Minutes: Approval of minutes for Academic Senate meetings of November 18 2008 and January 20 2009 (pp. 2-5).

Communication(s) and Announcement(s):

Reports:

Regular reports:
- Academic Senate Chair:
- President's Office:
- Provost:
- Vice President for Student Affairs:
- Statewide Senate:
- CFA Campus President:
- ASI Representative:

Special report:
- Cornel Morton/Martin Shibata: report on Aggregate Employer Survey: (pp. 6-7).
- Erling Smith: the importance of strategic planning.

Consent Agenda:

Course proposals for CAED, CLA, and CSM: Hannings, chair of Curriculum Committee
Proposals can be viewed at:


Business Item(s):
- Resolution on U.S. Cultural Pluralism (USCP) Criteria: Hannings, chair Curriculum Committee, second reading (pp. 8-14).
- Resolution on Academic Calendar Religious Holiday Observance on First Day of Classes: Phillips, chair of Instruction Committee, second reading (pp. 15-16).
- Resolution on Modification to Bylaws of the Academic Senate (Section VII.B: Functions of the Executive Committee): Executive Committee, second reading (pp. 17-18).

Discussion Item(s):

Adjournment:
I. Minutes: The minutes for the October 28, 2008 meeting were approved as presented.

II. Communications and Announcements:

III. Regular Reports:

A. Academic Senate Chair: the Chair distributed to senators a draft of “Academic Senate Statement on Crops House Incident” for their comments before its publication. It was noted that the Senate has been an active voice on matters of Diversity over the past several years and has passed numerous resolutions addressing this issue. Senators were asked to send their comments indicating how they would like to see the discussion on Diversity/Inclusive Excellence continue.

B. President’s Office: Howard-Greene acknowledged that the Crops House incident was a traumatic event for the campus but some positive outcomes resulted: numerous, helpful communications were received by the President’s Office; President Baker had the opportunity to meet with several student groups; an Ombudsmen’s Office may be reestablished, with an expanded role, as a place to monitor and address such incidences that occur on campus; the University will now be more robust in stating its values and expectations; and the Inclusive Excellence framework is ready to move forward as a guideline for action.

C. Provost: Koob announced that three task groups are being formed to address budget matters as they relate to direct instruction, indirect instruction, and support staff. Suggestions will be forwarded to the University Planning and Budget Advisory Committee.

D. Vice President for Student Affairs: none.

E. Statewide Senate: LoCascio reported on resolutions brought before the Academic Senate CSU at its November meeting.

F. CFA Campus President: none.

G. ASI Representative: Kramer attended a statewide meeting with Chancellor Reed to address student concerns as they relate to the present budget situation. Kramer expressed concern as to whether student needs have been clearly understood. Howard-Greene commended Kramer for her leadership in organizing the Campus Community Forum on Diversity & Inclusion held November 12.

Special Reports:
Conn reported on Collegiate Learning Assessment. The major purposes of this assessment are to determine where we can improve as a university—what works, what doesn't work. If we do not take this up voluntarily, standardized testing will be imposed by federal government. Collegiate Learning Assessment was developed through a series of CSU task forces to provide a common way of presenting meaningful information to citizens and legislators. College Portraits have been developed by hundreds of public institutions to provide: (1) consumer information—the size, nature, and cost of the institution; (2) student experiences and perceptions—how students view the institution; and (3) student learning outcomes—determined by testing instruments that provide scores for critical thinking, analytic reasoning, and communication skills.

This longitudinal study was designed to measure the “value added” level of students learning and experience between their entry as freshmen and their graduation as seniors. What “quality” are students receiving from the university they attend? By linking aggregate test scores for the entire CSU cohort with campus-specific SAT scores, calculations are made between “expected value” (CSU) and “actual value” (Cal Poly). Freshmen and seniors from each campus are then scored “at,” “above,” or “below” expectation. The increase between freshmen scores and senior scores is “value added.”

Cal Poly’s portrait can be viewed online at http://www.ipa.calpoly.edu/CollegePortrait.pdf. Not yet available are the results from tests administered during fall quarter 2008.

IV. Consent Agenda:
Catalog proposals for Orfalea College of Business approved by consent.

V. Business Items:
Resolution on New Degree Programs for Social Sciences: first reading. Hannings presented this resolution which replaces the current BS in Social Sciences with a BS in Anthropology-Geology and a BA in Sociology. The resolution will return as a second reading item.

VI. Discussion Items: none.

The meeting was adjourned at 4:50 p.m.

Submitted by,
Margaret Camuso
Academic Senate
I. Minutes: The minutes of December 2, 2008 meeting were approved as presented.

II. Communications and Announcements: President Baker has approved the following resolutions: AS-674-08 - Resolution on Proposed New Degree Program for Master of Arts in Biological Sciences and AS-675-08 - Resolution on New Degree Programs for Social Sciences.

III. Regular Reports:
   A. Academic Senate Chair: none.
   B. President's Office: none.
   C. Provost: Koob reported 1) the most important report is the special report on the current status of the Strategic Planning process. 2) Administrative realignment. Unless a compelling case can be made to the contrary, the Liberal Studies Program will be combined with the current College of Education to form a School of Education as a unit of the College of Science and Mathematics effective July 1, 2009. The announcement is made now to allow time to work out the details for a smooth transition. The Deans of the three units directly impacted by this change have endorsed the organizational realignment.
   D. Vice President for Student Affairs: none.
   E. Statewide Senate: none.
   F. CFA Campus President: Saenz announced that there is nothing new regarding bargaining negotiations.
   G. ASI Representative: Kramer announced that the blueprint for the new rec center will be presented to the Chancellor's Office next week.

Special Reports:
   A. Erling Smith – Vice Provost Smith summarized and outlined the current status of the strategic plan, presented the proposed strategic goals, and outlined the process and time-line for campus dialog. A draft copy of the strategic plan is available at [http://www.calpoly.edu/~acadens/presentations/strategic_plan_draft_011209.pdf](http://www.calpoly.edu/~acadens/presentations/strategic_plan_draft_011209.pdf).

IV. Consent Agenda: none.

V. Business Item(s):
A. Resolution on Academic Calendar Religious Holiday Observance (Instruction Committee): Phillips presented this resolution, which repeals resolution AS-511-98/IC and recommends that beginning fall quarter 2010, Cal Poly avoids scheduling the first day of classes in conflict with major religious or cultural holidays as stated in the Academic Calendar Guidelines. Resolution will return as a second reading item.

B. Resolution on U.S. Cultural Pluralism (USCP) Criteria (Curriculum Committee): Hannings presented this resolution, which request that the Academic Senate adopt the "Criteria for United States Cultural Pluralism (USCP) Courses" as a replacement for the current criteria, effective immediately. Resolution will return as a second reading item.

C. Resolution on Modification to Bylaws of the Academic Senate: (Section VII.B: Functions of the Executive Committee): Due to the lack of time, this resolution was not discussed but will return as a second reading item.

VI. Discussion Item(s): none.

The meeting was adjourned at 5:00 p.m.

Submitted by

Gladys Gregory
Gladys Gregory
Academic Senate
DIVERSITY LEARNING COMMITTEE

Diversity Learning Objective 3: Consider perspectives of diverse groups when making decisions.

Scenario: The Tribune reported that the Springfield City Council is considering building a 25-unit affordable housing project for seniors and low-income families. This will be a section 8 subsidized-housing project and designed for individuals and families that fall 50% below the area median income. Springfield is a small rural community of 50,000 people, primarily white upper middle class and affluent. The project will be built adjacent to the Springfield Country Club and across from the highest ranking local elementary school. There were differing views on the issue.

1. **KNOWLEDGE**
   Identify the diverse groups that may be affected by this project, explaining the different ways they may be affected and the impact this project would have on each of them.

<table>
<thead>
<tr>
<th>LEARNING TRAIT</th>
<th>Sophisticated and Comprehensive</th>
<th>Competent and Sufficient</th>
<th>Underdeveloped and Limited</th>
<th>Naïve and Insufficient</th>
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</thead>
<tbody>
<tr>
<td>Knowledge and understanding of diverse perspectives when making decisions</td>
<td>Demonstrates a thorough and complex understanding of the effect and impact of diverse perspectives</td>
<td>Demonstrates an in-depth comprehension of the effect and impact of diverse perspectives</td>
<td>Demonstrates a basic but incomplete comprehension of the effect and impact of diverse perspectives</td>
<td>Demonstrates a cursory understanding of the effect and impact of diverse perspectives</td>
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2. **SKILLS**
How would you resolve the differing views? The best answers will explain your approach to decision making in this scenario.

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<tbody>
<tr>
<td>Ability to apply diverse perspectives when making decisions</td>
<td>Demonstrates a creative, sophisticated, and persuasive ability to resolve differing opinions</td>
<td>Demonstrates a competent and persuasive ability to resolve differing opinions</td>
<td>Demonstrates a basic but limited ability to resolve differing opinions</td>
<td>Demonstrates a cursory ability to resolve differing opinions</td>
</tr>
</tbody>
</table>
3. **BELIEFS & ATTITUDES**
Given that you are not able to satisfy all parties and concerns, whose interests would you consider more important and less important to include? The best answers will explore how your personal values (beliefs & attitudes) shape your perspective on how to evaluate competing interests.

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<th>Underdeveloped and Limited</th>
<th>Naïve and Insufficient</th>
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</thead>
<tbody>
<tr>
<td>BELIEFS &amp; ATTITUDES</td>
<td>Awareness of one's own belief as they relate to diverse perspectives when making decisions.</td>
<td>Demonstrates an insightful and coherent understanding of ideas and perspectives</td>
<td>Demonstrates a critical and detailed understanding of ideas and perspectives</td>
<td>Demonstrates a cursory and limited understanding of ideas and perspectives</td>
</tr>
</tbody>
</table>

4. **ENGAGEMENT**
In the first three questions, you identified diverse perspectives, applied strategies for negotiating between them, and evaluated their differing values. By reflecting on these diverse perspectives, has your decision making process changed? If so, in what ways and why? If not, why not?

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<th>Naïve and Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGAGEMENT</td>
<td>Ability to synthesize or incorporate differing perspectives when making decisions.</td>
<td>Demonstrates a comprehensive and discerning ability to identify how considering diverse perspectives shapes one's decision making.</td>
<td>Demonstrates a capable and detailed ability to identify how considering diverse perspectives shapes one's decision making.</td>
<td>Demonstrates a cursory ability to identify how considering diverse perspectives shapes one's decision making.</td>
</tr>
</tbody>
</table>
Background: The success of our country hinges on the productive interaction among the
different people who make up our American society. Our educational system should be a
catalyst for this interaction. Our state universities should create an environment in which
every student is educated with respect to the pluralism of our society. Cal Poly's academic
programs should reflect this goal. The broadening of our U.S. Cultural Pluralism (USCP)
requirement will promote this objective.

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

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

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

WHEREAS, The courses proposed to meet this requirement had to emphasize one of
four "U.S. Cultures: Asian American, African American, Hispanic
American, American Indian;" and
Resolution AS-____-09
Adopted: ________

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

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

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

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

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

Proposed by: Academic Senate Curriculum Committee
Date: December 21 2008
Revised: January 20 2009
Resolution AS-___-09
Adopted: __________

CRITERIA FOR UNITED STATES CULTURAL PLURALISM (USCP) COURSES

USCP courses must focus on all of the following:

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

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

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

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

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

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

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

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

4. Attention to critical thinking skills which will allow students to address cultural, racial, and gender issues in a sensitive and responsible manner and to evaluate their own attitudes and those of others.
Background Material

THE CAL POLY STATEMENT ON DIVERSITY*

At the heart of a university is the responsibility to provide its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a statement from the American Association of University Professors (AAUP), “the argument for the necessity of diversity is perhaps stronger in higher education than in any other context ... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world.” In this regard, it is in the compelling interest of Cal Poly, the State and the nation to provide our students with an education that is rich with a diversity of people, ideas, perspectives and experiences.

Thus, diversity serves as a fundamental means to enhance both the quality and value of education. It cannot be a mere adjunct to such an education, but must be an integral element of the educational experience, infused throughout the community (faculty, students, and staff), the curriculum and the co-curricular programs of the University. We must be dedicated to the principle of ensuring that all of our students routinely encounter diverse people, ideas, and experiences.

As a University whose motto is “to learn by doing,” Cal Poly explicitly understands the importance that experience brings to education. When students are exposed personally and directly to faculty, staff and other students from diverse backgrounds, their stereotypes about “the others” are challenged. Such personal interactions give students an understanding of the range of similarities and differences within and among groups that no textbook or computer can provide. For this reason, both the formal and informal classroom (i.e., the rich learning experiences that occur for our students during their co-curricular activities) must be constituted in a way that reinforces the value of encountering and considering diversity. Moreover, diversity in the curriculum is a fundamental component of a well-rounded and beneficial education. The perspectives provided by the University are contingent upon the content and purpose of its courses. Since the curriculum is the principal expression of our educational goals and values, it should signal the importance of diversity to the Cal Poly mission, to the institutional culture and to our teaching and learning environment in clear and unambiguous terms.

Only through intellectual and first-hand personal exposure to diversity in its myriad forms—racial, ethnic, cultural, gender, geographic, socio-economic, etc.—will students gain the understanding, empathy and social skills that they will require to be effective, engaged citizens in an increasingly crowded and interrelated global community. The benefit of diversity is universal. Cal Poly’s commitment to diversity signals an affirmation of the highest educational goals of this University, including mutual respect, civility, and engaged learning.

*The definition of diversity is specifically inclusive of, but not limited to, an individual’s race/ethnicity, sex/gender, socioeconomic status, cultural heritage, disability and sexual orientation.

Background Material

Academic Senate Curriculum Committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>College/Unit</th>
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<tr>
<td>Brown, Johanna</td>
<td>Library</td>
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<tr>
<td>Conn, David</td>
<td>AcadAff</td>
<td>Admin</td>
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<tr>
<td>Dong, Kevin</td>
<td>ArchEngr</td>
<td>CAED</td>
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<td>Fryer, Stuart</td>
<td>AcadRec</td>
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<td>Griffin, Lanny</td>
<td>BioMed/GE</td>
<td>CENG</td>
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<tr>
<td>Hannings, David (CH)</td>
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<td>Herter, Roberta</td>
<td>GrdSt/Ed</td>
<td>COE</td>
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<td>Jensen, Kay</td>
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<td>Machamer, Josh</td>
<td>Theatr/Dn</td>
<td>CLA</td>
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<td>Mueller, James</td>
<td>Math</td>
<td>CSM</td>
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<td>Opava, Susan</td>
<td>R&amp;GP Dean</td>
<td>Admin</td>
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<td>Spradlin, Wendy</td>
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<td>Villegas, Dan</td>
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<td>Whiteford, Mary</td>
<td>AcadRec</td>
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<tr>
<td>Spak, Kaitlin</td>
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</tr>
<tr>
<td>VACANT</td>
<td></td>
<td>CAFES</td>
</tr>
</tbody>
</table>

USCP Criteria Distribution List:

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

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

The document was also circulated to:

- John Battenburg, Director for International Education and Programs
- The Diversity Learning Objectives Assessment Committee+
- ASI Board of Directors (25 members)+
Background Material

DIVERSITY LEARNING OBJECTIVES

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

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

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

3. Consider perspectives of diverse groups when making decisions

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

Academic Senate Resolution AS-663-08, approved by President Baker March 24, 2008
WHEREAS, AS-511-98 Resolution on the Academic Calendar: Resolving Conflicts with Religious Holidays (attached) established that “in calendar years in which the first Monday of fall quarter falls on Rosh Hashanah or Yom Kippur, that instruction will begin on the Tuesday of that week”; and

WHEREAS, Recently the Academic Senate has endorsed a calendar (2009-10) for which another significant religious holiday (Eid-al-Fitr also occasionally falling on the first Monday of fall quarter) will follow the convention of AS-511-98; and

WHEREAS, California state law stipulates that public institutions of higher education make every effort possible to accommodate observance of religious holidays; and

WHEREAS, In order to be respectful of all religions and cultures, Academic Senate policies should not single out or specify any particular religious group or holiday; be it therefore

RESOLVED: That AS-511-98/IC be repealed; and be it further

RESOLVED: That the Academic Senate recommend Cal Poly avoid scheduling the first day of classes in conflict with major religious or cultural holidays; and be it further

RESOLVED: That the Academic Calendar Guidelines established by the Office of Academic Programs and Undergraduate Education, reference which religious or cultural holidays are considered major for the purposes of scheduling the first day of classes; and be it further

RESOLVED: That these policies be implemented beginning fall quarter 2010.

Proposed by: Academic Senate Instruction Committee
Date: November 25, 2008
Revised: January 27, 2009
RESOLUTION ON THE ACADEMIC CALENDAR: RESOLVING CONFLICTS WITH RELIGIOUS HOLIDAYS

WHEREAS, C.A.M. section 481.B.1 states, "Whenever possible, the first day of instruction in each quarter will be Monday with a 48 day minimum per quarter (49 day minimum spring) and whenever possible the last day of instruction each quarter will be a Friday;" and

WHEREAS, The first Monday in the academic calendar for Fall Quarter occasionally falls on the significant holidays of Rosh Hashanah or Yom Kippur; and

WHEREAS, California state law stipulates that public institutions of higher education make every effort possible to accommodate observance of religious holidays; and

WHEREAS, It is necessary to stay within the required number of Instructional Days and Academic Year Work Days; be it therefore

RESOLVED: That in calendar years in which the first Monday of Fall Quarter falls on Rosh Hashanah or Yom Kippur, that instruction will begin on the Tuesday of that week; and be it further

RESOLVED: That during these same calendar years, minimum Academic Year Work Days will be maintained by extending the Fall term by one day, which will be noted as a "Grades Due" day but will not be an instructional day.

Proposed by: Academic Senate Instruction Committee
Date: November 16, 1998
RESOLUTION ON MODIFICATION TO
BYLAWS OF THE ACADEMIC SENATE:
(Section VII.B: Functions of the Executive Committee)

RESOLVED: That the following responsibility be added to Bylaws of the Academic Senate Section VII.B as item 3:

B. FUNCTIONS
The Executive Committee shall be responsible for the following functions:

1. 

2. 

3. Allocating assigned time to officers, and committee chairs, and committee members.

Proposed by: Academic Senate Executive Committee
Date: November 25, 2008
Revised: December 2, 2008
Reference page for
Resolution on Modification to Bylaws of the Academic Senate:
(Section VII.B: Functions of the Executive Committee)

Section VII.B of Bylaws of the Academic Senate dated June 16, 2008

VII. EXECUTIVE COMMITTEE

A. MEMBERSHIP
The Executive Committee shall consist of the officers of the Senate who serve the Executive Committee in like capacity, plus a caucus chair from each college and Professional Consultative Services elected by the appropriate caucus. The CSU academic senators, the immediate Past Academic Senate Chair, the ASI President, the Chair of ASI Board of Directors, and the Provost/Vice President for Academic Affairs or designee are ex officio members. The Provost/Vice President for Academic Affairs, the ASI President, and the Chair of ASI Board of Directors are nonvoting members. A quorum shall consist of a majority of the voting members.

B. FUNCTIONS
The Executive Committee shall be responsible for the following functions:

1. Agendizing resolutions for Academic Senate meetings;

2. The appointment of committee members and committee chairs (pursuant to section VIII.C of these bylaws);

3. The directing of studies to committees and receipt of reports there from for inclusion on the agenda;

4. The filling of temporary vacancies in the membership of the Academic Senate in accordance with Article III.B.7 of these bylaws;

5. The making of nominations for a temporary vacancy for CSU academic senator. The Academic Senate shall elect a replacement to the position to be effective only until the next regular election date for members of the Senate or until the individual that vacated the position returns;

6. The filling of temporary vacancies in Senate office or membership of the Executive Committee except in the case of vacancies created by recall (see section IX of these bylaws);

7. The approving of nominations and/or appointments by the Academic Senate Chair to other official committees.