Meeting of the Academic Senate
Tuesday, November 30, 2021
3:10 to 5:00 pm
https://calpoly.zoom.us/j/86164716515

I. Minutes: None

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:
   G. ASI:

IV. Special Written Reports:
   A. University Advising Written Update: Beth Merritt Miller (pp. 2-3)
   B. Inclusive Excellence Update: Denise Isom, Interim Vice President for Diversity and Inclusion and Chief Diversity Officer

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

VI. Business Items:

VII. Resolution to Include Caste Identity in Cal Poly’s Non-Discrimination Policy: Marilyn Tseng, Academic Senate Diversity Committee Chair and Manmit Singh, first reading (pp 5-9)

VIII. Discussion Item(s):

IX. Adjournment:
University Advising (UA) oversees the Mustang Success Center, Retention Team, and the Transfer Center. In addition, the Assistant Vice Provost for University Advising leads CASS (Collaborative Advising for Student Success), comprised of associate deans, college advising directors and leads, and other campus partners. Through CASS and the UA areas, ongoing review of success policies and identifying and addressing institutional barriers to retention and graduation continue to drive our work for student success.

**Mustang Success Center:**
The Mustang Success Center (MSC) provides advising to all first time first year students, advises all Cal Poly Scholars in their first two years, oversees athletic advising, and coordinates and leads the First Year Success Program (advising program for all students on academic probation for the first time), and advisor training. The following are highlights from AY 2020-21.

- **First Year Advising**– Advised 28,239 students (4063 unique students - 83% of all first-year students) through virtual drop-in advising, emails and phone calls.
- **Cal Poly Scholars Advising** – Advised 99% of first year scholars, with only one student who did not meet with their assigned advisor; advised 100% of second year scholars who needed to meet their advising requirement for the program.
- **Athletics Advising** –Had 5,289 advising interactions with student-athletes
  Student-athlete average GPA by term:
  - Fall term 2020=3.146
  - Winter term 2021=3.18
  - Spring term 2021=3.208
- **First Year Success Program (FSP)** –Had 134 students complete FSP Winter term 2021 (96% participation rate); had 199 students complete FSP Spring term 2021 (96% participation rate)
- **Advisor Training Programs** –Had 98 staff and 134 faculty participate in training programs; had 31 graduate and undergraduate peer advisors participate in training.

**Retention Team:**
The Retention Team leverages Advising to close the graduation gap for students historically marginalized at Cal Poly; eliminate/reduce barriers to retention and graduation, focusing on those caused by and bias inherent in, academic policies/procedures; and provide time-sensitive and holistic support via outreach to students detaching from Cal Poly (at risk of discontinuing) on behalf of academic advising centers. The following highlight areas of work for the AY 2020-21.

- **Leave of Absence** - Implemented advisor/retention screening of requests, ensured most advantageous use of leave, significantly reduced, number of requests declined by Records.
- **Active Not Enrolled/Informal Time Off** - Conducted outreach to almost 4,000 active students not enrolled for subsequent or current term to provide time-sensitive support and guidance.
- **Diversity, Equity and Inclusion** - Advocated to bring Just Communities of Santa Barbara to campus to provide four three-hour, customized sessions around cultural competency and

- Multicultural Engineering Program Review and Program Changes (CENG Retention) - Used risk-factors and barriers identified to-date to determine effectiveness of retention efforts and recommendations for improving retention and graduation rates. Determined ways services could be more targeted and ensured students who are in most need of support are receiving access to programming.
- Data-based Presentations to GI 2025 Leadership Team & WSCUC Committee - Risk-factors and barriers identified, mitigating retention efforts, recommendations for improving retention and graduation rates.
- CP Scholars - Recommended programmatic changes to Cal Poly Scholars based on data regarding risk factors for Cal Poly students. Structured and implemented an outreach plan for students who are not meeting degree milestones, as well as one for new transfer students to ensure they’re connected with important campus resources as soon as possible. Developing a system for tracking requirements and providing students with comprehensive academic support.

Transfer Center:
The Transfer Center, launched in Winter 2020, strives to empower and support transfer students to succeed and thrive at Cal Poly while advancing institutional support for transfer students. In addition, the Center connects students to on- and off-campus resources, fosters a sense of belonging and community for transfer students within and across colleges, and advocates, from application to graduation, for more transfer inclusive policies, practices, events, and language. The following are some highlights from AY 2020-21 and from Fall 2021 to date.

- **Transfer Center Space** - Opened the physical space for Fall 2021 in Building 52-E30 for students to study, connect with resources, and build community.
- **Academic Coaching Program** - In partnership with the Writing & Learning Center with grant support from the CSU, created and expanded the academic coaching program for new transfer students.
- **Collaboration** – Worked with Admissions, New Student & Transition Program (NSTP), and other campus partners to support transfer onboarding and community building through virtual and in person events.
- **Transfer Inclusion Training** - Created and launched a 90min Staff & Faculty Transfer Inclusion Training which has had over 120 people complete it. Also, piloting and offering a 40min Student Transfer Inclusion Training which has been offered to RA’s, NSTP student staff, PolyReps and more.
- **National Transfer Student Week (NTSW)** - Successful in-person National Transfer Student Week with over 300 students engaging in events.
TO: Academic Senators

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 Agriculture, Food and Environmental Sciences**
- BioResource and Agricultural Engineering Department
- Horticultural & Crop Sciences Department
- Wine and Viticulture Department

**College of Architecture and Environmental Design**
- Environmental Design Department

**College of Engineering**
- Biomedical Engineering Department
- Civil and Environmental Engineering Department
- Computer Science and Software Engineering Department
- Industrial & Manufacturing Engineering Department
- Material Engineering Department
- Mechanical Engineering Department

**College of Liberal Arts**
- Ethnic Studies Department

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 23, 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."
RESOLUTION TO INCLUDE CASTE IDENTITY IN CAL POLY’S STATEMENT ON DIVERSITY
AND CAL POLY’S NON-DISCRIMINATION POLICY

Impact on existing policy: modifies AS-807-15 by adding caste identity to Cal Poly’s Statement on Diversity; advocates for more expansive CSU non-discrimination policy.

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
RESOLVED: that Cal Poly’s Statement on Diversity, as described in AS 807-15, be augmented to include caste identity, as shown in the attached document; and be it further

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 be it further

RESOLVED: that the Academic Senate of the California Polytechnic State University urges the CSU to include caste in its non-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.

RESOLVED: that this resolution be delivered to Cal Poly President Jeffrey Armstrong; CSU Chancellor Joseph Castro; the California State Student Association; the Chairs of the twenty-three CSU Academic Senates; Chair of the Academic Senate CSU Robert Keith Collins; and the CSU Board of Trustees.

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, millennia-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: Brahmmins, 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.”

---

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-WLExQntfFM3N84LeOvezD5lHXi-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__aESzMuIP8wPf9dnW_cifQI2E5Rat7tWR8ilGY/edit
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, caste, 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, an individual's race/ethnicity, sex/gender, socioeconomic status, cultural heritage, caste, disability, and sexual orientation.