for each proposal.

Proposal Format
A three-page proposal (12 pt font and 1-inch margins) should include:

I Scope/background of proposed research, scholarship and creative activity (up to one half page)
II Specific aims/objectives/goals (up to one half page)
III Methods/approach (up to one half page)
IV Expected outcomes (up to one half page)
V Anticipated contribution to growth and impact of research, scholarship and creative activity at Cal Poly (up to one half page)

Additional Documents
Cover page indicating project title, principal investigator(s), department, center, institute affiliations

I Biographical sketch and/or CV of principal investigator(s)
II Proposed budget and general budget outline (personnel, supplies, equipment, travel) for the first year and up to two additional years
III Potential for building a faculty cluster or for consideration of faculty cluster hiring
IV Matching funds, if available, and source, or existing funds (grants, donors, etc.)
V One page, or less, of references cited or addendum materials/figures

Proposal Evaluation Criteria

I Innovation
II Interdisciplinarity
III Feasibility
IV Academic merit
V Expected outcomes
VI Ability to generate funding from federal, state, philanthropy and/or private sources
VII Anticipated contribution to Cal Poly undergraduate and graduate students
VIII Anticipated impact on the Central Coast and California

Proposal Review Committee
Principle investigators of top-ranked proposals will be invited to give 15-minute oral presentations to the Proposal Review Committee (PRC). The PRC will be co-chaired by the Provost, Vice President for University Development and Alumni Engagement and the Vice President of Research and Economic Development. Members will include representatives from each of the following: Each of the six colleges, the academic senate, a center or institute, office of graduate studies, two undergraduate students, government affairs and two community members. Qualitative assessments of the proposals and priority for further consideration will be presented to the President and his cabinet.

Anticipated Timeline:

<table>
<thead>
<tr>
<th>September/October</th>
<th>Draft RFP and receive input from faculty, department chairs and deans on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late October</td>
<td>Finalization of RFP with President’s Cabinet</td>
</tr>
<tr>
<td>Early - Mid November</td>
<td>Launch meetings across campus</td>
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<tr>
<td>November/December</td>
<td>Ongoing communications</td>
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<tr>
<td>November/December</td>
<td>Presentations at college leadership meetings</td>
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<tr>
<td>December 15-January 5</td>
<td>Winter break</td>
</tr>
<tr>
<td>January 28</td>
<td>Proposal due</td>
</tr>
<tr>
<td>February 1 - 15</td>
<td>Staff review, assembly and distribution</td>
</tr>
<tr>
<td>February 16-28</td>
<td>Committee review – first round</td>
</tr>
<tr>
<td>March 1-7</td>
<td>Proposal teams are notified of outcomes</td>
</tr>
<tr>
<td>March 8-15</td>
<td>Finalists make presentations</td>
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<tr>
<td>March 15-31</td>
<td>Present recommendations for President’s cabinet consideration</td>
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<tr>
<td>April</td>
<td>Symposia on big ideas</td>
</tr>
<tr>
<td>April – May on</td>
<td>Team will develop resourcing plan (outward press, funding, student support, future funding strategies, potential for faculty recruitment and other as merited)</td>
</tr>
</tbody>
</table>

Additional Notes on Proposal Review and Follow-Up
In some cases, multiple proposals may reflect distinct aspects of the same challenge and may naturally appear to fit together into a larger framework. In that case, the PRC may seek input from proposal writers on ability to combine efforts and proposed strategies, for further consideration of support.

All proposals will receive follow-up attention and assistance in finding internal and/or external funding sources. Additional support on further development of the ideas and concepts will also be provided, as requested.
Pilot commenced Spring 2015–Spring 2016
- Response rates in pilot:
  - Fall 2015 64%
  - Winter 2016 59%
  - Spring 2016 51%

Procedure for university-wide rollout 2016-2017
- Two one-week evaluation periods
  - Normal: Sunday–Friday of last week of instruction
  - Early: Sunday–Friday of penultimate week of instruction
    - Only Music made use of early evaluations, experiencing dismal response rates
- Students notified by email
  - Prior to evaluation period
  - Daily reminders for evaluations not yet completed
    - One email per class each day until evaluation completed
- Response rates:
  - Fall 2016 66%
  - Winter 2017 61%
  - Spring 2017 55%

Procedure for 2017-2018
- Students
  - Portal shows links for class evaluations
  - Email reminders at start of evaluation and Wed, Thur, Fri
- Instructors
  - Email about response rates
  - Portal links for their evaluated classes
  - Portal reports response rates
- Response Rates 2017-2018
  - Fall 2017 59%
  - Winter 2018 58%
  - Spring 2018 54%

Procedure for 2018-2019
- Students
  - Portal shows links for class evaluations
  - Email reminders at start of evaluation and Wed, Thur, Fri
- Faculty
  - No more response rate notification emails
  - Faculty have the ability to monitor response rates live through the portlet
  - Faculty access to portlet on the Monday before the evaluation period
  - Faculty receive email notification that courses queued for evaluation are visible on the portlet
  - Faculty encouraged to ensure all courses that meet the evaluation criteria are queued.
- Response Rates 2018-2019
  - Fall 2018 55%
  - Winter 2019 57%
  - Spring 2019 51%

Same Procedure for 2019-2020
RESOLUTION ON UPDATING THE UNITED STATES CULTURAL PLURALISM (USCP) CRITERIA

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

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

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

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

Proposed by: General Education Governance Board & Office of University Diversity & Inclusion
Date: October 15, 2019
**Revised USCP Criteria:**

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

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

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

**CR 3:** Address the diverse intellectual, philosophical, and cultural perspectives of historically marginalized people in the United States;

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

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

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

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

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

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

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

CURRENT USCP CRITERIA

USCP courses must focus on all of the following:

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

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

CAL POLY STATEMENT ON DIVERSITY

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

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

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

*NOTE:* According to AS-807-15’s Cal Poly’s Statement on Diversity & Inclusivity, it notes: “The definition of diversity is specifically inclusive of, but not limited to, and [sic] individual’s race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability, and sexual orientation” (Adopted: November 17, 2015).
Background: The success of our country hinges on the productive interaction among the
different people who make up our American society. Our educational system should be a
catalyst for this interaction. Our state universities should create an environment in which
every student is educated with respect to the pluralism of our society. Cal Poly’s
academic programs should reflect this goal. The broadening of our U.S. Cultural
Pluralism (USCP) requirement will promote this objective.

The intent of this requirement is to expose all Cal Poly students to people different from
themselves; and to social ideas and cultural norms that differ from their own. This
requirement should not be onerous. Courses meeting this requirement should also count
toward a student’s General Education, Support, or Major requirements. The ability to
“double count” is encouraged. Concurrently we encourage all programs to incorporate
attention to diversity in their courses where appropriate, and not rely solely on the USCP
requirement to meet both their students’ needs and the University Diversity Learning
Objectives.

How different does the content of these courses have to be? We know what we intend,
but it is difficult to put our intention into words. This requirement is an improvement
over the existing USCP requirement in that it allows more differences to qualify, but we
intend them to be significant differences. We do not intend for the requirement to be so
broad as to be meaningless, and we hope that the material learned by students is different
from what they have learned in their previous formal and informal education.

WHEREAS, The United States Cultural Pluralism requirement was approved in
concept by Academic Senate resolution AS-361-91 in 1991 and
established in 1992 by Academic Senate resolution AS-395-92; and

WHEREAS, The courses proposed to meet this requirement had to emphasize one of
four “U.S. Cultures: Asian American, African American, Hispanic
American, American Indian;” and
Resolution AS-676-09
Adopted: February 10 2009

WHEREAS, Since 1992 the USCP Subcommittee, the Academic Senate Curriculum Committee, the Academic Senate leadership, and others on campus interested in diversity have recognized that this list is limiting; and

WHEREAS, It is now recognized that diversity in America is much broader than is currently represented by the USCP requirement; and

WHEREAS, Over the past year the Senate Curriculum Committee has taken input from a large number of individuals and groups interested in educating our students about diversity; and

WHEREAS, The Senate Curriculum Committee has written a new set of criteria for the USCP requirement with the agreement and enthusiastic support of these individuals and groups that reflects the Diversity Learning Objectives approved in Senate resolution AS-663-08; therefore be it

RESOLVED: That the Academic Senate of Cal Poly adopt the attached “Criteria for United States Cultural Pluralism (USCP) Courses” as a replacement for the current criteria, effective immediately.

Proposed by: Academic Senate Curriculum Committee
Date: December 21 2008
Revised: January 20 2009
CRITERIA FOR UNITED STATES CULTURAL PLURALISM (USCP) COURSES

USCP courses must focus on all of the following:

- One or more diverse groups, as defined in the Cal Poly Statement on Diversity, whose contributions to contemporary American society have been impeded by cultural conflict or restricted opportunities, as stated in the Diversity Learning Objectives;

- Contemporary social issues resulting from cultural conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race;

- Critical thinking skills used by students to approach these contemporary social issues in a sensitive, responsible manner; examine their own attitudes; and consider the diverse perspectives of others;

- The contributions of people from diverse groups to contemporary American society.
CURRENT USCP CRITERIA

1. Emphasis on one or more of these four U.S. cultures: Asian American, African American, Hispanic American, American Indian.

   (The USCP Committee has chosen to interpret "emphasis" as meaning 50% or more of the course content. This means that at a minimum one-half of the course content should focus on one or more of the four identified U.S. Cultures; up to one-half of the course can focus on other issues, topics, cultures and population groups.)

2. Attention to general issues of gender, diversity, equity, ethnocentricity, and ethnicity; and the relationships to problems facing contemporary society, especially those resulting from racism, discrimination and cultural conflict.

3. Application of rigorous pedagogical, scholarly methods and standards as evidenced in substantive exams, reports, papers, and projects.

4. Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.
THE CAL POLY STATEMENT ON DIVERSITY*

At the heart of a university is the responsibility to provide 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 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 people, 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 co-curricular programs of the University. We must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

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 others” are challenged. Such personal interactions give 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 co-curricular 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 should 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.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms--racial, ethnic, cultural, gender, geographic, socio-economic, 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.

February 11, 2003
Background Material

Academic Senate Curriculum Committee:

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USCP Criteria Distribution List:

Mary Armstrong  Chair, Women’s and Gender Studies
Terry Jones +  Chair, Social Sciences
John Snetsinger +  Former Chair, History
Don Ryujin* +  Acting Chair, Ethnic Studies
Andrew Morris* +  Chair, History
John Soares +  Chair, Academic Senate
Linda Halisky +  Dean, CLA
Debra Valencia-Laver +  Associate Dean, CLA
Angela Kramer +  President, ASI
Doug Keesey +  Director, GE
Camille O’Bryant +  Head, Kinesiology
Kathryn Rummell* +  Chair, English
Bruno Giberti +  Past Chair, Senate

* These people solicited input from individuals in their departments with USCP expertise.
+ These people responded

The document was also circulated to:
John Battenburg, Director for International Education and Programs
The Diversity Learning Objectives Assessment Committee+
ASI Board of Directors (25 members)+
DIVERSITY LEARNING OBJECTIVES

All Students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions based on a respect and appreciation for diversity as defined in the Cal Poly Statement on Diversity, which is included in the catalog. They should be able to:

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally

2. Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities

3. Consider perspectives of diverse groups when making decisions

4. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

*Academic Senate Resolution AS-663-08, approved by President Baker March 24, 2008*
To: John Soares  
Chair, Academic Senate  

Date: February 23, 2009

From: Warren J. Baker  
President

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

Subject: Response to Academic Senate Resolution AS-676-09  
Resolution on United States Cultural Pluralism Requirement

I am pleased to approve the above-entitled resolution endorsing a change in the campus criteria for United States Cultural Pluralism Courses. The new criteria provide more curricular flexibility and incorporate the campus Diversity Learning Objectives.

Please extend my appreciation to members of the Curriculum Committee for their efforts in this regard.