I. **Minutes:** Approval of Academic Senate minutes October 9, 2018 (pp. 2-3).

II. **Communication(s) and Announcement(s):** List of vacancies for Academic Senate and University Committees (p. 4).

III. **Reports:**
A. Academic Senate Chair:
B. President’s Office: (p. 5).
C. Provost: (p. 6).
D. Vice President for Student Affairs: (p. 7-8).
E. Statewide Senate:
F. CFA:
G. ASI:

IV. **Consent Agenda:** 2019-21 catalog proposals for the College of Science and Mathematics for the following: Chemistry and Biochemistry Department, Kinesiology and Public Health Department, Mathematics Department, Statistics Department, and School of Education. Summaries of catalog proposals by college are found at [https://registrar.calpoly.edu/status-proposals](https://registrar.calpoly.edu/status-proposals).

V. **Special Report:**
B. Multi Criteria Admissions (MCA), A Comprehensive Review by Terrance Harris, Director of Admissions and Operations (pp. 15-18).

VI. **Business Item(s):**
A. Resolution on Course Criteria for GWR-Certified Upper-Division Courses Across the Curriculum: Dawn Janke, GWR Task Force Chair, first reading (pp. 18-23).
B. Resolution on Minors: Brian Self, Academic Senate Curriculum Committee Chair, first reading (pp. 24-30).
C. Resolution on Senior Project Policy: Dawn Janke, Senior Project Task Force Chair, first reading (pp. 31-38).
D. Resolution on Campus Climate: OUDI Collective Impact Report, Funding, and Student Fees: Harvey Greenwald, Emeritus Academic Senate Chair, first reading (pp. 39-75).
E. Resolution to Modify the Bylaws of the Academic Senate: Dustin Stegner, Academic Senate Chair, first reading (pp. 76-77).
F. Resolution to Modify Section VII. Committees of the Bylaws of the Academic Senate: Dustin Stegner, Academic Senate, first reading Chair (pp. 78-79).

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

VIII. **Adjournment:**

805-756-1258 -- academicsenate.calpoly.edu
Meeting of the Academic Senate  
Tuesday, October 9, 2018  
UU 220, 3:10 to 5:00 pm

I. Minutes: none.

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

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, 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%202018.pdf
B. President’s Office: none.
C. Provost: Mary Pederson, Senior Vice Provost for Academic Affairs, gave a report on the graduation initiative and announced that 2 new Master’s programs were approved by the Chancellor’s office.
D. Vice President for Student Affairs: Keith Humphrey, Vice President for Student Affairs, asked that faculty submit their input on the Strategic Plan draft online at http://strategicplanning.calpoly.edu/ by November 2nd, 2018. Eileen Buecher and Amie Hammond, Career Services, presented their Life Success Model for students.
E. Statewide Senate: In addition to a written report, Jim LoCascio, Statewide Senator, discussed an issue the Statewide Senate is facing with Course Hero. Gary Laver, Statewide Senator, reported on the current conversation of Executive Order 1100 (revised), the CSU budget from the Statewide Senate, and the creation of more Executive Orders concerning student immunizations, student organizations, and enrollment management/advising.
F. CFA: Neal MacDougall, CFA Representative, announced that CFA membership has seen an increase both statewide and here at Cal Poly. MacDougall also reported on CFA’s effort to work with the CSU to prevent a cut in summer pay.
G. ASI: Jasmin Fashami, ASI President, announced that the ASI Executive Cabinet is focusing on voter registration for the upcoming local elections. Mark Borges, Chair of ASI Board of Directors, announced the upcoming schedule of presentations for the Board of Directors for fall quarter and briefly discussed ASI’s Social Justice Programming Funding.

IV. Special Report:
A. University Update by President Armstrong. Jeffery Armstrong, President, announced that the President’s Office will be focusing on the implementation of the Cal Poly Opportunity Grant and Fee and expansion of Cal Poly Scholars during the 2018-2019 academic year. Armstrong also discussed some of the university’s efforts to increase diversity and inclusion on campus and the results of the Attorney General’s investigation into the events that took place during Spring 2018. Lastly, Armstrong announced some upcoming building projects.

V. Consent Agenda:
The following items were approved by consent: CRP 338 Digital Cities (4), ESCI 502 Research Methods and Data Analysis (4), ESCI 550 Advanced Environmental Science (4), ESCI 590 Advanced Environmental Management (4), and ESCI 596 Environmental Sciences and Management Project (5).
VI. Business Item(s):
   A. Resolution on Course Criteria for GWR-Certified Upper-Division Courses Across the Curriculum. Dawn Janke, GWR Task Force Chair, presented a resolution that would ask for a GWR Advisory Board to assist with the GWR course certification process. The resolution will return in first reading at the next Academic Senate meeting on Tuesday, October 30, 2018.

VII. Discussion Item(s): none.

VIII. Adjournment: 5:05 PM

Submitted by,

Katie Terou
Academic Senate Student Assistant
Vacancies for 2018-2020 Academic Senate Committees
Information available at: https://academicsenate.calpoly.edu/content/senate_comm

COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCES
Distinguished Teaching Awards Committee
Grants Review Committee
Instruction Committee

COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN
Faculty Affairs Committee (2018-2019)

COLLEGE OF LIBERAL ARTS
Budget and Long-Range Planning Committee
Instruction Committee

ORF ALEA COLLEGE OF BUSINESS
GE Governance Board

PROFESSIONAL CONSULTATIVE SERVICES
Distinguished Teaching Awards Committee (2018-2019)
Instruction Committee (2018-2019)
Research, Scholarship and Creative Activities Committee
Sustainability Committee (2018-2019)

Vacancies for 2018-2019 University Committees
Information available at: https://academicsenate.calpoly.edu/content/university_comm

ACADEMIC ASSESSMENT COUNCIL - PCS (2017-20)
ADVISORY COMMITTEE ON WORKPLACE VIOLENCE PREVENTION - (2018-20)
DISABILITY ACCESS AND COMPLIANCE COMMITTEE –ARB – (2018-20)
SUSTAINABILITY ADVISORY COMMITTEE – (2018-20)
Summary Report – Office of the President
Academic Senate
10/30/18

The following are upcoming events scheduled on campus providing opportunities to have open and proactive dialog regarding improving inclusion and campus climate. We hope you will share this information with your students and fellow faculty and encourage participation.

1. **Friday, November 2 at 1 pm – 3:30 pm. PAC Pavilion. State of Collective Impact Forum.**
   Presented by the Office of University Diversity and Inclusion (OUDI); a campus-wide forum will share the progress made by the collective impact committees; and leaders from OUDI will discuss specific recommendations made by the various strategy groups, which focused on curriculum, campus climate, and the recruitment and retention of faculty, students and staff.

   Attendees will learn about the next steps for collective impact work and how they can become more involved. The collective impact approach allows multiple campus groups to rally around a common agenda and shared measurements for diversity and inclusion at Cal Poly with the help of OUDI's centralized infrastructure. For more information on the collective impact work, please visit [https://diversity.calpoly.edu/collective-impact](https://diversity.calpoly.edu/collective-impact).

2. **Thursday, November 8th at 8:30 am – 11 am. Chumash Auditorium. Allyship: Making it Work on Your Campus and in Our Community. Kimberly McLaughlin-Smith returns to campus to present a forum open to faculty, staff and students.** The basis of her presentation is that campuses and communities have a common vested interest in creating strong bonds that live beyond present day dialogue and dilemmas. Long after 2018, those who walk our campuses and cities at large will need guidance in terms of how to continually coexist and maintain respect for our fellow citizens. Through empathetic listening and learning, this is possible. This discussion and planning session will get the ball rolling toward galvanizing the brilliance, varied experiences, and collective qualities that reside in our midst today. The legacy that is brought forth will be designed to stand the test of time and mankind. This workshop uses David W. Campt’s, *White Ally's Toolkit, to establish foundational knowledge.*

   This session will create a space where ALL feel safe and welcome to engage on the subject of “allyship”.

3. **Thursday, November 8th at 5 pm – 7 pm in the PAC Pavilion. Kimberly McLaughlin-Smith will present a student-only event on “The Culture of Cross-Cultural Respect.”**

   Spoken Word Poetry will lead the way to open dialogue between students of various backgrounds. Rather than discuss whether or not it is disrespectful to mock and marginalize cultures that others live and respect, this discussion digs beyond that query. Students will have the opportunity to work in both small and large groups centered around learning to both listen and hear differing points of view and perceptions, with respect as the driving force. The ultimate desired outcome is to have participants leave with greater patience and broader scopes related to cross-cultural communication.

If you have any questions about any of these events, please contact any of the OUDI staff. Thank you.
October 25, 2018

The Graduation Initiative 2025 Symposium Recap

The Chancellor's Office invited leadership from across the CSU to attend the third annual Graduation Initiative 2025 Symposium at San Diego State. The program was an engaging mix of large and small group presentations.

The highlight of the symposium was the keynote address from Timothy M. Renick, Vice President for Enrollment Management and Student Success, Vice Provost & Professor, Georgia State University. The address was especially pertinent due to Georgia State's success in closing their equity gaps. Some key takeaways from his talk titled "Creating a Student-Centered University through Data and Analytics" include the following:

- We should ensure we are looking at the entire life-cycle of a student
- Closing our equity gaps will require a different way of thinking. We must be able to think like students to create solutions that will work for them (e.g., Chat Bots, career guides with live positions/job data included). We must shift to fit our students' model, not make them fit our model.

As part of a group of presentations called "Grad Talks," Goldie Blumenstyk, Senior Writer, Chronicle of Higher Education, shared some upcoming trends to watch. A sample of those trends includes the following:

- More disaggregated data to measure equity
- Metrics for measuring social mobility
- Open Education Resources (OER) supporting affordability and access

A breakout session titled "Actually Achieving Equity" stressed the importance of our language and mindset around closing equity gaps. While 'they are' language implies the deficit resides with the student, 'we are' language implies the responsibility resides with us as an institution.

In an inspiring address, Lauren J. Blanchard, Executive Vice Chancellor, Academic and Student Affairs left attendees with three main charges during his closing remarks.

- Maintain concerted focus
- Innovate in informed and deliberate ways
- Take bold action
Student Affairs Report to Senate
October 30, 2018
Keith Humphrey
Vice President for Student Affairs

- Attached please find the highlights of the results from the Healthy Minds Survey about Cal Poly students and mental health. In the majority of cases we are in-line with national statistics and do not have many areas where we are major outliers. Please note on things like suicidality, college is a protective effect for students given the number of resources and support. Additionally, this survey was administered last academic year, prior to the first phase of the adjusted health fee.
- November 2 is the last day to provide feedback via the Strategic Planning website for the Draft 2018-2023 Cal Poly Strategic Plan.
- The 2017-18 Student Affairs Annual Report is available online at studentaffairs.calpoly.edu in the About Us section.
COUNSELING SERVICES HEALTHY MINDS SUMMARY
Prepared by: Dr. Geneva Reynaga-Abiko, Director Counseling Services
Survey administered: Spring 2018

Respondents: 1354 (~6% of campus)
Depression: 22% elevated depression/19% mild depression/14% diagnosed
Anxiety: 25% elevated anxiety/26% mild anxiety/16% diagnosed with anxiety

Suicidality:
8% suicidal ideation past 12 months
5% suicide plan past 12 months
1% suicide attempt past 12 months

Seeking help:
55% said they needed professional help within the past 12 months
63% said they need professional help currently
19% said they received professional help within past 12 months
33% said they received professional help at least once in their lifetime
63% sought help informally (roommate; friend; significant other; family member; etc.)

Barriers to seeking help:
7% difficulty finding available appointment
9% financial barriers
10% not sure where to go
20% not having enough time
27% prefer to deal with issues on their own/within the family

Impact on academics:
77% said emotional or mental difficulties hurt academics >1-2 days in the past month

Survey respondents: 48% female/52% male 79% ages 18-21 years
57% live off campus/2% live with parents/41% live on campus
73% White/16% Latino/19% Asian/2% Pacific Islander/1% Black/1% Native American

*Please contact Dr. Reynaga-Abiko before citing this information in any official capacity*
Dear Colleagues,

Greetings from the International Center! I trust that the academic year has gotten off to a good start. I’m writing to provide updates from the International Center and information to be shared with your faculty and staff.

First, please find attached an overview of Cal Poly International Center updates including data on our numbers from 2017-18. A few highlights: we had a record high number of students who participated in study abroad at 1262 participants. Additionally around 200 students traveled abroad on non-credit international trips. Study abroad participation is up 55% over the past five years. Currently around 25% of Cal Poly students will have studied abroad by the time they graduate according to the formula set by the Institute for International Education (IIE). In 2017-18 we welcomed 389 international students to campus (including degree-seeking and non-degree students). We will release our Fall 2018 numbers during International Education Week, November 12-16.

Second, please join us for our International Education Week events, including the presentation by the National Geographic Live speaker, Annie Griffiths on Wednesday, November 14 from 7:30 to 9 p.m. in the PAC. Purchase tickets using the promo code: “CPIC” (Cal Poly International Center) for specially-priced tickets at $15! Note also that we will hold a Faculty International Opportunities Fair on Thursday, November 16 from 2 to 4 p.m. in building 52, room E28.
Last, please find our Call for Proposals for Cal Poly Global Programs attached. We hope your faculty will consider proposing to teach abroad through one of our campus-wide or custom Global Program opportunities (deadlines—November 15 and April 1). Faculty can apply for grants to support program development (deadline—March 15).

Thank you and we look forward to our continued collaboration in providing opportunities for our students, faculty and staff to engage in Learn by Doing in a global context. Kindly forward this message and the attachments to your departments/divisions.

Best regards,
Cari

Cari Vanderkar, Ph.D.
Senior International Officer & Director, International Center

Email: civander@calpoly.edu
http://international.calpoly.edu

**Please note that my email has changed.

Click on the images below to download PDFs.
Cal Poly's vision for internationalization is to provide foundational experiences of learning, teaching, service and scholarship opportunities at home and abroad that will best equip graduates and the campus community at large to solve complex global challenges sustainably, ethically and inclusively.

INTERNATIONAL STUDENTS & SCHOLARS

The International Students & Scholars team provides visa advising, programming, pre-arrival assistance and support to help international students have successful experiences at Cal Poly.

CAL POLY WELcomed

389
INTERNATIONAL DEGREE
AND NON-DEGREE
STUDENTS IN 2017-2018

INTERNATIONAL POLY HOSTS

Faculty and staff can get involved by volunteering to host international students for short, cross-cultural day visits that include activities such as an informal dinner, going to the beach, meeting at a coffee shop, or celebrating holidays if family occurs. To get involved and help international students experience the community outside of the traditional academic setting, please contact services@calpoly.edu for more information.

STUDY ABROAD

LEARN BY GOING

75 COUNTRIES
400 PROGRAMS
1468 STUDENTS
2017-2018

CAL POLY Global Programs provide faculty with opportunities to share their international expertise with students while teaching Cal Poly courses abroad. The International Center works with faculty to develop new custom Cal Poly Global Programs. For more information on the application process, please go to faculty.calpoly.edu > Faculty Opportunities > Cal Poly Global Programs or drop by Faculty Opportunities Resource Fair on Thursday, November 15, anytime between 2-4 p.m. in 52-228.

CAL POLY International Center

international@calpoly.edu
ANNIE GRIFFITHS
Photography without Borders
Wednesday, November 14
7:30 – 9 p.m. in the PAC

Join one of National Geographic’s most celebrated photographers as she shares images and stories from the globetrotting career that has taken her to herdsmen campfires, meeting with Argentina’s horse whisperers and to falling in with English country gentlemen staging a beauty pageant for students.

Special discounted tickets available for faculty, staff and supporters. Contact international@calpoly.edu for more information.

To purchase tickets, click HERE.
Promo code: CPIC

More International Education Week events include:

**Faculty International Opportunities Fair**
Cal Poly International Center
Thursday, November 15
2 p.m. – 4 p.m.
Building 52, Room E18

Drop in to learn more about international opportunities like Faculty Fulbright awards, overseas teaching opportunities, semester at sea, and international grants.

Refreshments will be provided.

More information on International Education Week activities can be found on international.calpoly.edu
CALL FOR PROPOSALS & APPLICATIONS

The Cal Poly International Center promotes and supports international education opportunities for faculty and students by administering intentionally designed and academically rigorous study abroad programs. Cal Poly Global Programs offer Cal Poly courses taught by Cal Poly faculty for Cal Poly students in a variety of locations worldwide.

There are TWO main opportunities for faculty to be involved with Cal Poly Global Programs:

APPLY TO TEACH ON A CAMPUS-WIDE CAL POLY GLOBAL PROGRAM

Campus-wide programs are semester programs that run every year in Australia, Spain, Thailand, and the UK on a rotation of C4, D5, F5, that are tailored to the program design.

- Are willing and able to work collaboratively with the International Center and a service provider
- Are willing and able to actively market the program and recruit participants, and are committed to increasing access to study abroad for underrepresented student populations

PROPOSE OR RENEW A CUSTOM CAL POLY GLOBAL PROGRAM

Custom programs are proposed by Cal Poly faculty and negotiated in collaboration with the International Center and a service provider. Priority is given to faculty who:

- Have a record of teaching excellence and demonstrated active involvement with students
- Offer major and/or minor courses appropriate for the respective program
- Offer one or more GE courses - upper-division C4, D5, F5 that are tailored to the program design
- Are willing and able to actively market the program and recruit participants

DEADLINES

NOVEMBER 15, 2018
- Campus-wide Programs | Apply to teach in Australia for Winter 2020
- Custom Programs | Propose or renew a custom program for Winter, Spring Break, or Spring 2020

APRIL 1, 2019
- Campus-wide Programs | Apply to teach in Spain, Thailand, or the UK for Summer or Fall 2020
- Custom Programs | Propose or renew a custom program for Summer or Fall 2020

FOR MORE INFORMATION AND TO APPLY, please visit 'Faculty Opportunities' at abroad.calpoly.edu
The CSU International Programs (CSU IP) announces the following two opportunities for faculty.

**RESIDENT DIRECTOR RECRUITMENT**

Resident Directors in The California State University (CSU) International Programs are a key element in the success of the overseas centers where they are assigned. They contribute significantly to the quality of the educational experience of our students. It is essential that qualified individuals, from any discipline be recommended for appointment to these positions. Former Resident Directors constitute an important source of support on each of the CSU campuses for promoting student participation in the International Programs and help to further the integration of the International Programs into the mainstream of each campus' academic program. The appointments of Resident Directors should be viewed as part of the larger process of enhancing the international dimension of The California State University.

**International Faculty Partnership Seminar**

The International Faculty Partnership Seminars sponsored by the California State University through the Academic Council on International Programs (ACIP) are designed to provide international experiences for faculty of diverse disciplines from all CSU campuses. The mission of the CSU International Programs or CSU IP ([www.calstate.edu/ip](http://www.calstate.edu/ip)), a system-wide unit operating from within the CSU Chancellor's Office in Long Beach, is to develop intercultural communication skills and international understanding among CSU students and faculty. In order to increase opportunities for faculty, CSU IP has launched a series of seminars in collaboration with partners abroad, including a seminar at the University of Ghana in Accra, Ghana in Summer 2018. Also, planning is already underway for a seminar in Tübingen, Germany in 2020. Seminar themes are broadly based and comparative in nature.

Further information about these opportunities can be found at: CSU IP [Faculty Resources](#)
UNDERGRADUATE ADMISSION POLICY
The campus’s overall strategic direction drives our enrollment planning/management efforts. The new student admission picture is just but one piece of this plan. The campus must manage its enrollment based on the funding and space made available to the campus. Because of this, we have had to use admission as one tool to manage enrollment.

Our new student admission strategy differs from other campuses because of the increasing applicant demands that further dictate campus practice. Unlike other CSU campuses that simply provide access to applicants who meet CSU wide admission requirements, Cal Poly must manage its new student enrollment based on Trustee imposed applicant impaction criteria.

Also, with our upside-down & sequential curriculum, we are much different from the other campuses; Title 5 requires the campus to balance our enrollment in order to meet our Title 5 special emphases in providing all state constituents opportunities primary in the applied fields of agriculture, engineering, architecture, business, and our other occupational and professional fields.

Within our increasing impaction and our upside-down curriculum, the campus requires every prospective student to apply for a particular major field of study, whether seeking to enter from high school or as an upper-division transfer from a community college or university. The campus strives to assure that every applicant can apply and compete for space at Cal Poly.

With this purpose in mind, the campus assures our public that the application review process is transparent and fair to all applicants. To avoid the admissions controversies and legal challenges that have occurred in other states, and more importantly, to be fair to all applicants, Cal Poly many years ago asked its faculty to develop objective academic criteria that we use to select students for admission. The faculty also advised the campus on the non-cognitive variables that would be deemed important to the campus in addition to those required under public policy and state law. In addition, our faculty also approved the various avenues of admission to the campus. We capitalize on a number of different avenues of admission to select a given cohort.

UNDERGRADUATE ADMISSION PRACTICES & PROCEDURES
Applicants educated domestically are reviewed under a multivariable selection strategy that combines academic factors with other objective values to comprehensively review these candidates for selection. The criteria established includes the following:

Academic factors (i.e., high school grades and test scores) are given the most weight; additional consideration is given to an applicant's academic performance in his/her chosen field of study (e.g., outstanding grades in math are especially important for Engineering applicants). Consideration is also given to an applicant’s participation in extra-curricular activities (e.g., FFA, National Honor Society, or band, athletics, academic-related projects and activities, work, especially work related to chosen field of study).

The non-cognitive variables deemed important by the campus, and for which applicants may be given additional selection consideration, include:

- University Interest based upon special interests, experiences, or talents that the applicant can contribute to the campus community;
- Recently discharged California veterans;
- First-generation college students;
- Geographic location of the applicant's home domicile;
- California community college upper-division transfer students;
- Students who have completed an approved Associate Degree for Transfer;
- Hayden Partner High School applicants, as part of our 1st Generation Initiative; and
- Faculty/Staff dependents.

To be fair to all applicants, the review process is systematic and objective. We have to give everyone the opportunity to apply and compete for admission, therefore, no guarantees are appropriate.

**Avenue of Admission definitions:**

**MCA Run (1st Run):** A defined percent of our class are selected students through our MCA selection process. Within the 1st run, applicants are selected for admission solely on the 1st reading and ranking of the initial scoring process.

**MCA Run (2nd run):** The 2nd run produces a supplemental ranking of the remaining qualified candidates and establishes the other applicants to be offered admission. Within this ranking, applicants may receive bonus points based on non-cognitive variables deemed important to the campus.

**After Department Supplemental Review:** The university community has approved additional requirements and procedures for the selection of applicants to the majors of Art & Design and Music and for transfer applicants to the major of Architecture. These students are selected after having met the minimum MCA requirement for their major AND having been recommended by the department following a review of their portfolio or audition.

**Alternate Major:** These students are selected to their second choice major as indicated on their application. These students were not admissible in their first choice major, but competitive in the alternate major. Alternate major is rarely used.

**OTHER UNDERGRADUATE AVENUES OF ADMISSION DEFINITIONS**

**Admissions Office Prerogative:** The university community has also approved special consideration practices for admission based on University Interest as an Admission Prerogative. This category is rarely used.

**Appeal:** These students are admitted following submission of an appeal. Cal Poly does not set aside spaces for students who appeal admission decisions. Every denied application has been reviewed for maximum consideration. Therefore, for an appeal to have merit, it must bring to light new academic information as well as information pertaining to extenuating circumstances that was not present in the application information that clearly shows the student to be stronger than had been earlier evidenced.

**Athlete:** These students are admitted having gone through the athletic admissions process. The athletic department will recommend candidates not initially selected during the MCA process to the Chief Admissions Officer (or designee) for consideration for Athletic Admission. Decisions are made on the predetermined criteria such as GPA, curriculum, and national readiness standards.

**Domestically Educated International Student (DEIS):** These foreign students may have international coursework that cannot be fairly evaluated through our MCA selection process. These students are admitted having gone through the international admissions review. The Chief Admissions Officer will review all DEIS on a case-by-case basis and will notify all candidates of the final decision.
Deferred from Other Term: A conditional offer of admission is valid only for the term indicated on the acceptance letter. Admitted students who desire to enter Cal Poly for a term other than that indicated must formally reapply. The University, via the Office of Admissions, Recruitment, and Financial Aid, will consider the following exceptions to this practice:

- Any student who has a documented medical emergency may delay his/her admission up to one calendar year.
- Any student who has been granted a documented youth, military, or mission experience may delay his/her admission up to one calendar year.

Internationally Educated Domestic Student (IEDS): These domestic students have international coursework that cannot be fairly evaluated through our MCA selection process. These students are admitted having gone through the international admissions review. The Chief Admissions Officer will review all IEDS on a case-by-case basis and will notify all candidates of the final decision.

Conditional International Admit: These foreign students have international coursework that cannot be fairly evaluated through our MCA selection process. These students are admitted having gone through the international admissions review. The Chief Admissions Officer will review all International Students on a case-by-case basis and will notify all candidates of the final decision.

Recalculation: These students have been selected after having their original MCA score recalculated. This would typically occur as a result of a University error.

Tie Score in MCA: This occurs when more than 1 student has the same MCA score as the cut score for admission to their program. When this occurs, both students are accepted.

Wait List: Cal Poly utilizes a Wait List process for outstanding freshmen and transfer applicants who are not selected through the regular MCA selection process. Cal Poly does not set aside spaces for students to be admitted through the Wait List process.
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-18

Resolution on Course Criteria for GWR-certified
Upper-Division Courses Across the Curriculum

Background Statement:
The California State University Chancellor's Office established an upper-division writing assessment mandate for its 23 campuses in 1978, and the requirement was more recently codified in 1997 as Executive Order 0665, Determination of Competence in English and Mathematics. Two key points of EO 0665 are as follows: 1) Certification of writing competence shall be made available to students as they enter the junior year; students should complete the requirement before the senior year; 2) Certification of graduation writing proficiency is an all-campus responsibility.

The Graduation Writing Requirement (GWR) at Cal Poly currently invites students to fulfill the mandate via one of two pathways: earn a passing score on a two-hour, handwritten essay exam, the Writing Proficiency Exam (WPE), which is offered two or more times each quarter; or, earn a passing score on a timed, in-class essay exam and earn a C or better in a GWR-approved, upper-division, quarter-long English course.

During any given quarter, there are over 9,000 students eligible to fulfill this requirement. Generally, each year about 4,000 students complete the requirement by passing the WPE, and about 1,500 students complete the requirement in a GWR-approved English course.

In spring of 2015, in response to a 2014-15 GWR Task Force report, a senate resolution passed (AS-809-15) that outlined actions the university should take to address the issue of timely GWR completion, including the recommendation that “programs/departments develop a concrete action plan so that their students take the GWR during junior year.”

Issues with the GWR program extend beyond students' timely completion, however. Whether students take the WPE or a GWR-approved, upper-division English course, there is a disconnect between what the GWR requirement tests and what experts in the field of writing studies advocate. In General Education (GE) A1 and A3 courses, as well as in lower- and upper-division English courses, students are taught that writing requires an understanding of audience and purpose; students are also taught the process of drafting, revising, and editing. The GWR as presently conceived, however, does not test for careful and intentional writing; rather, it tests for extemporaneous writing skills on an unannounced topic.
A 2015-17 GWR task force report (AS-839-17) suggested alternative approaches to the GWR for the university's consideration. Above all, the task force recommended replacing the current exam-based approach by 1) expanding GWR-approved upper-division course options beyond those currently offered through the English Department; 2) enhancing the writing instruction and assessment practices in GWR-approved upper-division courses; and 3) ensuring that instructors of GWR-approved courses are sufficiently prepared for and supported in the delivery of writing instruction and assessment.

The task force recognized that the shift from an exam-based to a course-based approach to GWR completion should happen incrementally, with the final phase being one in which the WPE is necessary to support 10% or fewer students on campus.

The task force further recommended that the administration establish a GWR advisory board with representation from across colleges and chaired by the Writing and Rhetoric Center director, who coordinates the GWR, to oversee GWR practices and support writing and writing education across campus. The task force believed the GWR advisory board should partner with the Academic Senate Curriculum Committee (ASCC) and the General Education Governance Board (GEGB) in oversight of GWR-approved upper-division courses.

WHEREAS, the ASCC; the GEBB; the Center for Teaching, Learning and Technology (CTLT); and the University Writing and Rhetoric Center (UWRC), which coordinates the GWR, believe Cal Poly students will benefit from a writing-enriched curriculum in both lower- and upper-division courses; and

WHEREAS, the ASCC, the GEBB, the CTLT, and the UWRC believe the university should offer a broad range of GWR-certified upper-division courses in both GE and major degree programs; and

WHEREAS, writing instruction and assessment should become a formalized part of GWR-certified upper-division courses across the curriculum; and

WHEREAS, writing pedagogy within GWR-certified upper-division courses should be aligned with nationally recognized best practices as expressed by experts in the fields of writing across the curriculum and writing in the disciplines; and

WHEREAS, writing instruction within GWR-certified upper-division courses also should be aligned with expected GWR outcomes; and

WHEREAS, the instructors who teach GWR-certified upper-division courses should be supported accordingly; and

WHEREAS, departments in all colleges should see value in proposing and offering GWR-certified upper-division courses in General Education and major degree programs; and

WHEREAS, the criteria presented for GWR-certified upper-division courses presented here are based on best practices for writing instruction; therefore be it
RESOLVED: That the university take an incremental approach to approving proposals for GWR-certified upper-division courses in both GE and major degree programs; and be it further.

RESOLVED: That the university adopt the following procedure for certifying GWR upper-division courses across the curriculum; and be it further.

RESOLVED: That the university adopt the following criteria for GWR course certification; and be it further.

RESOLVED: That the Provost establish a GWR Advisory Board, which includes the Writing and Rhetoric Center director, who serves as GWR coordinator; the TT/tenured English faculty member who serves as first-year composition coordinator; and the CTLT writing instruction specialist; and be it further.

RESOLVED: That the Academic Senate Executive Committee appoint one faculty member from each of the six colleges and one representative from Professional Consultative Services, each of whom is familiar with writing for audiences across the disciplines, to serve a two-year term on the GWR Advisory Board chaired by the Writing and Rhetoric Center director; and be it further.

RESOLVED: That Associated Students, Inc., appoint one student representative to serve a one-year term on the GWR Advisory Board chaired by the Writing and Rhetoric Center director; and be it further.

RESOLVED: That the GWR Advisory Board work with the ASCC and the GEGB to approve GWR-certified upper-division course proposals; and be it further.

RESOLVED: That the GWR Advisory Board oversee GWR-certified course-related faculty support and GWR program assessment.

Proposed by: Dawn Janke, Writing & Rhetoric Center  
Dianna Winslow, CTLT  
Brenda Helmbrecht, GEGB  
Greg Bohr, ASCC

Date: September 25, 2018
Criteria for GWR-Certified Upper-Division Courses Across the Curriculum

A.) Course Capacity
The recommended course capacity for all GWR-certified upper-division courses is 25 or less, with a maximum capacity of 30, as currently practiced in GWR-approved English courses. Any GWR-certified section of a course with a history of being scheduled with a capacity over 30 will lose its GWR designation.

B.) Enrollment Eligibility
Students must have junior class standing and have completed GE Area A with grades of C- or better in order to be eligible to fulfill the GWR in a certified upper-division course.

C.) Course Proposal Requirements and Process
• All proposals for GWR-certified upper-division courses shall express commitment to two or three of the GWR-related student learning outcomes as listed under the newly developed GWR category in the curricular management process, and an explanation of how those outcomes will be met in the course must be included in the proposal;
• Proposals for GWR certification in online upper-division courses shall follow guidelines and standards as outlined in the Resolution on eLearning Policy (AS-750-12) and consult with both the CTLT writing instruction specialist and an online instructional designer about best practices for teaching writing courses online;
• The workflow process for attaining GWR course designation will be similar to the process adopted by the new USCP committee: proposals will be reviewed by the GWR Advisory Board and, if approved, then will move in the workflow to the GEGB or, for non-GE courses, the ASCC;
• Proposals for GWR-certified upper-division courses will be approved by ASCC in all cases following recommendation from the GWR Advisory Board, and the GEGB when applicable.

D.) Curricular Requirements
All approved GWR-certified courses must be at the 300- or 400-level and must include the following:
• A minimum count of 3,000 total written words for the quarter
• Opportunities during the course for both low- and high-stakes writing (minor and major writing assignments):
  o Low-stakes writing opportunities may include but are not limited to blog posts, journal entries, and short (potentially ungraded) in-class written responses to help students make meaning of course concepts;
  o High-stakes writing should require more sophisticated uses of language and should elicit instructor feedback that addresses both the form and the content of the student’s work. High stakes assignments should ask students to engage in complex rhetorical tasks that build on Area A courses, such as

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1 At Cal Poly, any student with 90 completed units has junior class standing; in the case of fulfilling the GWR, if a second-year student has 90 or more completed units, that student is eligible to fulfill the requirement.
synthesizing information, developing evidence-based arguments, catering a text for a specific audience, etc.;

- The equivalent of at least two hours devoted to overt writing instruction that could include combinations of any of the following:
  o Applying key rhetorical concepts into course content, such as those with which students are familiar from A1 and A3, to assignments (e.g. rhetorical appeals, logical fallacies, etc.);
  o Explaining the purposes and expectations of a writing assignment;
  o Discussing the disciplinary conventions and contexts of an assignment;
  o Examining models of written work to help students understand how best to successfully complete an assignment;
  o Assessing a wide variety of sources and navigating the library’s research tools;
  o Learning and following specific citation style guidelines (MLA, APA, Chicago, etc.) for research-based assignments;
  o Identifying and accommodating the needs of a specific audience;
  o Reading and commenting on peers’ works with instructor guidance.

- One major writing assignment with a word count between 1,250 and 1,750 that incorporates a process-oriented approach including the submission of one or more drafts upon which students receive feedback during peer review (recommended) and/or from the instructor (required) and are given an opportunity for revision;  
  Note: An in-class essay exam may not be used to assess writing proficiency for GWR certification;

- Partnership with the UWRC to encourage student use of peer writing tutoring during the revision process and/or to embed writing tutors into the course on a one-time or ongoing basis (optional);

- The following course policies for end-of-term GWR Certification:
  o Students must earn a C\(^2\) or better on the major writing assignment, and
  o Students must earn a final course grade of C or better with at least 35% of the final grade based on the cumulative grade of all writing projects.

E.) Instructor Requirements
After the GWR designation is approved for an upper-division course, the department scheduling a GWR class will ensure that assigned faculty adhere to the following:

- Completion of a CTLT-designed workshop series on best practices in writing instruction prior to the start of the course and/or a department-designed workshop series in consultation with the CTLT Writing Instruction Specialist (Note: All instructors who currently teach GWR-approved courses will be required to complete an information session and will be invited to offer insights on best practices during CTLT workshops for other instructors);

- Adoption of all GWR-certified curricular requirements and course policies, including the following:
  o Commitment to enriching the course with writing practices that support writing as a process to learning and meaning-making, as outlined above;
  o Writing assignment evaluation methods aligned with GWR outcomes;

\(^2\) This is driven by CSU policy guidelines.
• Clear communication about GWR requirements and policies to students (e.g., students must have 90 completed units in order to be eligible to fulfill the GWR in a course, and 2) students are aware that GWR completion is dependent upon a grade of C or better both on the designated writing assignment and in the course);
• Timely submission of grade rosters for all GWR-certified upper-division courses to the UWRC with clear notation of students who have completed/not fulfilled the GWR in the course

F.) Requirements for Ongoing Course Review
• All scheduled GWR-certified upper-division courses may be audited by the campus-wide GWR Advisory Board at any time (but at least every 4-5 years) to ensure that outcomes continue to be met;
• Instructors of GWR-certified upper-division courses will be expected to participate in aggregate assessment of student performance periodically, on a random basis, by the campus-wide GWR Advisory Board in an effort to inform continuous improvement of course design, foster ongoing professional development, evaluate the GWR program, and ensure alignment between the GWR and the assessment of writing as a core competency;
• Instructors of GWR-certified upper-division courses will be expected to engage in CTLT-designed renewal/refresher workshops and/or department-designed renewal/refresher workshops offered in partnership with CTLT on a regular basis.

G.) Implementation Plan
• Upon Senate approval, six or more of the upper-division courses from across the curriculum proposed to certify the GWR will be approved as part of Phase I of the incremental rollout to offer GWR certification across a broad range of upper-division courses;
• All courses selected for Phase I will be required 1) to engage in discussion during and at the end of the quarter with the GWR Advisory Board, and 2) to submit students' major writing assignment to the GWR Advisory Board at the end of the quarter, both of which will inform any necessary revisions to the workflow, professional development program, and/or course criteria;
• A timeline will be established to approve additional courses as resources allow.
RESOLUTION ON MINORS

Impact on Existing Policy: This resolution supersedes all prior policies regarding minors including the following resolutions: AS-73-79, AS-213-86, AS-312-89, AS-335-90, and AS-437-95. This resolution will not supersede resolution AS-775-14 on Cross-Disciplinary Studies Minors.

WHEREAS, A minor is defined as a "coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside of the student's major; and

WHEREAS, A major and a minor may not be taken in the same degree program; and

WHEREAS, The minor consists of 24 to 30 quarter units, of which at least half must be upper division; and

WHEREAS, Numerous resolutions outline requirements for minors and a single comprehensive policy would provide clarity; therefore be it

RESOLVED: That the Academic Senate adopts the attached “Academic Program Review Policies and Procedures – Policy on Minors”, and be it further

RESOLVED: That, as part of this policy, the Academic Senate revise the unit range of minors from 24-30 quarter units to 24-32 quarter units in order to accommodate more effectively 4-quarter-unit classes into minors.

Proposed by: Academic Senate Curriculum Committee
Date: October 11, 2018

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

DEFINITION
A minor is defined as a coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student's major.

MAJORS/MINORS
- A major and a minor may not be taken in the same degree program (e.g., a student majoring in history may not complete a minor in history, whereas a student majoring in crop science may complete a minor in plant protection).
- The minor will be completed along with the requirements for the bachelor's degree. At least 12 units must be from outside the specified Major and Support courses.

REQUIREMENTS
- Students who wish to enroll in a minor should contact the department offering the minor and meet with the minor advisor. A student should enroll in a minor as early as possible when considering their path to degree.
- A minor consists of 24 to 32 units. At least half of the units must be from upper-division courses (300- or 400-level), and at least half of the units must be taken at Cal Poly (in residence). An exception is allowed for students earning a minor in French, German, Spanish, or Italian Studies who complete work toward that minor through study abroad; in these cases, at least a third of the units must be taken at Cal Poly (in residence).
- Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses that have mandatory CR/NC grading.
- A minimum overall 2.0 GPA is required for completion of the minor.

MINORS/GRADUATION
- The minor should be declared as soon as the student is reasonably certain that they will pursue that minor. A minor is officially declared by submitting a completed minor agreement form to the Office of the Registrar. Once a minor is formally declared and entered into the student's record, progress in the minor can be tracked on the Degree Progress report.
- The completion of the minor will be noted on the student's transcript but will not be shown on the diploma. In no case will a diploma be awarded for the minor.
MINOR SHOULD BE OUTSIDE THE MAJOR

A minor is defined as a coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student’s major. In contrast to a concentration, a minor stands alone and is distinct from and outside the student’s degree major. For example, a major in Agricultural and Environmental Horticultural Sciences concentrating in Environmental Horticultural Science cannot obtain a Landscape Horticulture Minor but can obtain a Crop Science Minor.

A minor must require that students take a minimum of 12 units outside of their specified Major and Support courses (see definitions of Major Courses and Support Courses at the end of the document).

The 12 units (minimum) outside the specified Major or Support courses must be from

1. Free electives;
2. A list of designated electives, such as approved electives or technical electives;
3. General Education courses (as long as they are not specified as Major or Support Courses); and/or
4. Additional units that do not count towards the student’s undergraduate degree requirements.

Majors in which the majority of requirements for a minor are embedded within the major and support courses shall not grant the minor to their students. The Academic Senate Curriculum Committee (ASCC) will review combinations of majors and minors to identify major-minor combinations where it is possible for students to earn both the major and the minor without taking 12 units that are outside the major. If a minor is not sufficiently “outside the student’s major”, a note will be added to the catalog description of the minor indicating “Minor not open to students majoring in XXX.”

MINOR IS COHERENT GROUP OF COURSES

The minor consists of 24 to 32 quarter units, of which, at least half must be upper division. Twelve or more of the units in the minor must be specified courses with the remainder, if any, to be chosen from an appropriate list(s). The specified units in a minor may include a choice of one course from a short list of courses that have similar content or course learning objectives. For example, the following requirement is consistent with the intent of this policy:

Select from the following (4 units): STAT 217, STAT 218, STAT 251.

The above list includes three introductory statistics courses that contain similar content but are offered for different majors. The ASCC would consider the 4 units in the above example to be specified.

Programs may request an exception to the requirement that at least 12 units in a minor be specified. Exception requests must be submitted to the ASCC and should include a written justification that demonstrates how the courses in the minor enable all students to achieve the
Minor Program Learning Objectives. The ASCC will review exception requests in consultation with the Minor Program to ensure that the minor offers a “coherent group of courses with a defined purpose or theme.”

A proposal for a minor program will include a brief matrix of the Minor Program Learning Objectives provided by the minor correlated with the courses in the minor. This matrix should demonstrate that the minor is a “coherent group of courses with a defined purpose or theme.” The matrix should map Minor Program Learning Objectives to courses within the minor such that all PLOs are met. Similarly, the required courses should all meet, at least in part, one or more of the Minor PLOs.

MULTIPLE MINORS
A student may count a maximum of 8 units between any two minors.

NEW MINORS
Because minors increase student choice and do not pertain to degree requirements, a new minor may be proposed at any time. A proposal for a new minor will undergo the standard academic review process and provide learning objectives, demonstrate student interest and need, identify resources, etc.

New electives may be added to a minor at any time, but other changes may only occur during a catalog cycle.

IMPLEMENTATION
Existing minors with fewer than 12 specified units will not be required to request an exception or to provide justification, unless they propose substantive changes to the minor. All minors will need to provide Minor Program Learning Objectives and their PLO-to-course mapping for the 2021-2023 catalog. The Minor PLOs will be published in the 2021-2023 catalog.
DEFINITIONS

As stated in the Cal Poly catalog, Major Courses and Support Courses are defined as:

Major Courses

- comprise the basic knowledge in the discipline and are required of all students in the major;
- have the prefix of the major program and/or college; may be from any other prefix or discipline which are required in the major field of study;
- count toward the Major GPA; include common core courses that are at least half of the required number of units in the major;
- may be augmented by a concentration, minor or adviser approved electives;
- which fulfill General Education requirements shall be listed in the major course category with a reference (as an asterisk) to the GE area;
- should include 15 units designated at the 100-200 level.

Support Courses

- are any specified courses that are not listed in the major; do not carry the prefix of the home department, with the exception of advisor/technical/professional electives;
- are optional depending on the nature of the degree program and the judgment of the program's faculty;
- which fulfill General Education requirements shall be listed in the support course category with a reference (as an asterisk) to the GE area.
Background Material

Cal Poly first addressed minors in Resolution AS-73-79, where it endorsed "the concept of optional minors" and provided a definition:

A minor is a formal aggregate of classes in a specific subject area designed to give a student documented competency in a secondary course of study. In contrast to options and concentrations it stands alone and is distinct from and outside the student's degree major.

Additionally, it set forth that

The minor consists of 24 to 30 quarter units, of which at least half must be upper division. Twelve or more of the units in the minor must be specified courses with the remainder, if any, to be chosen from an appropriate list.

Resolution AS-213-86 tried to provide differentiation between minors and concentrations by stating "in contrast to concentrations it stands alone and is distinct from and outside the student's degree major."

Resolution AS-312-89 called for a study on minors at Cal Poly. This study resulted in a Resolution AS-335-90, which concluded that minors that "presented a clear central theme and justified the choice of courses in relation to that theme were the strongest. In addition interdisciplinary programs were stronger if they included a course or courses which integrated the diverse elements of the program."

The resolution also called for minors to be included in Program Review, and that "a proposal for a minor program be required to include a brief matrix of competencies provided by the minor correlated with the courses in the minor which will fulfill those competencies." Finally, it made minor changes to the definition of a minor:

A minor is a group of courses outside the major with a defined purpose or theme which gives documented competency in a secondary course of study.

Resolution AS-437-95 changed the policy that "A major and a minor may not be taken in the same discipline. Units taken for completion of the minor may not be counted to satisfy requirements for courses in the "major" column of the student's curriculum sheet" to simply say that "A major and a minor may not be taken in the same degree program."

Finally, Resolution AS-775-14 established Cross-Disciplinary minors and had a provision that "the CDSM curriculum shall require at least 12 units of coursework that cannot be covered by the requirements of the student's major."

Between 1995 and 2014, CAM was migrated to the Academic Plans and Programs site (https://academicprograms.calpoly.edu/content/academicpolicies/Policies-Undergrad/Minors). Several of the provisions were not copied over, but no Academic Senate resolutions ever officially retired or replaced the previous ones. The policies on the website as of October 9, 2018 are provided below.
**Minors**

**Definition:** A minor is defined as a coherent group of courses which stands alone and provides a student with broad knowledge of and competency in an area outside the student’s major.

**Majors/Minors**

- A major and a minor may not be taken in the same degree program (e.g., a student majoring in history may not complete a minor in history, whereas a student majoring in crop science may complete a minor in plant protection).
- The minor will be completed along with the requirements for the bachelor’s degree. Courses in the minor may be used to satisfy major, support, and general education requirements.

**Requirements**

- Students who wish to complete a minor are to contact the department offering the academic minor as early as possible in the program and fill out the appropriate agreement form.
- A minor consists of 24 to 30 units. At least half of the units must be from upper-division courses (300- or 400-level). For French, German, and Spanish language minors studying abroad, the residence requirement is reduced from 12 units (1/2 of the 24 required for these minors) to 8 units, 1/3 of the total.
- Not more than one-third of the courses in a minor can be graded Credit/No Credit (CR/NC), except for courses which have mandatory CR/NC grading.
- A minimum overall 2.0 GPA is required for completion of the minor. Prior to 3/29/2017, French, German and Spanish language minors must have a minimum overall 2.75 GPA.

**Minors/Graduation**

- The minor should be declared as soon as the student is reasonably certain that he/she will pursue that minor. Check with the minor advisor to complete the minor form, which should then be submitted to the Office of the Registrar. Once it is formally declared and entered into the student’s record, progress in the minor can be tracked on the Degree Progress report.
- The completion of the minor will be noted on the student’s transcript but will not be shown on the diploma. In no case will a diploma be awarded for the minor.
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-____-18

RESOLUTION ON SENIOR PROJECT POLICY

Impact on Existing Policy: Updates existing policy to accommodate a variety of discipline-specific practices and encompasses the University mission. Supersedes resolutions AS-562-01, AS-594-03, AS-683-09.

Background Statement: Configuring capstone experiences that support student learning goals, align with programmatic and University objectives, and account for resources is a significant, yet complex task. The aim of this resolution is to establish an updated, comprehensive senior project policy that accommodates a variety of discipline-specific practices and encompasses the University mission.

WHEREAS,
Specific guidelines for senior projects, as outlined in AS-562-01, do not adequately represent existing practices; and

WHEREAS,
Guidelines and archiving requirements for senior projects are currently spread among three senate resolutions: AS-562-01, AS-594-03, and AS-683-09; and

WHEREAS,
The attached policy incorporates significant elements of all three resolutions; and

WHEREAS,
The current designation for senior project courses is non-standardized; therefore be it

RESOLVED: That the attached policy supersedes AS-562-01, AS-594-03, and AS-683-09; and be it further, and be it further

RESOLVED: That the university adopt a standard designation for senior project courses across the curriculum, either by returning to the former practice wherein the second course digit of 6 or 7 indicates a senior project course or by requiring that every senior project course has "Senior Project" in its title.

Proposed by: Senior Project Senate Task Force
Dawn Janke, Task Force Chair
Date: September 27, 2018

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

The project method has served as the foundation of Cal Poly's curriculum since the institution's inception, and the senior project, established as an integral part of the curriculum in 1941, functions as the culmination of a student's project-based learning experiences. To this day, the university remains steadfast in its commitment to affording students an opportunity to engage in and benefit from an integrative capstone learning experience through completion of a senior project.

All Cal Poly undergraduate students shall complete a senior project as part of their baccalaureate degree program requirements.

Definition. At Cal Poly, a capstone experience is a high-impact educational practice in which students (a) integrate and evaluate the knowledge and skills gained in both the General Education (GE) and major curricula and (b) demonstrate career or postgraduate readiness.

As a bridge from college to career/postgraduate success, the senior project at Cal Poly is a capstone experience with achievable outcomes that culminates in a self-directed final production or product carried out under faculty direction. Senior projects analyze, evaluate, and synthesize a student's general and discipline-specific educational experiences; relate to a student's field of study, future employment, and/or postgraduate scholastic goals; and include an element of critical, self-reflectiveness to facilitate student development and promote the metacognitive awareness that leads to lifelong learning.

Expected Outcomes. While major programs of study shall be responsible for designing specific senior project learning outcomes, all senior projects at Cal Poly should provide an opportunity for holistic, competency-based assessment that demonstrates a strong foundation in general and discipline-specific knowledge as well as an advanced proficiency in the core competencies of critical thinking, written and oral communication, information literacy, and quantitative reasoning.

Senior projects shall broadly address program learning objectives, which should be well aligned with one or more college and university learning objectives, including the ability to:

- Think critically and creatively;
- Communicate effectively;
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology;

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1 See Helle, Tynjala, & Olkinuora (2006) for a comprehensive definition of the project method and project-based learning. 
2 For the purpose of this policy, the term "shall" indicates required practices, whereas "should" represents nonmandatory, recommended practices.
4 While Cal Poly does not follow the competency-based model of education, competency-based assessment practices are effective for senior projects because such practices measure performance on a variety of knowledge, skills, and abilities needed in a specific discipline or future endeavor, such as a career or postgraduate degree. Competency-based assessment protocols invite programs to design assessment methods that ensure graduates are career- or postgraduate-ready by engaging with industry experts to design relevant outcomes. See Bral & Cunningham (2016), Klein Collins (2012, 2013), Klein-Collins, Ikenberry, & Kuh (2014), and Larsen McClarty & Gaertner (2015).
• Work productively as individuals and in groups;
• Use their knowledge and skills to make a positive contribution to society;
• Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability;
• Engage in lifelong learning.

Forms & Examples. Senior projects may be research-, project-, and/or portfolio-based; individually supervised or course-based; independently completed or team-based; discipline-specific and/or interdisciplinary. They may take forms including, but not limited to, the following:
• an experiment;
• a self-guided study;
• a student-generated research project;
• participation in a faculty-generated research project;
• engagement in an industry-driven project;
• a report based on a prior or concurrent co-op/internship or service learning experience;
• a design or construction project;
• a portfolio of work documenting the results of creative practices; and/or
• a public presentation or performance.

REQUIREMENTS
Specific senior project requirements shall be determined at the department level; yet, all senior projects and senior project policies shall adhere to the following requirements.

Senior projects shall
• Commence when, or after, a student has earned senior standing, though completion of preparatory courses and/or research may precede senior standing;
• Serve as a bridge from the college experience to professional/postgraduate readiness;
• Include clearly defined student learning outcomes that are aligned with program learning objectives;
• Have faculty oversight with scheduled meetings for which specific timelines/outcomes are defined;
• Include a formal proposal and/or statement of intent to be submitted to the faculty advisor;
• Involve inquiry, analysis, evaluation, and creation;5
• Demonstrate core competencies in critical thinking, written and/or oral communication, information literacy,6 and quantitative and/or qualitative reasoning in line with the University’s WASC accreditation criteria;
• Require a process/production and culminate in a final product as defined at the program level;

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5 Because senior projects shall demonstrate mastery as appropriate for an undergraduate student, senior projects shall incorporate higher-level cognitive processes as identified in Bloom’s revised taxonomy (see Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001).
6 Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989).
- Include an explicit element of self-reflection (e.g. dialogue with a faculty advisor, a written reflection as part of the deliverable, an oral reflection during a presentation, a self-evaluation form, etc.);
- Adhere to discipline-specific norms of academic integrity and ethical practices;
- Be individually and formally assessed;
- Include a minimum count of 3 units, or 90 hours of work, with no maximum;
- Take no more than three quarters to complete;
- Be assigned grades consistent with Cal Poly's policy on grading. Note: Senior projects shall neither consist solely of a co-op/internship experience nor solely of a test/exam of any kind, and senior projects shall not be unsupervised.

Departments shall
• Make senior project policies and practices publicly accessible in both the catalog and on the department website;
• Instruct students, when applicable, of the need to comply with the university’s intellectual property policy; policy for the use of human subjects in research; procedures and guidelines for human subjects research; and regulations, policies, and standards for the care and use of animal subjects in research;
• Discourage costly senior projects and/or ensure students are aware that they are responsible for identifying costs and potential funding sources prior to initiation of a project;
• Set standards for group-completed senior projects, ensuring that the number of students participating in a group senior project is not so large as to unduly limit individual experience or responsibility and initiative;
• Ensure the scope of a project is robust enough for students to integrate and apply general and discipline-specific knowledge yet not overly ambitious thereby resulting in delayed time to degree;
• Review senior project processes and assess senior project artifacts at least once within a single cycle of program/accreditation review;
• Determine a process for archiving senior projects, whether at the department- or college-level and/or in collaboration with Kennedy Library.

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7 With the definition of a credit hour as 30 hours of work, as stated in Definition of a Credit Hour.
8 A grade of RP (report in progress) may be appropriate for the first quarter of a two-quarter senior project or the first and second quarters of a three-quarter project. Similarly, an I (incomplete) grade may be appropriate for a project that remains incomplete at the end of the prescribed period, although instructors are encouraged to consider the positive impact that awarding a regular letter grade may have on a student’s progress to degree completion.
9 Policies and procedures governing submissions to Kennedy Library’s institutional repository are based on University policies pursuant to the Family Educational Rights and Privacy Act (FERPA), Intellectual Property Rights, and CSU accessibility requirements. Senior projects submitted to the institutional repository hosted by Kennedy Library become part of university’s scholarly record.
RECOMMENDATIONS
While departments shall establish senior project practices within the context of their specific discipline, curriculum, and pedagogy, they should incorporate multiple pathways to senior project completion and adopt any or all of the following suggestions, which draw upon best practices in capstone experiences.

Senior Projects should
- Be student-directed;
- Begin in inquiry;
- Synthesize and apply prior learning in both GE and the major;
- Involve individualized, independent learning opportunities;
- Include a written element of at least 1,000 words;
- Offer students an opportunity to create new knowledge, their learning legacy;
- Help students develop their professional and leadership skills.

Departments should
- Consider hosting informational meetings for students prior to or concurrent with senior project course enrollment;
- Scaffold the curriculum toward the senior project capstone experience by providing students with the opportunities to build their knowledge, skills, and experiences towards the level of accomplishment required by the senior project;
- Ensure all senior projects within a program challenge each student equally;
- Set the enrollment capacity for course-based senior project programs at 30 or fewer students in order to facilitate more direct interaction between a faculty member and an individual or team;
- Offer interdisciplinary senior project opportunities within a department or in partnership with other majors;
- Encourage students to engage in ethical practices and embrace principles of diversity, inclusion, and equity when completing their senior projects;
- Engage in external review of senior project artifacts by alumni, professionals, and other disciplinary experts.

For additional support, departments should consider
- Collaborating with Kennedy Library to determine an effective archiving practice for all types of scholarly outputs including traditional, non-traditional, and non-digital native born research products;
- Contacting the CTLT about workshops to help faculty develop senior project mentoring practices;
- Reviewing the set of prompts available on the APP website to learn more about ways to design effective senior project policies and practices; and/or
- Referencing some of the sources listed on the attached bibliography before developing/re-designing senior project programs.
Selected Bibliography


RESOLUTION ON CAMPUS CLIMATE:
OUDI COLLECTIVE IMPACT REPORT, FUNDING, AND STUDENT FEES

BACKGROUND: For many years WASC has commented on the lack of diversity at Cal Poly. In addition, Cal Poly has had many instances of hateful and disrespectful activities that have negatively impacted campus climate—such as the “Black Face” incident that occurred in Spring 2018.

The Office for Diversity and Inclusion (OUDI) has proposed a number of initiatives to strategically and collaboratively improve campus climate. The Collective Impact Year End Report (June 2018) is one such important response.

The recommendations in the report include a variety of strategies such as cluster hires for faculty, a First Year Experience program for new faculty hires, and additional recruitment resources for the Admissions Office.

Moreover, Cal Poly is the most expensive campus for students in the CSU. This presents challenges for Cal Poly in attracting underrepresented students. The University of California which is nominally more expensive, has considerably greater resources that it can use to reduce the effective cost of education for underrepresented students.

This need to increase resources has led Cal Poly to establish opportunity grants. However, other sources of money will be needed if Cal Poly is to make substantial progress in addressing diversity and inclusion issues.

WHEREAS, Cal Poly has established opportunity grants that will support efforts on behalf of diversity and inclusion; and

WHEREAS, The Inclusive Excellence Council will be meeting to review the recommendations in the Collective Impact Year End Report of June 2018; and

WHEREAS, Cal Poly has had success in fundraising in several areas including Athletics and new campus building construction; and

WHEREAS, Cal Poly is in the planning stage for the next Advancement Campaign; therefore be it

RESOLVED: That the Academic Senate acknowledges the acceptance of OUDI’s Collective Impact Year End Report of June 2018 and shall strongly encourage the Cal Poly campus to be involved in discussions of the report; and be it further
RESOLVED: That Cal Poly shall establish raising funds in support of diversity and inclusion as a priority; and be it further

RESOLVED: That Cal Poly shall establish diversity and inclusion as a theme of the upcoming Advancement campaign; and be it further

RESOLVED: That the Vice President for Student Affairs and the Provost should report annually to the Academic Senate on the uses of all Campus Academic Fees and the Student Success Fee.

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

Date: September 13, 2018
Revised: October 12, 2018
Revised: October 24, 2018
AGENDA

- Opening Remarks, Dr. Jozi De Leon, Vice President for Diversity & Inclusion
- Collective Impact in Review, Kari Mansager, OUDI Program Director
- Campus Climate Recommendations
- Curriculum Recommendations
- Recruit & Retain Recommendations
- Small Table Discussions on Connecting Pieces and Potential Gaps
- Next Steps
COLLECTIVE IMPACT AT CAL POLY

Common Agenda
• Moving towards same goal

Common Progress Measures
• Measures that get to TRUE outcome

Mutually Reinforcing Activities
• Each expertise is leveraged as part of the overall

Communications
• Allows a culture of collaboration

OUDI
• "Container for Change"
• Manages collaboration
OUR VALUES

- We are a community that is committed to diversity, inclusive community building, equity, cultural humility, and social justice as important aspects of everything we do.
- We believe that trust and mutual respect are gained through transparency and communication and are key in empowering and strengthening our university community.
- We incorporate inclusive excellence as central to our relevance, sustainability, and academic rigor as we become a university for the future.
OUR ASPIRATIONS

- Eliminate the achievement gap between traditionally underrepresented students and others.

- Curriculum and policies driven by our diversity and inclusion values.

- Work towards becoming an HSI and/or MSI and serving a student population that is representative of CA. Our staff and faculty will also reflect CA's diversity.
COLLECTIVE IMPACT IN REVIEW

- Fall 2017 Focus Groups and Strategy Group Formation
- Winter 2018 Strategy groups begin to meet
- Winter and Spring 2018 Strategy Groups review existing efforts and assess and recommend necessary actions
- Report out of recommendations
CAMPUS CLIMATE STRATEGY GROUP PROBLEMS IDENTIFIED

- Need for clear communication and messaging around clear expectations that everyone is responsible for diversity and should be recognized for such work.

- Need for leadership investment, including venue(s) for hearing campus community voices and to communicate clear expectations of conduct with associated accountability system.

- Need for partnerships and collaborations particularly in the community.

- Need for enhanced education and learning, particularly with communicating diversity and inclusion during onboarding/orientation.

- Need for institutional self-assessment including a new campus climate survey with a clear report and action plan.
<table>
<thead>
<tr>
<th>Recommendation</th>
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<tbody>
<tr>
<td>1. Communicate clear expectation that everyone is responsible for diversity work, campus-wide, and should be recognized for such work</td>
</tr>
<tr>
<td>2. Provide a report out (state of diversity) in Fall quarter and a Town Hall in Spring quarter</td>
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<td>3. Provide a consistent platform for students, faculty, and staff to express feedback about campus climate to administration and other decision-makers</td>
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<tr>
<td>4. Communicate clear expectations of conduct with associated accountability systems</td>
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<td>5. Improve the relationship between San Luis Obispo community and Cal Poly students, faculty, and staff, especially those from underrepresented groups</td>
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<tr>
<td>6. Enhance the onboarding of students, faculty, and staff and embed into new employee orientation learning opportunities related to diversity and inclusion</td>
</tr>
<tr>
<td>7. Conduct a campus climate survey with a clear action plan for how report findings will be utilized</td>
</tr>
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CURRICULUM STRATEGY GROUP
PROBLEMS IDENTIFIED

- **Need for increased awareness** about the importance of infusing diversity, inclusion and social justice into the curriculum or advancing socially relevant instruction.

- **Need for more professional development opportunities** to learn how to infuse diversity, inclusion and social justice into the curriculum.

- **Need for better retention of** faculty and staff who are interested in and/or have the expertise to advance culturally relevant instruction.

- **Need for a more defined community** of faculty and staff who are interested in/committed to advancing socially relevant instruction.

- Cal Poly does not have a clear or sustainable record of preparing students for the future as evidenced by findings from DLO Assessment project (2008-2011) or observations from WASC re-accreditation report.
1. We recommend that each college/unit increase their explicit commitment to increasing diversity and inclusiveness awareness, knowledge, and skills, specifically in attracting (and successfully hiring) applicants that value diversity and inclusion.

2. Creation of a "First Year Experience" for all new faculty that consists of attending a specific number of trainings to increase cultural competence before full teaching loads are in place.

3. We recommend that a group be established on campus for young professionals who are devoted to diversity topics and work.

4. We recommend that the University DLO's become ULO's and are utilized as CLOS' and PLO's in course proposal and course and program reviews/assessments.

5. We recommend that the RPT/SPAFAF process include a review of diversity and inclusion efforts.

6. Expand the current University USCP requirement to two courses, a lower and upper division.

7. We recommend that Cal Poly commits to university-wide cluster hires focused on diversity and inclusion.
RECRUIT & RETAIN STRATEGY GROUP

PROBLEMS IDENTIFIED

- We do successfully recruit students of color, but can't compete with the financial support provided by the UCs and private institutions.
- Faculty, staff, and students of color face discrimination in local communities when seeking housing.
- Campus visits by prospective students are not always funneled through Admissions.
- Onboarding is inconsistent across units and there is a need for mentoring programs for faculty and staff of color.
- Admissions & Recruitment is not adequately resourced (not enough FTEs/unable to pay volunteers-PolyReps, Partners Ambassadors, Hometown Heroes).
- Cross Cultural Centers are not adequately resourced (not enough FTEs and need more programming funds).
1. Provide Admissions & Recruitment additional resources (staffing, programming, and targeted scholarship programs) to recruit URM.

2. Use data being collected by University Advising to support implementation of new programs specifically targeting identified gaps and risk factors.

3. Require all faculty and staff to provide a statement about the role of diversity and inclusion in Higher Education as a supplemental question in all applications and answer a question about diversity and inclusion during their interview.

4. Strategic coordination of efforts to publicize diversity and inclusion resources to all students.

5. Provide additional resources (staff and programming funding) from the Cross Cultural Centers.

6. Create a university-wide snapshot of student volunteers and paid positions around recruitment and retention of underrepresented students.

7. Implement the Exit Interview Protocol that includes exit interview for all permanent Cal Poly employees.

8. Create a Housing Liaison position to assist newly hired faculty and staff transition to the San Luis Obispo County community.

9. Develop a mentoring program for new faculty and staff of color and from other underrepresented groups.
1. What are connecting pieces amongst the recommendations?
2. What are some potential gaps amongst the recommendations?
NEXT STEPS

- Summer 2018: OUDI will synthesize the recommendations and create a draft strategic plan
- Fall 2018: Inclusive Excellence Committee review recommendations and approve strategic plan
- Fall 2018: OUDI will host a “State of Diversity and Inclusion” to share recommendations and strategic plan
- Fall 2018: Strategy Groups and subgroups will (re)form and being meeting/implementation
- Winter/Spring 2019: Strategy Groups continue to review existing efforts and assess and recommend necessary actions
- Continue the Collective Impact cycle to reach our aspirations to advance diversity and inclusion at Cal Poly!
Curriculum Strategy Group
Co-Leads: Jennifer Teramoto Pedrotti, Camille O'Bryant, Denise Isom

Charge
Infuse diversity, inclusion, and social justice into the curriculum to advance socially relevant instruction and prepare all students for the future.

Problems Identified
The curriculum strategy group tended to focus more on possible solutions/recommendations than actual problems. However, we offer the following four problem areas that are relevant to the recommendations we made.

- **Need for increased awareness** about the importance of infusing diversity, inclusion and social justice into the curriculum or advancing socially relevant instruction.
- **Need for more professional development opportunities** to learn how to infuse diversity, inclusion and social justice into the curriculum.
- **Need for better retention of** faculty and staff who are interested in and/or have the expertise to advance culturally relevant instruction.
- **Need for a more defined community of** faculty and staff who are interested in/committed to advancing socially relevant instruction.
- Cal Poly does not have a clear or sustainable record of preparing students for the future as evidenced by findings from DLO Assessment project (2008-2011) or observations from WASC re-accreditation report (date?)

Short Term (ST) Recommendations (To be explored within the next year)

**Recommendation 1:**
We recommend that each college/unit increase their explicit commit to increasing diversity and inclusiveness awareness, knowledge, and skills, specifically in attracting (and successfully hiring) applicants that value these areas:

1. Each college will develop a College Diversity Statement
2. Each college will develop a position description for an Associate Dean position (either half time or full) that will incorporate specific and significant responsibility regarding diversity and inclusion
3. Statements of Diversity and Inclusion will be required not only for all hires to faculty positions, but also for all hires to staff positions

**Rationale and Relevance:**
The College Diversity Statement and requiring of Statements for Diversity and Inclusion serve as outward facing examples of our value for diversity and inclusion. These examples may deepen our hiring pools in both staff and faculty. The addition of Associate Dean positions (or a reallocation of time devoted to these topics within existing positions) allows for dedicated personnel to be responsible for the activities in this section, including assisting with the hiring process and assessment of skills in this area, and in terms of developing systematic efforts at retention of new faculty and staff focused on these areas.

**Achievable Timeline**
- **Fall, 2018:** Developing a College Diversity Statement could be assigned to a committee within each college. Requiring Statements of Diversity and Inclusion is already mandated for faculty and would just be expanded to staff. OUDI could provide consultation if necessary.
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- **2018-2019 Academic Year:** Reorganizing or developing positions descriptions for the Associate Deans is something that could be accomplished rather quickly. If these positions were created as new then funds would need to be identified to determine if the various colleges could support them. If existing positions were reorganized to include diversity and inclusion as a significant portion of duties, additional funds may not be needed.

**Measurement Efforts**
- Reports of diversity and inclusion efforts in the college could be submitted by Associate Deans with this area of responsibility
- Monitoring of pool of applicants with re: to diversity aspects
- Recording of demographics with re: to successful hires
- Recording developments in curriculum and/or service work related to diversity and inclusion
- If increases occurred in underrepresented faculty or staff, it may also be correlated with increases in underrepresented students; keeping close watch on this to see if this relationship bears out would be important data to collect

**Recommendation 2:**
Creation of a "First Year Experience" for all new faculty that consists of attending a specific number of the following to increase cultural competence before full teaching loads are in place. Examples of activities might include (a fuller list could be developed if desired):

- CTLT Book Circle on *The Culturally Inclusive Educator*
- Implicit Bias Training (extended version)
- UndocuAlly Training (all three)
- Participate in the summer TIDE program (CTLT)

**Rationale and Relevance:**
This recommendation would assist the campus in creating organized opportunities for faculty to begin to develop cultural competence and inclusive teaching strategies, while also making explicit our campus value for diversity and inclusion from the beginning of the hiring process. As newer faculty have reduced teaching loads, some time would be available to spend on these endeavors such that they enter their full load of teaching with more expertise in inclusive teaching strategies and/or cultural awareness. Associate Dean positions (following execution of recommendation 1) could assist in the identification of appropriate activities for this section.

**Achievable Timeline:**
- **2018-2019 Academic Year:** Development of this First Year Experience could occur in anticipation of the faculty cohort beginning on campus in 2019-2020. New faculty hires could work with their college (or OUDI if necessary) to devise a plan for their first year experience, which would be approved by the college. Report of activities related to diversity and inclusion could be submitted to Dean of each college (and the Provost if desired) at the end of each year.

**Measurement:**
- Faculty could be evaluated on this area as a part of their probationary period (e.g., measurement in awareness, knowledge, and skills) separate from the RPT process.

**Recommendation 3:**
We recommend that a group be established on campus for young professionals who are devoted to diversity topics and work. This group would be a place where mentoring, professional development, and other topics would be presented in addition to having social events and opportunities for networking and mingling (similar to the Young Professionals Networking Group in the community). Partnering with other community groups (e.g., YPNG, Race Matters, NAACP, etc.) could be explored as well.

**Rationale and Relevance:**
Some reports of staff and faculty who have left positions at Cal Poly cite among their reasons the lack of diversity and lack of community on the Central Coast and the San Luis Obispo. A group such as this, would help to lead new faculty and staff to a group of individuals that may be similar to them in interests and potentially demographics.
Achievable Timeline:
- **Fall 2018**: Create a “mixer” event inviting individuals with interest and experience working in areas of diversity and inclusion across the campus to come together
- **Winter/Spring 2019**: Offer 2-4 events focused on various professional development topics (e.g., “Doing Diversity Work at a Predominantly White Institution” or “Creating Community on Campus”) given by diversity/inclusion-focused faculty and staff who have been on campus for a longer period of time.

Measurement:
- Create opportunities for involved individuals to give feedback and evaluations on effectiveness and utility

Recommendation 4:
We recommend that the University DLOs become ULOs and are utilized as CLO’s and PLO’s in course proposal and course and program reviews/assessments.

1. Update the existing Diversity Learning Objectives (DLO’s)
2. Integrate the DLOs into the Program Learning Objectives (PLOs) for Academic Affairs and Students Affairs
3. Operationalize the DLO’s in parallel with Course Learning Objectives (CLO’s) for all applicable course proposals and course reviews (i.e. course proposals would require faculty to list which DLO’s are applicable to their course and indicate how the course content and assessments meet those objectives)
4. Provide professional development/training on how to write measurable diversity learning objectives (CTLT).

Rationale and Relevance:
This recommendation would strengthen the University DLO’s, establish them as the common university-wide set of measurable goals and work to better integrate and assess diversity and inclusion in course proposals, GEGB course reviews, as well as AA and SA program evaluations. Future campus assessments of student learning around DLO’s will more accurately reflect and inform our efforts and success in these areas.

Achievable Timeline:
- **2018-2019 Academic Year**: The USCP taskforce has committed to contemporizing the existing DLO’s, OUDI can issue an additional charge to expand that effort
- **2018-2019 Academic Year**: Consultation for and writing of a senate resolution to include the DLO’s in the ULO’s and function alongside CLO’s
- Work with SA to weave DLO’s into their PLO’s and as part of ongoing program evaluations
- CTLT and their Inclusive Excellence specialist will design workshops/trainings around the development, integration and assessment of DLO’s

Recommendation 5:
We recommend that the RPT/WPAF process Include a review of Diversity and Inclusion efforts.

1. Add a section to the WPAF for a Diversity Statement (separate narrative section or in addition to existing narratives on Teaching Philosophy and/or Professional Development)
2. Revise language in the WPAF instructions to include Diversity and inclusion efforts in the Teaching, Research, and Service sections
3. Provide trainings and materials for department and college Promotion and Retention Committees to assist in their assessing of the D&I content and student evaluations
4. Provide training for faculty on inclusive teaching practice and design (CTLT - expansion of TIDE trainings, Inclusive instruction book circles, etc.)

Rationale and Relevance:
As the University works on recruiting and retaining student with marginalized identities, faculty and staff can have an extraordinary impact (positive or negative) on these students’ ability to succeed at Cal Poly. Faculty and staff need relevant tools and resources to become better equipped to create inclusive classrooms, to meet University, College, Department
DLOs, and the University values around Diversity and Inclusion. The additions of Diversity and Inclusion into the RPT/WPAF processes, encourages meaningful integration while also establishing a mechanism for accountability as well as an institutionalized means to recognize and reward exemplary efforts.

**Achievable Timeline:**
- **2018-2019 Academic Year:** OUDI, in partnership with departments and colleges already implementing elements of the recommendation, can work to develop best practice models for voluntary implementations in the Fall of 2019.
- **2018-2019 Academic Year:** Consultation with Academic Personnel to develop strategies for campus wide implementation and any needed senate resolutions and/or contract negotiations.
- Development of materials and trainings for both faculty members and department and college PRC's.

**Recommendation 6:**
Expand the current University USCP requirement to two courses, a lower and upper division. Recast/rename USCP to reflect a more critical engagement with issues of Diversity (e.g. "Critical race and intersectional studies", etc.). As is currently the case with USCP, this two-course requirement would be fulfilled through the G.E. program, not as an addition to it. Courses must be reviewed and approved by a committee of scholars with expertise in ethnic studies, queer studies, and/or women’s and gender studies.

**Rationale and Relevance:**
The most recent university assessment of our DLO's, our G.E. program, and University WASC accreditation, all revealed a need to increase the presence of diversity in our curriculum. Current racialized and gendered issues on campus, along with the student demands that have followed, call for a new ethnic studies requirement. This two-course University requirement would meet that need while not adding to impacted curricular programs.

**Achievable Timeline:**
- **2018-2019 Academic Year:** With the G.E. Taskforce report due this Spring, the campus will be posed for this change and can begin work in the Fall to write the needed senate resolution.
Long Term Recommendations (To be explored within the next 2-3 years)

[2-4 Long Term Recommendations]

Recommendation 1:
We recommend that Cal Poly commits to university-wide cluster hires focused on diversity and inclusion such that:

- These hires occur every 2-3 years to have a cumulative effect
- Sources of funding for money toward new faculty lines should be identified by the Provost’s Office (e.g., earmarking some of the Opportunity Grant funds)
- Cluster hires that focus on staff also be considered (with an emphasis on experience with underrepresented students and relevant topics)
  - Faculty interview process with regard to diversity question(s) should be expanded to staff interview process so as to assess staff candidates' past experience related to diversity and social justice driven initiatives; reviewed by OUDI; etc.

Rationale and Relevance:
This recommendation addresses the need for more underrepresented faculty and staff on campus, and indirectly may bring a better climate for underrepresented students as well. In addition, it asks all colleges to work together to be more explicit about value of diversity and inclusion in their area of campus, and spreads the work across the different disciplines to make sure that multiple voices contribute to the discussion.

Achievable Timeline:
This recommendation requires the development of funds for faculty lines (via Opportunity Grants may be the best sources; part of the 25% devoted to the campus, perhaps), and requires the continued use of a committee to assess and recommend faculty proposals to the provost (staff cluster could be overseen by existing Student Affairs personnel). Once this funding is developed, the cluster hire could occur every 2-3 years.

Measurement:
Measurement would be obtained by noting the increase in diversity within pools and after new staff and faculty are hired. This is a longer term goal as it will come to fruition as more positions are filled.

Recommendations for the Strategy Group Itself
Please provide a brief narrative of your suggestions for the strategy group (i.e. structure, name, charge, constitution, co-lead structure, etc.)

The structure of the strategy group worked well. It was beneficial to have more than one co-lead, as multiple views were brought to the planning and process. The meeting schedule allowed enough time to get work done in between meetings, but was stringent enough to keep the group on task.
Recruit and Retain Strategy Group 6-1-18

Group Charge

This group looks to fulfill our moral imperative to recruit and retain underserved and underrepresented students (URM, 1st generation, low income, women in male-dominated fields, etc.).

Problems Identified

- We do successfully recruit students of color, but can’t compete with the financial support provided by the UCs and private institutions
- Faculty, staff, and students of color face discrimination in local communities when seeking housing
- Campus visits by prospective students are not always funneled through Admissions
- Onboarding is inconsistent across units and there is a need for mentoring programs for faculty and staff of color
- Admissions & Recruitment is not adequately resourced (not enough FTEs/unable to pay volunteers-Poly Reps, Partners Ambassadors, Hometown Heroes)
- Cross Cultural Centers are not adequately resourced (not enough FTEs and need more programming funds)

Short Term Recommendations (To be explored within the next year)

{2-4 Short Term Recommendations}

Recommendation

Provide Admissions & Recruitment additional resources (staffing, programming, and targeted scholarship programs) to recruit URM.

SMART

Specific: Provide opportunities for competitive prospects to build and foster relationships with key campus influencers.

Expand currently enrolled student volunteer efforts-Hometown Heroes/Ambassador groups. Identify and promote scholarship programs prior to each recruitment cycle.

Expand prospect student database across university to help maintain accurate records of recruitment activities throughout campus colleges/departments/clubs/organizations

Measurable: Applicant/Yield data analysis; Post event/activity qualitative surveys

Attainable: Hire admissions staff to implement robust group tour and campus visitor center program. Hire staff to support alumni/current student volunteer programs and universal prospect student database implementation. Provide collateral to promote recruitment activities and scholarship programs.

Relevant: Strengthen relationship between prospects and campus influencers
Use data being collected by University Advising (Beth Merritt Miller) to support implementation of new programs specifically targeting identified gaps & risk factors.

Require all faculty and staff to provide a statement about the role of diversity and inclusion in Higher Education as a supplemental question in all applications and answer a question about diversity and inclusion during their interview.

**Timely:** Generally takes an 18 month cycle to recruit the next class of students—begin hiring additional staff with operating budget over next 3-6 months

**Specific:** Examine policies related to identification of 1st gen/Pell eligible/etc. to balance student privacy with the need of Food Pantry, University Advising, etc. to do targeted outreach. Explore possibility of mandatory advising at a specific time e.g. end of 1st year or start of 2nd—use staff and faculty advisors—ensure that all students talk to someone at some point. Target at-risk populations (higher representation of students in need of support for retention) & provide information about resources

**Measurable:** Graduation and persistence rates.

**Attainable:** University Advising currently has a survey, we should continue and provide additional follow-up conversations.

**Relevant:** This would assist students in reaching their goal and strengthen our work with CSU Graduation Initiative

**Timely:** Review quarterly

**Specific:** Require all faculty (including lecturer positions) to include diversity statements in their application. Require all staff (including MPPs) to answer a supplemental question about equity and inclusion in the application. Faculty already required to answer a diversity question during interview. Include this process for staff through HR providing pre-approved sample questions. All staff interviews require asking at least one of these questions. Ask HR to provide a rubric of what constitutes an acceptable answer.

**Measurable:** The measure will largely be whether or not this is being implemented. The EEF report could also include a checkbox on whether or not the diversity question was asked as a supplemental question in the application and during the interview.

**Attainable:** Do we need to get union approval for this in staff applications and interviews? We also would like a process for vetting the sample diversity questions such as sending them out to campus along with a
Strategic coordination of efforts to publicize diversity and inclusion resources to all students

Provide additional resources (staff and programming funding) for the Cross-Cultural Centers.

Create a university-wide snapshot of student volunteers and paid positions around recruitment and retention of underrepresented students. Starting with the survey/feedback process and additional suggestions.

Relevant: This sends an outward facing message of Cal Poly’s values of equity and inclusion and ensures that all staff and faculty know about and have answered to those values.

Timely: We would like this to take place by 2019/2020.

Specific: Quarterly meetings of representative staff from different offices that represent diversity and inclusion programming. Communicate with faculty about text & links to put on syllabi & course websites (coordinated by CTLT/OU/CCC/Advising/Campus Health & Wellbeing) to: connect students to campus resources; have consistent inclusion statement; statement encouraging students to ask for help.

Measurable: By using a database we would be able to track engagement and usage of the services. We would also need to get feedback from students.

Attainable: Yes, through clear communication and timelines.

Relevant: Providing a comprehensive resource to assist students by coordinating resources in one place.

Timely: Quarterly meeting to discuss upcoming programming and services.

Specific: Hire 2 FTE for CCCs and add another $150,000 in programming funds. Expand existing programs like PCW and fund new initiatives including monies to send students to conferences and on alternative break trips.

Measurable: Staff hired and funds allocated.

Attainable: Reallocation of existing funds and/or donor-driven.

Relevant: Provide additional support for SOC and other underrepresented groups.

Timely: In place for 2019-2020 academic year.

Specific: A detailed report created through surveying campus entities on their initiatives related to recruitment and retention of URMs. Include: hours of effort by student by
Diversity Action Initiatives summary, research the efforts made in terms of what requests are made for actions, hours committed to the initiative/effort, whether effort is volunteer or paid, whose responsibility or who supervises efforts.

- week/quarter/year, staff, faculty; supervisory roles and accountability;
- assessments/program reviews; unmet demands and goals (recruit, retain whom?).

**Measurable:** Summarize the raw data by targeted population and by recruitment and retention goals.

**Attainable:** Who would be the entity or staff/faculty person who could conduct the surveys and compile the detailed report? If relevant entities responded to the survey promptly, the report could reasonably completed quickly.

**Relevant:** In order to evaluate whether to provide student course credit or pay for effort, whether staff position is needed/appropriate, or whether the work is seasonal or year-round, the kind of effort put in (or that should be put in) need to be assessed. The research is also necessary to understand what recruitment/retention efforts are well met or not met adequately or at all.

**Timely:** By October 2018

### Long Term Recommendations (To be explored within the next 2-3 years)

{2-4 Short Term Recommendations)

**Recommendation**

Implement the Exit Interview Protocol that includes exit interviews for all permanent Cal Poly employees.

**SMART**

**Specific:** We would first like a report from HR on where campus is at already with this process. Beyond that, we recommend a 3rd party contractor to provide an anonymous survey for all employees leaving Cal Poly along with an optional in-person interview with the 3rd party contractor to collect more information. This survey/collection process would also need to include an informed consent process where we let the participant know that if they disclosed experiences like sexual harassment, the university may need to pursue an investigation. We would also stress the need for an Ombuds position that serves staff and faculty for an option where people can vet their options, including reporting options, BEFORE we lose valuable employees.
Create a Housing Liaison position to assist newly hired faculty and staff transition to the San Luis Obispo County community.

Measurable: The 3rd party contractor would provide an annual report outlining trends and data.
Attainable: Reallocation of existing funds
Relevant: This would help us have data behind the knowledge that many staff and faculty of color are leaving campus after not having positive campus climate experiences
Timely: We would like the report out in Fall 2018 and an Ombuds by 2020

Specific: Hire 1 FTE (split between Academic Personnel and Human Resources) to create partnerships with local cities and governments to assist staff and faculty transition to the community.

Measurable: Someone hired into this role or change of functions to meet this need
Attainable: Reallocation of existing funds
Relevant: To combat housing discrimination
Timely: In place for 2019-20

Specific: Have each Division of the institution create a mentoring program for incoming faculty and staff as part of the onboarding process.

Measurable: Programs are vetted through HR/Academic Personnel and the FSAs.
Attainable: Redirect a portion of staff roles in HR/Academic Personnel to develop mentoring programs.
Relevant: This will help new faculty and staff from underrepresented groups make connections quickly and help to create a sense of belonging.
Timely: In place for the 2019-20 academic year.

Recommendations for the Strategy Group Itself

Please provide a brief narrative of your suggestions for the strategy group (i.e. structure, name, charge, constitution, co-lead structure, etc.)

We recommend dividing this group into two groups. One that focuses on recruitment and retention of students and the other on recruitment and retention of faculty/staff. Within each strategy group, there would be a sub group for recruitment and another for retention.
Campus Climate Strategy Group

For nearly four months (February 2018 to May 2018), a group of Cal Poly faculty, staff, students and administrators met to discuss and develop recommendations as the Campus Climate Strategy Group. Unfortunately, during this period, several bias incidents occurred on and off campus, including a student in blackface, which had a significant negative impact on Cal Poly’s community. The incidents sparked student-led demonstrations and calls for immediate changes in the campus climate. Specifically, a group of students, The Drylongso Collective, organized and presented a list of demands to the administration to address the various racist acts that impact historically marginalized and underrepresented groups on campus. In response, the Campus Climate Strategy Group convened and recognized the responsibility to advocate and include, where appropriate, the student demands offered by the Drylongso Collective into the recommendations being offered to OUDI. The student demands provided a salient student voice and further enriched the discussions by the various representatives on the Campus Climate Strategy Group.

Charge

The Campus Climate Strategy Group was charged with developing strategies and actions that will move the campus climate towards one that reflects the values of love, empathy, respect, inclusion, and the valuing of differences in order to increase the well-being of all individuals at Cal Poly.

Problems Identified

The members of the Campus Climate Strategy Group first met to review the previous and current efforts related to diversity and inclusion at Cal Poly. During this time, recommendations collected at the various Collective Impact forums were also reviewed. In the various meetings thereafter, the group focused their discussions on identifying, assessing, and sharing best practices and strategies to ensure a welcoming, inclusive and nurturing environment at Cal Poly. The Campus Climate Strategy Group was asked to look broadly across the various departments and programs to examine ways the campus can enhance their efforts to improve the learning, living, and working environments for students, faculty, and staff at Cal Poly. Several themes emerged highlighting areas where Cal Poly should focus efforts: communication and messaging, leadership investment, partnerships and collaborations, education and learning opportunities, and institutional self-assessment.

Several strategies were discussed that target these identified themes and the following priorities were identified:

- **Communication/messaging**
  - Communicate clear expectation that everyone is responsible for diversity work, campus wide, and should be recognized for such work
  - Town hall in Spring, and Report Out (State of Diversity) in Fall (highlighting current and historical progress)
- **Leadership investment**
  - Venue(s) for hearing student/faculty/staff voices
  - Communicate clear expectations of conduct with associated accountability system (policy, code of conduct)
- **Partnerships/collaborations**
  - Community relations (SLO, region, California)
- **Education/learning**
  - Onboarding of students/faculty/staff and employee orientation
- **Institutional self-assessment**
  - Campus climate survey and report/action plan
Recommendations
The following are recommendations developed by the Campus Climate Strategy Group that include both short and long-term strategies that address specific needs for improving the campus climate at Cal Poly:

Recommendation 1: Communicate clear expectation that everyone is responsible for diversity work, campus-wide, and should be recognized for such work
For Cal Poly to build a campus culture that is inclusive and welcoming, every member of the Cal Poly community needs to see themselves as someone who has a responsibility to make all members of the community feel welcome. As our campus community changes, we need to continue to educate ourselves about issues around diversity and inclusion. Along with personal development, initiatives focused on systemic changes including the development and implementation of strategies to track and measure how everyone on campus is working to build an inclusive campus culture must be incorporated.

This recommendation could be measured in a variety of ways dependent on the actual strategies implemented. Specific strategies and measurements that may be utilized include:

- Beginning in Fall 2018, highlight existing mandatory and optional diversity trainings for the campus community
- Beginning in Fall 2018, intentionally embed diversity and inclusion into new faculty orientation, new employee orientation, SLO days presentations, and club advisor training
- Beginning in Fall 2019, annually collect and report out from every college and division how they are promoting and rewarding diversity and inclusion efforts
- Beginning in Fall 2019, include diversity and inclusion activities into employee performance evaluations and faculty RPT (retention, promotion, and tenure) evaluations

In order for many of these strategies to be implemented, financial and personnel resources will be needed. Trainings and presentations require both financial resources for items such as space and materials, and personnel resources for the individuals who will provide consistent offerings and a presence at relevant activities. This may require additional employees who can perform the work, such as an Associate Vice President for Diversity and Inclusion in every college and division, and additional budget for increasing and maintaining opportunities.
Recommendation 2: Provide a Report Out (State of Diversity) in Fall quarter and a Town Hall in Spring quarter

The campus community is interested in ease of access to information surrounding diversity and inclusion at Cal Poly. The Report Out will provide an opportunity to share our progress, including both successes and failures, thus providing individuals with enhanced understanding, increased transparency, and distinguishes diversity and inclusion as a shared priority for Cal Poly. The Report Out would also highlight the intended direction for the campus for the next academic year. The Town Hall will provide an opportunity for students, faculty, and staff to ask questions and hear from administration – an essential piece in building trust. The Town Hall will provide an opportunity for administration to hear what has worked well, where gaps still exist, and provide information or clarity.

This recommendation could be implemented in a variety of ways and we propose the following for consideration:

- The Fall 2018 Report Out would be formatted as interactively as possible while focusing primarily on providing information to attendees.
- The Spring 2019 Town Hall would be formatted as a question and answer session. While some presentation of the purpose and relevancy may be provided, the majority of the time should be utilized to exchange perspectives, ideas, and opinions.
- Topics should address all issues surrounding diversity and inclusion including some of the more difficult topics like campus climate, racism, hostile work environment, sexual harassment, discrimination, and the meaning of diversity
- All Cal Poly internal and external community members would be welcomed in order to provide everyone with an opportunity to share their thoughts and commitments to the university
- Incorporate various means for participation – in-person, live-streamed, recordings, and other uses and technology – so everyone has an equal opportunity to voice their questions without fear or intimidation
- Marketing would focus on the singular event in order to avoid confusion with other similarly-purposed opportunities
- Limit the number of panelists and/or presenters so as to avoid confusion or dilute the topic or issue being discussed

The Campus Climate Strategy Group proposes the Report Out and Town Hall be coordinated by the Office of University Diversity and Inclusion (OUDI). As neither are a current activity provided by OUDI, additional personnel resources may be necessary. These additional personnel resources would primarily be within OUDI yet consideration must be given for those departments and individuals with whom OUDI would need to partner with in order to provide these opportunities.
Recommendation 3: Provide a consistent platform for students, faculty and staff to express feedback about campus climate to administration and other decision-makers

Opportunities for students, faculty and staff to provide feedback about the campus climate are often only available as a response to acute incident scenarios. The infrequent availability for these platforms leaves members of the campus community with pain and frustration as a result of overt racism, exclusion, microaggressions, and overwhelming homogeny. As a result, the impact of the acute incident scenarios is amplified. Providing regular, reciprocal communication will allow voices to be heard and campus leaders to proactively resolve issues before they escalate. Increasing conversations inside and outside the classroom will ensure diversity and inclusion isn’t just a topic in a time of crisis. Additionally, increasing conversations will improve the ability of university leaders to speak authentically on this topic resulting in greater trust with students.

This recommendation could be implemented in a few ways that can be measured using a variety of methods as follows:

- Beginning in Fall 2018, student, faculty, and staff voices will be elevated through the piloting of new formal and casual opportunities to meet with leaders with the purpose of discussing campus climate. These should occur regularly, regardless of campus incidents.
- In order to ensure the campus community feels confident submitting a biased incident report, beginning in Fall 2018, an incident response plan will be created and implemented. The plan will establish a realistic baseline for biased incident reporting. The plan will also standardize open forums for students, faculty, and staff immediately following an incident while publishing transparent updates on a Cal Poly webpage.
- Beginning in Winter 2019, new platforms will be utilized or created that weave in diversity and inclusion. This should include inviting students, faculty, and staff to more public meetings such as Associated Students Incorporated (ASI), Foundation Board, Office of University Diversity and Inclusion, etc), and facilitating more ongoing classroom and meeting discussions through incentivized dialogue training with faculty and staff, to begin in Spring 2019.
- Beginning in Fall 2018 and continuing thereafter, campus will see an increase in attendance at both acute and ongoing listening opportunities
- Campus climate survey results will show improvement on opportunities for student, faculty, and staff voices to be heard
- Beginning in Fall 2019, campus will review results from faculty and staff exit surveys to determine if strategies were successful
- Beginning in Spring 2019, student retention rates and Graduate Status Reports (GSR) will be utilized to determine if strategies were successful
- Additional details and tactics for consideration are included in the Addendum

The Campus Climate Strategy Group recognizes that some of these strategies may take time to produce results, but recommends the implementation of the short-term strategies as critical. The campus cannot wait until the next egregious bias incident to occur before taking action. Additionally, personnel resources will be necessary for this recommendation, and it is proposed that the Office of University Diversity and Inclusion take the lead on the coordination of and administrative support for responding to reports of bias incidents. The President’s Office should also be responsible for the coordination of and marketing of the regular listening sessions for students, faculty, and staff. We also foresee University Communications assisting with spreading the word about existing public meetings. Each of these activities will require not only the departments leading the effort to be involved, but also those individuals with whom they may partner.
Recommendation 4: Communicate clear expectations of conduct with associated accountability systems

Cal Poly students, faculty, and staff are lacking a consistent message regarding campus expectations related to campus climate. Each area of campus, and individual, has a different perspective of what a positive campus climate looks and feels like resulting in confusion over campus ideals. Cal Poly not only needs to clearly define standards for a positive campus climate, but also to put into place a clear accountability system for those who do not adhere to campus expectations.

This recommendation could be implemented in a variety of ways and we propose the following for consideration:

- Beginning in Fall 2018 and implementing by Winter 2019, develop a zero tolerance policy describing the steps taken when incidents of racism occur. Policy should be made available during the admissions process as well as posted to the Cal Poly website
- Beginning in Fall 2018, evaluate student orientation programs, Week of Welcome (WOW) and SLO Days, Greek Life, student clubs, and other student organizations to ensure student leaders and other group members are current with policies of appropriate conduct
- Beginning in Fall 2019, utilize online platform to create and establish a training focused on empathy for all faculty and staff
- Beginning in Fall 2019, partner with New Student Transition Program (NSTP) to incorporate empathy training for students during WOW and SLO Days

In order for these strategies to be implemented, time, financial, and personnel resources will be needed. It will take significant time and collaboration across campus to reach shared expectations of conduct as well as an accountability system. Personnel resources would also be needed in order to evaluate the various programs on an ongoing basis which may require an additional work assignment for an individual or individuals. Financial and personnel resources will be needed in order to create a training focused on empathy that ties into our expectations of conduct. Development of online training also requires a significant investment of time to make it engaging and information.
Recommendation 5: Improve the relationship between San Luis Obispo community and Cal Poly students, faculty, and staff, especially those from underrepresented groups

The San Luis Obispo community doesn't identify Cal Poly students as their own — as valued members of the overall San Luis Obispo city/county community. Students of color as well as faculty and staff of color don't feel supported or cannot find the resources they need in the larger community, which is less diverse than Cal Poly's student body. The recommendation is to improve the relationship/perceptions of the San Luis Obispo community (and beyond) to Cal Poly students, with a focus on underrepresented students. The recommendation aims to foster allyship between community members and the campus community so that students, faculty and staff feel a sense of welcoming and belonging off-campus, and the SLO community (and even county) will gain increased awareness of the diversity that people of color bring to this area through increased visibility and interaction with students of color.

Specific strategies could be put into place to foster allyship, explore relationship-building between community members and students, encourage and promote community service efforts by students in the community, and provide resources for new students, staff and faculty to help widen their networks and help them feel more connected to the community. This might look like:

- Beginning in Fall 2018, highlight stories of our underrepresented groups, on our website, through direct media pitching: on social media; through videos that are put online, on public access television or used in media pitches; in marketing campaigns throughout town; and other ways to introduce students to the community. A redesigned website could drive the narrative and get our stories to an external audience. A marketing campaign could introduce students of color to the community (see https://www.northcoastjournal.com/humboldt/a-student-project-seeks-to-bridge-humboldts-campus-community-divide/Content?oid=8697722).
- Beginning in Fall 2019, organize a Diversity Celebration in Mission Plaza, for on-campus and community (including nonprofit) groups to participate in, with a focus on a broad range of diversity. Make it an annual event, open and accessible to all.
- Beginning in Winter 2019 and continuing, gather community leaders together to talk about ways to attract and support people of color who live and work in the area. Increase partnerships with the city, the San Luis Obispo Chamber of Commerce and other groups to improve the climate for residents as well as business owners and find more ways to support and retain them. Find more opportunities to invite the community on campus to engage with students (during Week of Welcome, for example).
- Beginning in Fall 2018, enhance communication channels throughout campus to funnel story ideas to communications and marketing teams on stories about students of color. Coordinate with ASI, Student Affairs and other divisions/departments to learn earlier of community service projects, programs and events to promote their events/raise the profile of what our students are doing in the community. Possibly encourage community service (e.g. faculty members could offer credit).
- Beginning in Spring 2019, create a diversity resource guide with a range of resources on campus and in the community, including but not limited to community resources and organizations, faith organizations, cultural clubs, local markets/restaurants/businesses (such as hair salons), media outlets, events and community contacts. It could be organized into various sections — see http://www2.humboldt.edu/diversity/diversity-resource-guide. Updated annually, it would serve as a resource for all students but be geared toward underrepresented, marginalized groups to provide increased support and a larger sense of community as soon as they become a member of our campus community.
- Beginning in Summer 2019, explore relationship-building in various other ways, such as: community get-togethers or potlucks between students and SLO residents, listening sessions and other opportunities to bring various groups together.
• Beginning in Fall 2019, establish a partnership with San Luis Obispo and northern Santa Barbara county school districts to educate K-12 students on diversity and inclusion. This could include partnering with teachers to allow students the opportunity to teach supplemental material (and tell their story) to students in grades K-12, complementing the curriculum.

Some of the ideas within this recommendation could be accomplished within a year, but many of the ideas are ongoing, long-term commitments to increase awareness and foster better understanding, empathy and sense of belonging between the campus and external communities. While we have identified beginning dates for the proposed strategies, we recommend that the final product may not be evident until a later time. The overall recommendation could be measured by a handful of metrics such as number of story pitches, news releases, story coverage, community service hours, and/or even a survey of community members to gauge current and future views.

These ideas will take better coordination and communication between many departments, divisions and groups on campus. For this reason, time, financial, and personnel resources will need to be available. Personnel from University Marketing and University Communications would be involved to coordinate and facilitate marketing and communications efforts. Students would be engaged to work on the diversity resource guide (and annual updates. Perhaps one could turn it into an app?). The campaigns, events, resource guide, and other suggestions would require a budget for production.
Recommendation 6: Enhance the onboarding of students, faculty, and staff and embed into new employee orientation learning opportunities related to diversity and inclusion

Vision 2022 states that Cal Poly "will have an enriching, inclusive environment where every student, faculty, and staff member is valued." That Cal Poly will "create a rich culture of diversity and inclusivity that supports and celebrates the similarities and differences of every individual on campus." And that "recruitment and retention of faculty and staff will be drive by professional development opportunities..." In order to achieve this vision, a positive campus climate, and a rewarding space in which to learn and work, Cal Poly must focus efforts on the effective onboarding and orientation of students, faculty, and staff. Through effective onboarding and orientation, the university can highlight the priority we place on a diverse and inclusive climate. As a result of providing opportunities to learn of these priorities, including how we define them and what they entail, we will not only benefit from greater retention of our students, faculty, and staff from underrepresented groups, but also move toward a richer and positive campus climate.

Specific strategies could be put into place to highlight the value of diversity and inclusion, promote learning about unconscious bias and its impact on our relationships, encourage allyship, and provide resources for new students, faculty, and staff to connect with others in the campus community. This might look like:

- By Fall 2018, student orientation events (SLO Days, WOW, etc) would include an emphasis on the value of diversity and inclusion at Cal Poly
- By Fall 2019, onboarding of students would include dedicated sessions to learning about the definition of diversity and inclusion, strategies for how to avoid bias and discrimination, and approaches for being inclusive
- By Fall 2018, faculty and staff orientation sessions would include an emphasis on the value of diversity and inclusion at Cal Poly
- By Winter 2019, onboarding of faculty and staff would include opportunities to learn about diversity and inclusion, awareness of unconscious bias, and strategies for being inclusive. These learning opportunities would be required for management (MPP) and confidential employees and strongly encouraged for all others
- By Spring 2019, opportunities to learn about being an effective ally would be offered to new and existing students, faculty and staff
- By Fall 2019, Cal Poly will provide a diversity resource guide for all new students, faculty, and staff to connect to campus and community resources, including a special focus on those resources available for individuals from underrepresented groups

While some of these strategies already have dedicated personnel, many are not within the current scope of their roles, thus additional time, financial, and personnel resources would be necessary. Campus-wide working groups would need to form, both for student efforts and separately for faculty and staff efforts, in order to collaborate, partner, and share resources for implementing these strategies. Developing and producing learning opportunities requires expertise, about the subject as well as effective learning strategies, and takes time to produce. Personnel resources would need to be made available in order to take on these additional responsibilities which may require additional staffing. Also, budgetary resources would need to be made available in order to supply space, materials, and the resource guide.
**Recommendation 7: Conduct a campus climate survey with a clear action plan for how report findings will be utilized**

It is crucial for Cal Poly to cultivate a welcoming and inclusive climate for individuals of all backgrounds. A campus climate survey will provide Cal Poly with a better understanding and assessment of how members of the campus community relate to and interact with one another on a daily basis. The results of the survey will highlight areas of strengths and weaknesses at Cal Poly so the campus can focus efforts appropriately on improving the working and learning environments at Cal Poly.

The following are strategies to make the distribution, analysis, and resulting efforts of the campus climate survey of impact at Cal Poly:

- **By Fall 2018, create an outcome report of 2014 Campus Climate Survey.** Provide a comprehensive report of the outcomes and deliverables that occurred as result of the 2014 Campus Climate Survey. Report should also include survey results and outcomes that were not implemented and provide a rationale. The 2014 Campus Climate Survey Committee should be consulted for input and development of report. Outcome report should be presented via forums, websites, print, and other venues campus-wide.

- **By Fall 2018, assess all recent, current, and forthcoming surveys being administered across campus to avoid survey fatigue and duplication of efforts.**

- **Beginning in Fall 2018, create a new Campus Climate Survey Committee.** The new committee should include campus-wide representation of students, faculty, and staff, with a focus on formulating research design and survey questions. The committee will consult with scholars who study this type of research/scholarship throughout the research design and survey construction process. The committee will actively reach out to student, faculty, and staff groups to solicit input and feedback, including input from area experts like SAFER, Office of Equal Opportunity, Cross Cultural Centers, Human Resources and Academic Personnel, and Office of University Diversity and Inclusion.

- **Beginning in Winter 2019, pilot test new Campus Climate Survey and allow time for revisions before campus-wide distribution in Spring 2019.**

- **Maintain a subset of 2014 and subsequent survey questions to ensure longitudinal study, change over time, and analysis for each survey instance.**

The Campus Climate Strategy Group anticipates this to be an approximately 2 year process – 1 year for development, 2 months to promote, 2 months to administer, 5 months to analyze, and 3 months to operationalize with tangible deliverables. The results should provide Cal Poly with a current temperature of campus climate, and ensure findings and future tangible deliverables are equitably distributed across campus. Given the long-term commitment of this endeavor, we recognize time and personnel resources must be made available. This planning, distribution, analysis, and delivery of the survey will require ample collaboration and significant investment of people and time. While we anticipate the Office of University Diversity and Inclusion may take the lead on this effort, we also know the effort will require thorough input on both the development and the results.
Recommendations for the Strategy Group

The Campus Climate Strategy Groups proposes several ideas for how this strategy group can be utilized moving forward.

- Utilize the group for providing clarity on recommendations, input on proposed strategies prior to implementation, and providing feedback on campus efforts
- Utilize select members to track and measure the implementation of recommendations
- Utilize select members to collaborate across campus on various subsets of recommendations
- Utilize select group members to combine with others across campus who can focus on providing communications and marketing efforts
- Transition the group into a platform for students, faculty, and staff of all backgrounds to share feedback, including projects, progress, and concerns
Addendum

Additional information related to recommendation 3: Provide a consistent platform for students, faculty and staff to express feedback about campus climate to administration and other decision-makers

1. Emphasize the bias incident reporting web page and Campus Police contact info for all campus audiences via email and in all ongoing trainings (faculty/staff orientation, WOW, etc.) so all campus community members feel confident if they need to report an incident.

2. Create a campus incident response plan to be implemented after any future campus incidents of bias or racism, including 1) timely open forums for students, faculty and staff to have their questions answered and speak directly to university leadership; and 2) transparent communication via website and email to inform campus and external audiences like parents/alumni of the steps taken to remedy the situation and preserve a safe, civil environment.

3. Recommend, incentivize (via evaluation/RPI) and provide training to faculty regarding how to discuss issues of diversity and inclusion in a classroom context so students feel they have a regular opportunity to share their perspectives.

4. Evaluate the ongoing calendar of administrative meetings open to the public (ASI, OUDI, President’s Office, Foundation Board) and promote them to students so they know of all opportunities to make their voices heard via existing platforms.

5. Elevate the voices of staff and faculty who work directly with students (like professional advisors) to the leadership level through quarterly roundtable discussions with 10 professionals at a time to respond to growing concerns before they become a major issue.

6. Establish “Open Air Lunchees” once a month at 805 Kitchen where students can have a free lunch with administrators and discuss what’s on their mind regarding campus climate.
RESOLUTION TO MODIFY THE BYLAWS OF THE ACADEMIC SENATE

WHEREAS, The consent agenda is a tool for increasing the efficiency of meetings; and

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

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

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

Section V. MEETINGS

E. CONSENT AGENDA

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

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

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

Items not removed shall be approved by general consent without debate.
RESOLUTION TO MODIFY SECTION VIII. COMMITTEES OF THE BYLAWS OF THE ACADEMIC SENATE

Impact on Existing Policy: \(^1\) None.

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

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

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

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

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

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

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

Section VIII. COMMITTEES

B. MEMBERSHIP

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

H. COMMITTEES

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

I. COMMITTEE DESCRIPTIONS

3. Curriculum Appeals Committee
(See AS-711-10 for description of the Curriculum Appeals Committee and curriculum proposal appeals process.)

(a) Membership

At least two members from “List 1” and at least one member from “List 2” – three total.

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

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

(b) Responsibilities

Adjudicating in a timely manner over curriculum proposals pulled from the Academic Senate consent agenda. The ASCAC would approve, disapprove, or return a curriculum proposal to committee (returned to committee at any level, as deemed appropriate).