

Adopted: June 6, 2017

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

AS-836-17

**RESOLUTION ON ALIGNING USCP CRITERIA TO DIVERSITY LEARNING OBJECTIVES
WITH OVERSIGHT BY GE GOVERNANCE BOARD**

Background Statement

[AS-395-92](#) Resolution Relating to a Cultural Pluralism Requirement determined that, beginning with the 1994-96 catalog, Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement consisting of a single course satisfying defined criteria.

In a related action, [AS-396-92/CC](#) Resolution on the Formation of a Subcommittee of the Curriculum Committee established a subcommittee for the initial review of USCP courses. This subcommittee consisted of seven voting members representing the colleges and professional staff, as well three ex officio members representing Ethnic Studies, the Curriculum Committee, and what was then called the General Education and Breadth Committee. [AS-433-95/CC](#) added ex officio members representing ASI and Women's Studies.

[AS-651-06](#) Resolution on Cal Poly Learning Objectives established the University Learning Objectives as a broadly shared set of performance expectations for all students who complete an undergraduate or graduate program at Cal Poly.

[AS-663-08](#) Resolution on Diversity Learning Objectives established the four DLOs as an addendum to the ULOs. ULO 6 states that all Cal Poly graduates should be able to "make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability."

[AS-671-08](#) Resolution on Changes to the Bylaws of the Academic Senate changed the membership of the USCP Subcommittee to consist of the Academic Senate Curriculum Committee chair, as well as the chairs of Ethnic Studies and Women's Studies. This was intended to simplify the formation of the subcommittee and expedite its business.

[AS-676-09](#) Resolution on United States Cultural Pluralism Requirement revised the USCP criteria to make them simpler, broader, and more reflective of more recent statements: the DLOs and the Cal Poly Statement on Diversity.

The ULO project on Diversity Learning was conducted from 2008 to 2011. The project involved the design and analysis of separate surveys for the first three of the four DLOs, the use of focus groups to assess the fourth, and an analysis of the influence of service learning and the USCP requirement on diversity learning. Each of the three surveys provided evidence of value added, with seniors and juniors scoring higher than freshmen, but neither service learning nor satisfaction of the USCP requirement were found to have had substantial influence on students' diversity learning, at least as defined by the DLOs. In 2012, Cal Poly described these results in its WASC Education Effectiveness Review Report, which made the following recommendation: "Align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs."

1 WHEREAS, The Academic Senate determined that, beginning with the 1994-96 catalog, Cal Poly
2 undergraduates must fulfill a US cultural pluralism (USCP) requirement consisting
3 of a single course satisfying defined criteria (1992); and
4
5 WHEREAS, The revised criteria (2009) do not fully align with the Diversity Learning Objectives
6 (2008); and
7
8 WHEREAS, The ULO Project on Diversity Learning (2008-2011) found that satisfaction of the
9 USCP requirement did not have a substantial influence on students' diversity
10 learning as defined by the DLOs; and
11
12 WHEREAS, The DLOs have not been revised since their passage in 2008, and were written as an
13 extension to the University Learning Objectives; and
14
15 WHEREAS, 72% of USCP-designated courses in the Cal Poly catalog are also GE-designated
16 courses; and
17
18 WHEREAS, In AY 2015-16, 2383 students took a course that satisfied both the USCP
19 requirement and a GE requirement, which was equivalent to 91% of the total
20 number of students taking a USCP courses; therefore be it
21
22 RESOLVED: That the USCP and DLO policies be revised as shown in the attachment, and be it
23 further
24
25 RESOLVED: That the revised policy will become effective immediately for all existing USCP
26 courses, newly proposed courses and course revisions, and be it further
27
28 RESOLVED: That existing USCP courses retain their designation and be subject to future review
29 for compliance with the revised criteria, and be it further
30
31 RESOLVED: That the USCP Subcommittee be renamed the USCP Review Committee, comprising
32 the Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies,
33 the Chair of the General Education Governance Board (GEGB), and the Chair of
34 Women's & Gender Studies as voting members, as well as the Vice President and
35 Chief Officer for Diversity and Inclusion; and the CTLT Inclusive Excellence
36 Specialists, or their designees, as ex officio, non-voting members, and be it further
37
38 RESOLVED: That the USCP Subcommittee include an at-large voting member chosen from the
39 faculty with USCP teaching experience,
40
41 RESOLVED: That the oversight of USCP courses, including the review of new course proposals
42 and modifications, be added to the responsibilities of the GEGB, and be it further
43
44 RESOLVED: That the USCP Review Committee will serve in an advisory capacity to the GEGB,
45 which will decide on new USCP course proposals and modifications, and be it
46 further
47
48 RESOLVED: That the USCP Review Committee will work with the GEGB to design and implement
49 a plan for the curricular review of all existing courses with a USCP designation.

Proposed by: USCP Task Force
Date: January 26, 2017
Revised: February 16, 2017

USCP Criteria

United States Cultural Pluralism (USCP) courses must focus on all of the following:

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

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

Diversity Learning Objectives

All Cal Poly graduates should be able to:

1. Demonstrate understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate **understanding** of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. **Critically examine their own attitudes about diverse and/or underrepresented groups**
4. Consider perspectives of diverse groups to inform **reasonable** decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own

**Resolution on Aligning USCP Criteria to Diversity Learning Objectives with
Oversight by GE Governance Board
Bylaw Changes**

VIII. COMMITTEES

H. COMMITTEES

1. Budget and Long-Range Planning
2. Curriculum (and its subcommittees: Curriculum Appeals Committee ~~and U.S. Cultural Pluralism Subcommittee~~)
3. Distinguished Scholarship Awards
4. Distinguished Teaching Awards
5. Faculty Affairs
6. Fairness Board
7. General Education Governance Board
8. Grants Review
9. Instruction
10. Research, Scholarship and Creative Activities
11. Sustainability
12. **USCP Review Committee**

I. COMMITTEE DESCRIPTIONS

2. Curriculum Committee

(a) Membership

College representatives shall be either the current chair or a current member of their college curriculum committee. The Professional Consultative Services representative shall be an academic advisor from one of the colleges. Ex officio members shall be the Associate Vice Provost for Academic Programs and Planning or designee, the Director of Graduate Education or designee, the Vice Provost for Information Services/Chief Information Officer or designee, the Dean of Library Services or designee, a representative from the Office of the Registrar, and an ASI representative.

(b) Responsibilities

The Curriculum Committee evaluates curriculum proposals from departments and colleges before making recommendations to the Academic Senate. In addition, the committee makes recommendations to the Senate on University requirements for graduation, general education, learning objectives, and cultural pluralism; provides library oversight as it relates to curriculum; and addresses any other curriculum-related matter referred to it by the Senate, Senate Chair, or Executive Committee. The chair of the Curriculum Committee shall be responsible for coordination of curriculum review with the Office of the Registrar.

Curriculum Appeals Committee

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

U.S. Cultural Pluralism Subcommittee

~~There will be a standing subcommittee of the Curriculum Committee responsible for the initial review of courses proposed to fulfill the Cultural Pluralism baccalaureate requirement.~~

~~Members shall be the department chair of Ethnic Studies, the department chair of Women's and Gender Studies, and the chair of the Academic Senate Curriculum Committee, or their designees.~~

~~Selection of courses to fulfill the requirement shall follow the criteria listed in Academic Senate resolution AS-395-92.~~

~~Recommendations from this subcommittee will be forwarded to the Curriculum Committee.~~

7. General Education Governance Board

(a) Membership

- (1) The General Education Governance Board (GEGB) will be comprised of two faculty members from CLA; two faculty members from CSM; one faculty member from each of the remaining colleges; one student; one member from Professional Consultative Services (PCS); and a GEGB Chair - at large (all voting members, with the exception of the GEGB Chair, who has a tie breaking vote only).
- (2) The GEGB will also include one representative from the Office of the Registrar (ex officio, nonvoting) and one representative from Academic Programs and Planning (ex officio, nonvoting).
- (3) Faculty members and PCS representatives on the GEGB shall be members of the General Faculty, as defined in the *Constitution of the Faculty*.
- (4) The GEGB chair will serve four-year terms. The GEGB chair will be appointed by the Provost following a recommendation from the Academic Senate Executive Committee and the GEGB.
- (5) The ASI representative must be able to demonstrate developing expertise in at least one GE area. The ASI representative will be appointed by ASI for a one-year term.
- (6) All eligible voting members of the GEGB must be able to demonstrate expertise in at least one GE area. The GEGB chair must also be able to demonstrate extensive expertise in and experience with the GE program as a whole. In addition to demonstrable expertise regarding Cal Poly's GE program, all members should have knowledge of CSU GE standards and Title V.
- (7) GEGB members will serve three-year terms. Faculty members

and PCS members on the GEGB will be appointed by the Academic Senate Executive Committee.

- (8) When ad hoc GE committees are deemed necessary, members should have expertise in the relevant GE areas.

(b) Responsibilities

- (1) Responsibility: Cal Poly's general education (GE) program is the curricular responsibility of the Academic Senate General Education Governing Board (GEGB). GEGB should function like a department with a deep sense of interest and responsibility for overseeing and implementing the GE program.
- (2) Charge: The GEGB is responsible for leading and developing a visionary, high quality GE program that enriches the specialized knowledge acquired in a major program with foundational and integrative understandings of its scientific, humanistic, artistic, and technological contexts. In so doing, the GEGB is responsible for fostering and refining a vision of general education that is responsive to statewide, national, and international values in general education, local campus interests and emphases, and opportunities for positive change.
- (3) Duties: The GEGB assists the GEGB chair in shaping the future and quality of the GE program. In so doing, the GEGB establishes the policies and principles that speak to the vision of the GE program as set out in the charge. Members must be proactive and responsive in reaching out to faculty, departments, and administrators in the University to develop GE curriculum.

Duties of the GEGB include:

- (a) review and approve GE course proposals.
 - (b) place GE curriculum proposals on the Academic Senate Consent Agenda after consultation with the Academic Senate Curriculum Committee.
 - (c) engage in appropriate assessment activities. Be proactive and responsive to the results of assessment activities.
 - (d) conduct a GE academic program review on the same cycle as other programs. Findings will be presented to the college deans and the Academic Senate. The GEGB needs to be proactive and responsive to the recommendations that result from academic program review.
- (4) Duties of GEGB chair: The GEGB chair will lead the GEGB in the development of the vision of GE and is accountable for making progress toward fulfillment of the GE vision. The GEGB chair maintains strong oversight of the GE program for quality control at every level. S/he is a constant advocate for a high quality GE program that exposes students to pedagogical experiences they need to be erudite and polymathic.

Duties of the GEGB chair include:

- (a) be in regular communication and consultation with the GEGB.
 - (b) communicate with faculty and advisors to spread understanding of the GE program.
 - (c) be in regular communication and consultation with the college deans and the Provost about the GE needs of Cal Poly students.
 - (d) be in regular communication and consultation with the Academic Senate Chair and the Academic Senate Curriculum Committee chair.
 - (e) work collaboratively with the college deans, the Office of the Registrar, the GEGB, Academic Programs, advisors, and the departments to understand where the demand for courses is and availability of resources in both the short and long term.
 - (f) Establish ad hoc committees if the GEGB chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes or for program review.
- (5) Oversight of USCP courses, including the review of new course proposals and modifications.**

- (c) Decisions made by the GEGB: All GEGB curricula will be available for debate and discussion in the Academic Senate, just as all non-GE curricula are. Appeal processes of curricular decisions made by the GEGB will follow Academic Senate curriculum appeals processes. The GEGB chair should be involved with any changes to Academic Senate curriculum appeals processes.

12. USCP Review Committee

(a) Membership

The Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies, the Chair of the General Education Governance Board (GEGB), the Chair of Women's & Gender Studies, an at-large faculty member with USCP teaching experience as voting members. Ex Officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion, and the CTLT Inclusive Excellence Specialists, or their designee.

(b) Responsibilities

Serves in an advisory capacity to the GEGB, which will decide on new USCP course proposals and modifications.

Will work with the GE curriculum to design and implement a plan for the curricular review of all existing courses with a USCP designation.