I. Minutes: October 19, 2021 (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office: None
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
   1. CFA SLO has circulated a petition calling on President Armstrong to tell Chancellor Castro to settle a fair contract for faculty. As of November 2, over 340 Cal Poly faculty, staff, students and community members had signed the petition. All Cal Poly faculty and their allies are encouraged to sign the petition, using this link: https://actionnetwork.org/petitions/president-armstrong-tell-chancellor-castro-to-settle-a-fair-contract-now?source=direct_link

G. ASI:

IV. Consent Agenda:
A. Agenda items approved by consent (p. 4)

V. Special Reports:
A. Registrar’s Report: Cem Sunata, Registrar
B. Updated Multi-Factor Authentication Written Report: Doug Lomsdalen
   1. Email forwarding
      In preparation for a winter 2022 policy change, restricting the forwarding of Cal Poly email to a personal email account, ITS recommends removing email address forwarding now to improve the security of your inbox. When your messages are forwarded, they bypass the protections in place for Cal Poly’s email service, making you more vulnerable to malicious scams. Cal Poly faculty and staff are frequent targets of sophisticated scam messages, often appearing to be sent from a colleague, so it’s more important than ever to be vigilant. If you currently have automatic forwarding set up on your email account and would like to remove it, visit our self-help article for step-by-step instructions.

VI. Business Items:
A. Resolution on Discontinuation of MS in Business and Technology: Stern Neill, Academic Senate Curriculum Committee, second reading (pp. 5-6)
B. Resolution on General Education and Languages Other Than English: Gary Laver, Chair, Academic Senate General Education Governance Board, first reading (pp. 7-9)
C. Resolution to Include Caste Identity in Cal Poly’s Non-Discrimination Policy: Marilyn Tseng, Academic Senate Diversity Committee Chair and Manmit Singh, first reading (p. pp 10-13)

VII. Discussion Item(s):

VIII. Adjournment:

805-756-1258 - academicsenate.calpoly.edu
Meeting of the Academic Senate  
Tuesday, October 19, 2021

I. **Minutes**: M/S/P to approve the minutes of the Academic Senate meeting on October 5, 2021.

II. **Communication(s) and Announcement(s)**: None.

III. **Reports**: All other reports were submitted as written reports and can be found here: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa101921.pdf

   A. Academic Senate Chair: Academic Senate, Thomas Gutierrez highlighted a written report from last week on the Updated Multifactor Authorization process; this training was not bargained with the union and a meet and confer with the Chancellor’s Office is in progress. He also expanded on the December 15th deadline for professors to change modality of instruction as found in the Provost’s written report and reminded senators that this deadline is for the associate deans to sign off and that their department deadlines may be sooner.

   B. CFA: Lewis Call, CFA representative, updated the Senate on the CFA’s decision to declare impasse in negotiations with the CSU and the possibility of a union strike.

IV. **Special Written Reports**:

   A. University Budget Report: Cindy Villa, Senior Vice President for Administration and Finance, Angie Kraetsch, Associate Vice President Financial Services and David Valadez, Director of Budget and Finance shared a slide presentation detailing the University’s Budget Report. This presentation can be found here: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Academic%20Senate%20Budget%20Update%2010%2019%2021.pdf


V. **Consent Agenda**: The following items were approved by consent.

   A. Orfalea College of Business Self-Support version of existing Master of Business Administration

   B. **ITEMS TO BE CONSIDERED BY ACADEMIC SENATE**

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
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VI. **Business Items**:

   A. **Resolution on Discontinuation of MS in Business and Technology**: Stern Neill, Academic Senate Curriculum Committee, explained a resolution to discontinue the MS in Business and Technology program due to continued low enrollment for several years. M/S/P to move this resolution to second reading. This resolution will return in second reading at the next Academic Senate meeting.

   B. **Resolution on General Education and Languages Other Than English**: Gary Laver and Rachel Fernflores presented a resolution in first reading that proposes to bring intermediate classes taught in a language other
than English back as GE courses via Area C. In first reading discussion, concern was expressed about one resolved clause that may be overstepping the authority of the GEGB. **M/S/F to move this resolution to second reading.** This resolution will return at the next Academic Senate meeting in first reading.

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

VIII. **Adjournment:** This meeting was adjourned at 4:56pm.

Submitted by:

**Amelia Solis Macias**

Amelia Solis Macias
2022-23 CATALOG REVIEW: Following the practice implemented in previous years, summaries of all course or catalog proposals sent by the Academic Senate Curriculum Committee to the Senate for consideration are posted on the web. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee.

2022-23 catalog proposals submitted by the following departments/programs and identified in their respective college summary in the Curriculum Handbook:

**College of Architecture and Environmental Design**
Construction Management Department

**College of Science and Mathematics**
Biological Sciences Department
Chemistry and Biochemistry Department
Kinesiology and Public Health Department
Mathematics Department
Physics Department

**Orfalea College of Business**

To view a college summary, go to the online Curriculum Handbook. Click on Status of Proposals, scroll to 2022-23 Catalog Proposals - College Summaries' section, select the link for the appropriate college.

To view the proposal for a course or program, go to My Cal Poly Portal - Academics tab - Curriculum Management portlet. Select the Course Inventory Management link to search for a course; select the Program Management link to search for a program.

Issues, concerns, and questions regarding a curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item to be removed from the Consent Agenda by November 2, 2021.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."
WHEREAS, Cal Poly has a policy on the Discontinuation of Academic Programs, which requires a potentially lengthy review by two separate groups, one representing students, staff, and faculty that are involved in the program, and the other representing students, staff, and faculty that are not involved in the program; and

WHEREAS, The MS Business and Technology has been under continual suspension and not admitted students for the past nine years due to limited demand; and

WHEREAS, The Registrar’s Office confirms that there are no students being taught out of the program; and

WHEREAS, The Industrial Technology and Packaging faculty and the Orfalea College of Business Graduate Programs Committee support the program’s discontinuance; therefore be it

RESOLVED: That the MS Business and Technology program be discontinued as of AY 2021-22, and be it further

RESOLVED: That the discontinuance of the aforementioned program does not establish any criteria for the discontinuation of any other academic program.

Proposed by: Academic Senate Curriculum Committee and Academic Programs and Planning

Date: September 21, 2021
To: Jeffrey D. Armstrong  
President  

From: Damon M. Fleming,  
Dean Orfalea College of Business  

Date: September 21, 2021  

Copies: Cynthia Jackson-Elimoore  
Bruno Giberti  
Elizabeth A. Lowham  
Thomas D. Gutierrez  
Stern Neil  
Javier de la Fuente  
David Chamberlain  

Subject: MS Business and Technology / Discontinuation

The MS Business and Technology has been under continual suspension and not admitted students for the past nine years due to limited demand. The Registrar’s Office confirms that there are no students being taught out of the program. With unanimous support of the Industrial Technology and Packaging faculty and in concurrence with the college’s Graduate Programs Committee, now is the appropriate time to formally discontinue the program.

I hereby formally request discontinuance of the Master of Science in Business and Technology.
RESOLUTION ON GENERAL EDUCATION AND LANGUAGES OTHER THAN ENGLISH

WHEREAS, Executive Order 1100-Revised imposed on CSU campuses in August 2017 mandated modification of Cal Poly’s General Education (GE) template; and

WHEREAS, Area workgroups set up in 2018-2019 developed educational objectives and criteria for area specific GE courses; and

WHEREAS, The 2018-2019 Area C workgroup determined it is critical that courses in Area C2 be writing intensive for the benefit of our students; and

WHEREAS, Representatives from World Languages and Cultures were uncertain that their GE courses, previously in GE Area C5, could satisfy writing intensive requirements; and

WHEREAS, The Area C2 guidelines were developed without the Area C5 courses in mind due to the writing intensive requirement; and

WHEREAS, Subsequently faculty in World Languages and Cultures have been working with the Writing and Learning Initiatives Office staff to develop their courses for writing intensive requirements; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached educational objectives and criteria for languages other than English in GE 2020 Area C2; and be it further

RESOLVED: That it be implemented for all students according to the timeline established by the General Education Governance Board in line with catalog timelines.

Proposed by: 2021 Area C ad hoc workgroup and General Education Governance Board

Date: September 27, 2021
Background

In February 2012 the Academic Senate approved a new GE Area C category, called the “C5 Elective,” which brought into GE some intermediate level courses in languages other than English. Executive Order 1100-Revised of 2017 not only required revision of Cal Poly’s GE template, it also prohibited the creation of sub-areas within GE areas. Consequently, courses in C5 either needed to be brought into the new Area C2, which retained the original GE 2000 writing intensive requirement or, if they could not meet the writing intensive requirement, be excluded from the new Area C2. Initially, as indicated in the resolution, it was unclear the courses could meet writing intensive requirements. Today, faculty in World Languages and Cultures know that they can meet those requirements. Due to these new developments, in spring 2021, the General Education Governance Board (GEGB) created a new Area C2 ad hoc workgroup to develop educational objectives and criteria for courses in languages other than English (attached).

Faculty members in World Languages and Cultures use the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines to determine low, mid, and high intermediate level criteria for courses in languages other than English. Faculty experts from World Languages and Cultures have determined that the courses they offer at the 202 or higher current course numbers are mid to high-level intermediate courses in languages other than English and as such, are appropriate for GE 2020 Area C2. These mid to high intermediate courses in languages other than English will greatly enrich GE 2020 course offerings. They will bolster the commitment shared by the GEGB and the university to enhance diversity, equity, and inclusion. Furthermore, many Cal Poly students who already speak languages other than English in their homes are motivated to improve their knowledge and competency in those languages. Importantly, inclusion of the mid to high level intermediate courses in GE will support our multi-lingual students.
C2: Languages other than English

All C2 courses in languages other than English must satisfy the following educational objectives and criteria. GE C2 courses in languages other than English shall be at the mid to high intermediate level.

Educational Objectives

Upon completion of a qualifying C2 course, students should be able to:

EO1 Develop reading, writing, speaking, and listening comprehension competencies in the target language at least at a mid-intermediate level as defined by the American Council on the Teaching of Foreign Languages (ACTFL);

EO2 Identify and analyze relevant cultural text, audio, film, and image artifacts in target language;

EO3 Examine and analyze the aesthetic, linguistic, historical, and social development of issues in target languages and cultures;

EO4 Apply linguistic and cultural knowledge in various performative settings, including creative, expository, and analytical discourses;

EO 5 Use communicative and cultural competencies to participate actively in target language cultures.

Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Use primary sources authored within the target culture such as texts, art, films, or music from distinct historical periods;

CR3 Instructional materials and course content (cultural artifacts used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR4 As appropriate, address issues of sustainability;

CR5 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).
RESOLUTION TO INCLUDE CASTE IDENTITY
IN CAL POLY’S NON-DISCRIMINATION POLICY

Impact on existing policy: clarifies and amplifies Cal Poly’s non-discrimination policy as published in the Cal Poly Catalog.

WHEREAS, Cal Poly follows the California State University’s (CSU) non-discrimination policies as stated in Executive Orders 1096 and 1097 affirming CSU commitment to maintaining an inclusive community that values diversity and fosters tolerance and mutual respect; and

WHEREAS, EO 1096 and 1097 specifically prohibit discrimination and Harassment because of any Protected Status: i.e., age, Disability (physical and mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status; and

WHEREAS, caste is a rigid structure of social stratification and hierarchy characterized by hereditary status and social barriers sanctioned by custom, law or religion; and

WHEREAS, caste identity is inextricably intertwined with legally recognized protected characteristics such as ancestry and other intersecting social identities, but it is not an officially recognized “protected class” within US federal law or current executive orders of the California State University EO 1096, and EO 1097; and

WHEREAS, caste-oppressed groups in the US, California, and Cal Poly continue to experience discrimination and harassment based on their caste status; and

WHEREAS, clarification and guidance is needed on how the Cal Poly community will address campus-based discrimination and harassment as it relates to caste; therefore, be it

Adopted:

ACADEMIC SENATE

of

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, CA

AS-___-21
RESOLVED: that the Academic Senate recognizes caste identity as falling within the purview of Cal Poly’s current policy and procedure for addressing discrimination and harassment based on race, color, ancestry, religious creed, and national or ethnic origin; and

RESOLVED: that Academic Senate calls upon the President to prohibit discrimination and harassment based on caste identity at Cal Poly; and

RESOLVED: that the Academic Senate of the California Polytechnic State University urges the CSU to include caste in its anti-discrimination policy by updating the language within Executive Orders 1096 and 1097; and be it further

RESOLVED: that the Academic Senate of the California Polytechnic State University urges the CSU to affirm its commitment to recognizing and taking adequate action to address the inequities faced by caste oppressed students, staff, and faculty.

Proposed by: Academic Senate Diversity Committee
Date: October 26, 2021
ADDITIONAL BACKGROUND ON CASTE

Caste, generally speaking, is an infrastructure that maintains a hierarchical social order and determines the distribution of resources, opportunities, and respect on a society. Isabel Wilkerson points to three major caste systems in human history: the caste system of Nazi Germany, the race-based caste system of the United States, and ‘the lingering, millenia-long caste system’ present in South Asia.¹ In the context of South Asia, caste is a structure of oppression affecting over 1 billion people worldwide, based in birth that determines social status and assigns “spiritual purity”.² There are four main caste groups: Brahmins, Kshatriyas, Vaishyas, and Shudras, and those outside the caste system entirely, with lower caste Shudras and those outside the caste system, known as Dalits meaning “broken but resilient” and formerly known as “untouchables”, considered oppressed by caste.³ Caste is now present in some Hindu, Sikh, Muslim, Christian, and Buddhist communities; throughout South Asia, including India, Pakistan, Bangladesh, Sri Lanka, and Nepal; and globally such as in the indentured communities of the Caribbean, proving to be an inter-faith, international issue.

Caste discrimination has long been overlooked by American institutions, with almost all institutions in the United States failing to protect caste oppressed people, highlighted most recently by the recent lawsuit filed by California Department of Fair Employment and Housing against Cisco regarding caste discrimination in the workplace.⁴ The inequalities associated with caste status have become embedded in all of the major South Asian American institutions, and they extend into American mainstream institutions that have significant South Asian immigrant populations, with some of the caste social locators being last names, whether a family eats meat, whether they own land in their country of origin, who they want to marry or be in romantic relationships with, and whether they are allowed to be out in their place of worship and community.⁵

Caste discrimination appears to be widespread. 25 percent of Dalits who responded to a survey executed by Equality Labs reported facing verbal or physical assault based on their caste in the United States, one in three Dalit students report being discriminated against during their education in the United States, two out of three Dalits surveyed reported being treated unfairly at their workplace in the United States, 60 percent of Dalits report experiencing caste-based derogatory jokes or comments in the United States, and 20 percent of Dalit respondents report feeling discriminated at a place of business because of their caste in the United States.⁶

² https://www.equalitylabs.org/castesurvey
³ https://www.equalitylabs.org/castesurvey
⁵ https://theaerogram.com/caste-privilege-101-primer-privileged/
⁶ https://www.equalitylabs.org/castesurvey
The CSU has a large and growing body of international students, specifically from South Asia, making caste a global issue that impacts sites of higher education such as Cal Poly and the CSU. Numerous Dalit and caste oppressed students outed themselves as caste oppressed during the public CSSA meeting to testify to their personal experiences of caste-based violence within the CSU, and are at risk without defined protections. In @ShadesOfCalPoly, an unofficial platform exposing discrimination at Cal Poly, one testimonial from a Cal Poly student read, “I remember boys of Indian Student Association asking people about their caste as a joke, but I didn’t see the joke in that,” making clear the caste consciousness amongst South Asian students on CSU campuses. Other Dalit and caste oppressed students have published their experiences of caste-based discrimination in both the Los Angeles Times and San Francisco Chronicles.

Other universities have begun taking steps to address caste discrimination. In November 2019, Brandeis University recognized the importance of adding caste to its anti-discrimination policy, understanding that “caste identity is so intertwined with many of the legally recognized and protected characteristics, discrimination based on a person’s caste is effectively the same”. In February 2021, the Academic Senate of UC Davis passed resolution #8 to include caste as a protected identity, and UC Davis now explicitly lists ‘caste or perceived caste’ as a legally protected characteristic under the broader category of ‘national origin’. Most recently, in October 2021, Colby College also added caste to its nondiscrimination policy.

Other actions have been taken in the CSU system since early 2021. In February, the Faculty Diversity and Equity Committee of CSU East Bay’s Academic Senate passed “20-21 FDEC 3: Resolution in Support of Providing Protection to Dominated and Oppressed Castes at California State University, East Bay.” At Cal Poly, the ASI Board of Directors, representing the official voice of Cal Poly students, unanimously passed “Resolution #21-01: Resolution Calling for Cal Poly and the CSU to Include Caste in the Anti-Discriminatory Policy.” In April, the Cal State Student Association (CSSA), which serves as the official voice of students CSU-wide, unanimously passed “Resolution for the CSU to include Caste in Anti-Discrimination Policy, SR 2020-2021:05.”

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7 As Dalit scholar and thinker Dr. B.R. Ambedkar wrote, “if Hindus migrate to other regions on earth, Indian caste would become a world problem.”
8 https://fb.watch/5hmRq6ao2k/
9 https://www.instagram.com/p/CEzsbpLDPwa/?utm_source=ig_web_copy_link
13 https://docs.google.com/document/d/1ovl07-WLExQntFM3N84LeOvezDD5IHXi-iAZZt8pLmQ/edit; https://theaggie.org/2021/02/26/senate-bills-53-55-and-senate-resolution-8-passed-at-feb-11-asucd-senate-meeting/
14 https://hdapp.ucdavis.edu/discrimination
15 https://news.colby.edu/story/caste-added-to-colbys-nondiscrimination-policy/
16 https://docs.google.com/document/d/1SPkv__aESzMuP8wPtl9dW_cIfQm2ESRa7tWR8iLGY/edit