



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE  
Tuesday, January 6, 2009  
01-409, 3:10 to 5:00pm

- I. Minutes:  
Approval of Executive Committee minutes for November 25, 2008 (pp. 2-3).
- II. Communications and Announcements:
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA Campus President:
  - F. ASI Representative:
  - G. Caucus Chairs:
  - H. Other:  
Erling Smith: report on Cal Poly strategic planning.
- IV. Consent Agenda:
- V. Business Item(s):
  - A. Academic Senate committee vacancies: (p. 4).
  - B. Approval of Instruction Committee recommendations on Academic Calendar 2010-2011: Phillips, chair of Instruction Committee (pp. 5-12).
  - C. Resolution on Academic Calendar Religious Holiday Observance: Phillips, chair of Instruction Committee (pp. 13-14).
  - D. Resolution on U.S. Cultural Pluralism (USCP) Criteria: Hannings, chair Curriculum Committee (pp. 15-20).
  - E. Approval of internal reviewers for CAFES and CLA program reviews: (pp. 21-23).
- VI. Discussion Item(s):  
Agenda reports: more emphasis on reports as need for information sharing increases.
- VII. Adjournment

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**  
**San Luis Obispo, California 93407**  
**ACADEMIC SENATE**  
**805.756.1258**

**MINUTES OF**  
**The Executive Committee of the Academic Senate**  
**Tuesday, November 25, 2008**  
**01-409, 3:10 to 5:00 p.m.**

- I. Minutes: The minutes for the November 4, 2008 meeting were approved with a minor correction.
- II. Communications and Announcements: none.
- III. Regular Reports:
  - A. Academic Senate Chair: none.
  - B. President's Office: Howard-Greene announced that the president; management, and executive staff continue to work on issues related to diversity and inclusion on campus.
  - C. Provost: Koob announced that Fall 2009 registration might be moved from August to May in order to facilitate the scheduling process for all departments. The idea is to provide a smooth track to graduation for students. The decision to offer summer school courses will be left up to each college.
  - D. Statewide Senate: Foroohar reported that the statewide Faculty Affairs Committee is working on a resolution on the protection of instruction during a budget crisis.
  - E. CFA Campus President: Saenz announced that CFA and the Chancellor's Office will continue to negotiate pay increases while the Alliance will continue to convince the legislature of the need for more money.
  - F. ASI Representative: none.
  - G. Caucus Chairs: none.
  - H. Other:
    - 1. Tim Keams: CSU Information Security Policy Review. About one year ago, the CSU decided that there should be a system wide policy and standards on security to help protect sensitive information and privacy. The draft presented by the CSU is consistent with current Cal Poly policies; therefore, its implementation will have little impact on our campus. To review the draft or submit comment go to <http://security.calpoly.edu/docs/csu/>
    - 2. Stephen Phillips: Turnitin. Last year, Cal Poly purchased Turnitin, a software program where students submit their papers online to be assessed for textual similarity to existing on-line sources. The software performs a comparative check on the student's paper and provides the instructor with a printout with a percentage point associated with the quantity of copied material it detects. There is no mandate to utilize this software but the Instruction Committee is trying to identify the need for it and the policies that would need to be implemented.

IV. Consent Agenda: none.

V. Business Item(s):

A. Academic Senate and University committee vacancies: no appointments were made.

B. Select Senate representative to Enrollment Task Force: M/SIP to recommend Tal Scriven as the Academic Senate representative to the Provost's Enrollment Task Force.

C. Elect members to Post Promotion Increase (PPI) Appeals Committee: M/SIP to elect Brian Kennelly, Jonathan Shapiro, Bob Miller, and Marianne Wolf to serve on the PPI Appeals Committee.

D. Approval of committee charges for 2008-2009: The following changes were made:

Budget and Long Range Planning

Clarify - Work with (University Planning and Budget Advisory Committee UPBAC) on resource allocation issues as (as needed)

Faculty Affairs Committee

Add - Resolution updating AS-621-04/MF - Resolution on Academic Freedom

Instruction Committee

Add - Review AS-669-08 - Resolution on WU Grade

Research Committee

Add - Committee to assess strategies/actions taken by colleges and departments on what has and has not worked relative to research-related release time - resulting resolution

Delete - Resolution of an updated construal Academic Freedom

E. Resolution on Modification to Bylaws of the Academic Senate: (Section VII.B: Functions of the Executive Committee): Soares presented this resolution, which adds the allocation of assigned time to officers and committee chairs to the functions of the Executive Committee. M/SIP to agendaize resolution.

F. [Closed Session]

VI. Discussion Item(s):

Agenda reports: Due to the lack of time, this item was not discussed.

The meeting was adjourned at 5:30 p.m.

Submitted by

*Gladys Gregory*

Gladys Gregory  
Academic Senate

**STATEMENTS OF INTEREST RECEIVED FOR  
ACADEMIC SENATE COMMITTEE VACANCIES FOR 2008-2010**

**COLLEGE OF AGRICULTURE, FOOD AND ENVIRONMENTAL SCIENCE**

Curriculum Committee (2008-2009)

Instruction Committee

**COLLEGE OF ARCHITECTURE AND ENVIRONMENTAL DESIGN**

Faculty Affairs Committee (2008-2009)

Research & Professional Development Committee

**COLLEGE OF EDUCATION**

Distinguished Teaching Award (2008-2009)

Fairness Board

Sustainability Committee (2008-2009)

**PROFESSIONAL CONSULTATIVE SERVICES**

Budget and Long Range Planning Committee (2008-2009)

Distinguished Teaching Award (2008-2009)

Fairness Board

Grants Review Committee (2008-2009)

## Instruction Committee, Academic Senate

### 11.10.08 Minutes: Supplemental on Academic Calendar 2010-2011

Present: D. Arseneau, R. Herter, X. Jin, K. Lertwachara, C. Ney, L. Sandy, A. Schaffner, S. Phillips (Chair)

Unable to Attend: S. Storelli, N. Brar, N. Havandjian, J. Montelongo


#### Discussions and Action Items:

Date	Topic	Action
11.10.08	<p>Instruction Committee 2010-11 Calendar Recommendation and Comments</p> <p>On November 10th, 2008, Kay Jensen presented the Summer, Fall, and Spring calendar proposals to the Instruction Committee.</p> <p>Limitations imposed by existing policies minimized possibilities for these quarters.</p> <p>1) Summer Term 2010</p> <p>One proposal option was offered. Based on the information provided there were no concerns noted.</p> <p>2) Fall Term 2010</p> <p>One proposal option was offered. Based on the information provided there were no concerns noted.</p> <p>3) Winter Term 2011</p> <p>Two proposal options were offered. We recommend Proposal #1 as it is most consistent with former decisions by the Instruction Committee to move Tuesday to a Monday schedule (when Monday falls on a holiday too often in the quarter schedule). No major problems were reported last year when this occurred, although it was noted that there was some confusion with outside scheduled events planned for Tuesday evening. For 2011, the Tuesday in question will be blocked off from scheduling conflicts ahead of time.</p> <p>4) Spring Term 2011</p> <p>One proposal option was offered. Based on the information provided there were no concerns noted.</p> <p>We move forward to recommend Summer Term 2010, Fall Term 2010, and Spring Term 2011 as proposed. We recommend Proposal #1 for Winter Term 2011</p>	Reported S. Phillips

State of California  
Memorandum

CAL POLY

To: John Soares, Academic Senate Chair  
College Deans (Academic Deans' Council)  
Angela Kramer, President of ASI, Student Senate  
Cornel Morton, Student Affairs Council



From: W. David Conn  
Vice Provost for Academic Programs and Undergraduate  
Education

Date: October 31, 2008

Cc: D. Arseneau  
W. Baker  
W. Durgin  
K. Ikeda  
L. Kelley  
B. Melvin  
C. Ney  
S. Ogren  
M. Suess  
T. Zuur

Subject: Academic Calendar Options for Summer Quarter 2010 to Spring Quarter 2011

Currently, Cal Poly is operating on an approved Academic Calendar extending through the end of Spring Quarter, 2010. Attached are quarter-by-quarter calendar proposals for the period from Summer Quarter 2010 to Spring Quarter 2011, with displays of the relevant months on which are indicated (by shading or color) key dates such as final examination periods and academic holidays. They are accompanied by a summary of the major considerations that were taken into account in developing each option. Please see Campus Administrative Policies 211 (<http://policy.calpoly.edu/cap/200/cap210.htm>) for pertinent policies and guidelines that influence the calendar.

Ultimately, the calendar for the entire year will be a combination of the selected proposals for each quarter.

The key points of each proposal are summarized as follows:

<i>Proposal</i>	<i>Break spring/ summer 20/0</i>	<i>Start of fall /0</i>	<i>Fall 10 1st day of class</i>	<i>Break fall /0 /winter 2011</i>	<i>Class day changed to a Monday schedule</i>	<i>Holiday moved</i>	<i>Start of spring 2011</i>	<i>Observe Chavez's Birthday</i>	<i>Break Spring/ summer 2011</i>
Summer	1 week								
Fall		Sept 13	Sept 20	3 weeks					
Winter 1					2/22 (Tues)				
Winter 2						Observe Washington's Birthday on 2/18 (Fri)			
Spring							Monday 3/28	Thurs 4 <sup>th</sup> class day	1 week

Hopefully, the above table is reasonably self-explanatory (please contact Kay Jensen at [kjensen@calpoly.edu](mailto:kjensen@calpoly.edu) or 6-2227 if you have questions). Some additional clarification/consideration follows:

For the start of fall quarter, there are no conflicts with major religious holidays (Eid-al-Fitr is September 10, Rosh Hashana, Sept. 9, and Yom Kippur, Sept. 18). Fall quarter classes can begin on Monday, September 20.

Two holidays would normally interfere with Monday classes during winter quarter 2010. To avoid this problem, we could move one of them (Washington's Birthday) to the previous Friday or we could substitute a Monday schedule on a different day. Up until now, as far as we can tell, the campus community has been pretty evenly divided on which approach to take.

In accordance with Campus Administrative Policies (CAP) 210.1 and 211, the Provost and Vice President for Academic Affairs proposes a calendar to the President for approval following consultation with the Academic Deans' Council, Academic Senate Executive Committee, Academic Senate Instruction Committee, ASI, Academic Personnel, Enrollment Support Services, Human Resources, Cal Poly Corporation, and Student Affairs. Following any suggestions from these groups, the calendar can be modified to incorporate their recommendations or submitted to the President as proposed, along with a notation of recommended modifications.

By copy of this letter we are requesting that all recipients, except for the Academic Senate Chair, please send any reactions and/or recommendations to Kay Jensen, Academic Programs (email [kjensen@calpoly.edu](mailto:kjensen@calpoly.edu)) on or before Friday, December 5, 2008.

We are then requesting that the Academic Senate, after reviewing the proposals and any comments and/or recommendations made by other parties, make its recommendation on or before Friday, January 9, 2009.

If you have any questions regarding the calendar development, please contact Kay Jensen.

Attachments

PROPOSED - ACADEMIC CALENDAR: JUNE 2010 TO JUNE 2011

Summer 2010:

491 instructional days

JUNE 2010						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2010						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2010						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Fall 2010:

51 Instructional Days

SEPTEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14				18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2010						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER 2010						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Legend for Shading

Academic Holiday	Holiday Moved	Commencement Day(s)
Final Examination Period	Change to a Monday Schedule	Evaluation Day (No Classes)
Fall Conference	First Day of Classes	



PROPOSED - ACADEMIC CALENDAR: JUNE 2010 TO JUNE 2011

PROPOSAL #1 Winter 2011  
48 Instructional Days

JANUARY 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

PROPOSAL #2 Winter 2011  
48 Instructional Days

JANUARY 2011						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Legend for Shading

Academic Holiday	Holiday Moved	Commencement Day(s)
Final Examination Period	Change to a Monday Schedule	Evaluation Day (No Classes)
Fall Conference	First Day of Classes	

PROPOSED - ACADEMIC CALENDAR: JUNE 2010 TO JUNE 2011

Spring 2011:  
48 Instructional Days

MARCH 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2011						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2011						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Legend for Shading

Academic Holiday		Holiday Moved		Commencement Day(s)
Final Examination Period		Change to a Monday Schedule		Evaluation Day (No Classes)
Fall Conference		First Day of Classes		

## PROPOSED ACADEMIC CALENDAR CONSIDERATIONS

For the June 2010 to June 2011 Academic Calendar

<b>Summer Term 2010 (49 instructional days)</b>	
<p>(June Commencement is Saturday and Sunday, June 12-13.)            There is a 1-week break between spring and summer terms.            Summer classes begin Monday, June 21.            1. 5-week term: June 21-July 23; 2<sup>nd</sup> 5-week term: July 26-August 27; 8-week term: June 21-August 13; 10-week term: June 21 - August 27.            Independence Day, July 4, falls on Sunday, and Monday, July 5 is an Academic Holiday.            Last day of classes is Friday, August 27.            Labor Day is Monday, September 6.</p>	
<b>Fall Term 2010 (51 instructional days)</b>	
<p>(Ramadan is on August 11; Rosh Hashanah begins on Sept. 9, Eid-al-Fitr is on Sept. 10; Yom Kippur is on Sept. 18.)            There is a 1-week (9 days) break between the end of summer term and the beginning of fall term.            Fall classes begin on Monday, September 20.            Veterans' Day is observed on Thursday, November 11.            Thanksgiving holiday is observed Wednesday, November 24 through Sunday, November 28.            Last day of classes is Friday, Dec. 3; finals are Dec. 6-10. Commencement is on Saturday, December 11.</p>	
<b>Winter Term 2011 (48 instructional days)</b>	
<p>There is a 3-week break between the end of fall term and the beginning of winter term.            Winter classes begin on Monday, January 3.            Martin Luther King's birthday is observed on Monday, January 17.            The last day of classes is Friday, March 11; finals are March 14-18.            An Evaluation Day is scheduled for Monday, March 21. (Faculty work day; not a class day.)</p>	
WI Proposal:	W2 Proposal:
February 22 (Tuesday) is changed to a Monday schedule, following Washington's birthday, observed on Monday, February 21.	Observe Washington's Birthday on Friday, February 18.
<b>Spring Term 2011 (48 instructional days)</b>	
<p>There is a 1-week (9 days) break between winter and spring terms.            Spring classes begin on Monday, March 28.            Academic holiday: Cesar Chavez's birthday is observed on Thursday, March 31.            Memorial Day is observed on Monday, May 30.            The last day of classes is Friday, June 3; finals are June 6-10.            Commencement ceremonies held on Saturday and Sunday, June 11 &amp; 12 (2<sup>nd</sup> weekend in June).</p>	

Summer Term 2011 \* Provisional dates (to be reviewed/approved Fall 09/WI0)

There could be a 1-week break between the end of spring term and the beginning of summer term.  
 Summer Term 2011 could begin on Monday, June 20.  
 Independence Day, July 4, falls on a Monday.  
 Finals could be Monday, Aug. 29 through Friday, Sept. 2.  
 Labor Day will be observed on Monday, September 5.

Note: Please refer to Academic Calendar Guidelines - Campus Administrative Policies (CAP) 211. See <http://policy.calpoly.edu/cap/200/cap210.htm>.

### SUMMARY OF CALENDAR DAYS

	Summer 2010	Academic Year efws)		
		Fall 2010	Winter 2011	Spring 2011
Beginning Year/Term		5		
MWF Days	29	31	28/29*	29
TR Days	20	20	20/19*	19
<b>Total Qtr Instructional Days</b>	<b>49</b>	<b>51</b>	<b>48</b>	<b>48</b>
Exams	5	5	5	5
Commencement		1		1
Evaluation Day			1	
<b>Total Qtr Academic Work Days</b>	<b>54</b>	<b>62</b>	<b>54</b>	<b>54</b>

**Total Academic Year Instructional Days (F-W-Sp) = 147**

**Total Academic Year Work Days (F-W-Sp) = 170**

\*Depending on which option is selected.

Adopted:

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

AS- -08

RESOLUTION ON  
ACADEMIC CALENDAR RELIGIOUS HOLIDAY OBSERVANCE

- 1 WHEREAS, AS-511-98 *Resolution on the Academic Calendar: Resolving Conflicts with Religious*  
2 *Holidays* (attached) established that "in calendar years in which the first Monday of fall  
3 quarter falls on Rosh Hashanah or Yom Kippur, that instruction will begin on the Tuesday  
4 of that week"; and  
5  
6 WHEREAS, Recently the Academic Senate has endorsed a calendar (2009-10) for which another  
7 significant religious holiday (Eid-al-Fitr also occasionally falling on the first Monday of fall  
8 quarter) will follow the convention of AS-511-98; and  
9  
10 WHEREAS, California state law stipulates that public institutions of higher education make every effort  
11 possible to accommodate observance of religious holidays; and  
12  
13 WHEREAS, In order to be respectful of all religions and cultures, Academic Senate policies should not  
14 single out or specify any particular religious group or holiday; be it therefore  
15  
16 RESOLVED: That AS-511-98/IC be repealed; and be it further  
17  
18 RESOLVED: That the Academic Senate recommend Cal Poly avoid scheduling the first day of classes in  
19 conflict with major religious or cultural holidays; and be it further  
20  
21 RESOLVED: That the Academic Calendar Guidelines established by the Office of Academic Programs  
22 and Undergraduate Education, reference which religious or cultural holidays are considered  
23 major for the purposes of scheduling the first day of classes; and be it further  
24  
25 RESOLVED: That these policies be implemented beginning fall quarter 2010.

Proposed by: Academic Senate Instruction Committee  
Date: November 25, 2008

## **Background Material**

Adopted: November 24, 1998

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS-511-98/IC  
RESOLUTION ON THE ACADEMIC CALENDAR: RESOLVING CONFLICTS WITH  
RELIGIOUS HOLIDAYS**

WHEREAS, C.A.M. section 48 I.B. I 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

Adopted:

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

AS- -09

RESOLUTION ON  
UNITED STATES CULTURAL PLURALISM REQUIREMENT

1 Background: The success of our country hinges on the productive interaction among the  
2 different people who make up our American society. Our educational system should be a catalyst  
3 for this interaction. Our state universities should create an environment in which every student is  
4 educated with respect to the pluralism of our society. Cal Poly's academic programs should  
5 reflect this goal. The broadening of our U.S. Cultural Pluralism (USCP) requirement will promote  
6 this objective.

7  
8 The intent of this requirement is to expose all Cal Poly students to people different from  
9 themselves; and to social ideas and cultural norms that differ from their own. This requirement  
10 should not be onerous. Courses meeting this requirement should also count toward a student's  
11 General Education, Support, or Major requirements. The ability to "double count" is encouraged.  
12 Concurrently we encourage all programs to incorporate attention to diversity in their courses  
13 where appropriate, and not rely solely on the USCP requirement to meet both their students'  
14 needs and the University Diversity Learning Objectives.

15  
16 How different does the content of these courses have to be? We know what we intend, but it is  
17 difficult to put our intention into words. This requirement is an improvement over the existing  
18 USCP requirement in that it allows more differences to qualify, but we intend them to be  
19 significant differences. We do not intend for the requirement to be so broad as to be meaningless,  
20 and we hope that the material learned by students is different from what they have learned in their  
21 previous formal and informal education.

22  
23 WHEREAS, The United States Cultural Pluralism requirement was approved in concept by  
24 Academic Senate resolution AS-361-91 in 1991 and established in 1992 by  
25 Academic Senate resolution AS-395-92; and  
26

27 WHEREAS, The courses proposed to meet this requirement had to emphasize one of four "U.S.  
28 Cultures: Asian American, African American, Hispanic American, American  
29 Indian;" and  
30

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

- 34 WHEREAS, It is now recognized that Diversity in America is much broader than is currently  
35 represented by the USCP requirement; and  
36
- 37 WHEREAS, Over the past year the Senate Curriculum Committee has taken input from a large  
38 number of individuals and groups interested in educating our students about  
39 Diversity; and  
40
- 41 WHEREAS, The Senate Curriculum Committee has written a new set of criteria for the USCP  
42 requirement with the agreement and enthusiastic support of these individuals and  
43 groups that reflects the Diversity Learning Objectives approved in Senate  
44 resolution AS-663-08; therefore be it  
45
- 46 RESOLVED: That the Academic Senate of Cal Poly adopt the following "Criteria for United  
47 States Cultural Pluralism (USCP) Courses" as a replacement for the current  
48 criteria, effective immediately:

#### 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;
- 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.

Proposed by: Academic Senate Curriculum Committee  
Date: December 21, 2008



## Background Material

### 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 21<sup>st</sup> 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.

February 11, 2003

## Background Material

### Academic Senate Curriculum Committee:

Name	Department	College Unit
Brown, Johanna	Library	Library
Conn, David	AcadAff	Admin
Dong, Kevin	ArchEngr	CAED
Fryer, Stuart	AcadRec	Admin
Griffin, Lanny	BioMed/GE	CENG
Hannings, David (CH)	Horti/CS	CAFES
Herter, Roberta	GrdStiEd	CGE
Jensen, Kay	AcadProg	
Machamer, Josh	Theatr/Dn	CLA
MueLLer, James	Math	CSM
Opava, Susan	R&GP Dean	Admin
Spradlin, Wendy	CLA Advr	pcs
Thoma, Jemlifer	AcadRec	
Villegas, Dan	Econ	CBUS
Whiteford, Mary	AcadRec	
Spak, Kaitlin	Student	ASI
VACANT		CAFES

### 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 0000-01, approved by President Parker  
March 24, 2000

December 29 2008

Internal Reviewers nominated for  
CAFES and CLA program reviews

COLLEGE OF AGRICULTURE, FOOD AND  
ENVIRONMENTAL SCIENCES

Program being reviewed

Natural Resources Management

Nominee

Walt Bremer

Approve

\_\_\_\_\_

COLLEGE OF LIBERAL ARTS

Program being reviewed

Journalism

Nominee

Lynn Metcalf

Approve

\_\_\_\_\_

## Internal Reviewer Nomination Form

### Accredited and Non-accredited Programs

One internal reviewer is required for all program reviews. The Academic Programs office will notify the department once the nominee is approved. For additional information, see the Academic Program Review Guidelines.

*Boxes will expand with typing.*

Program:	ENR/ENVM	Department:	Natural Resources Management
Submitted by:	Doua Piirto	Date:	11/13/08
		College:	CAFES

*Attach curricula vitae or resume to this form.*

Name:	Walter Bremer	Rank:	Professor
Department:	Landscape Arch	College:	Architecture and Environmental Design
Designated "Assessment" Reviewer:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide a brief rationale for your choice of nominee (no more than one paragraph):  
Walt Bremer has worked with the NRM department in the past. He has knowledge of our programs and understands the importance of interdisciplinary collaboration between programs and departments. In particular, the NRM department has worked with Walt in relation to our GIS courses and GIS labs. Mr. Bremer also is very involved through the Center for Teaching and Learning to assist faculty. The NRM faculty have a very high regard for Walt Bremer and value his opinions on enhancing programs and teaching effectiveness.

*Submit this form electronically to Delores Lencioni ([dlencioli@Calpoly.edu](mailto:dlencioli@Calpoly.edu)) in Academic Programs.*

## Internal Reviewer Nomination Form

### Accredited and Non-accredited Programs

One internal reviewer is required for all program reviews. The Academic Programs office will notify the department once the nominee is approved. For additional information, see the Academic Program Review Guidelines.

*Boxes will expand with typing.*

Program:		Department:	Journalism
Submitted by:	Bill Loving	Date:	10-23-08 College: Uberal Arts

*Attach curricula vitae or resume to this form.*

Name:	Lynn Elizabeth Metcalf	Rank:	Professor
Department:	Marketing	College:	Business
Designated "Assessment" Reviewer:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide a brief rationale for your choice of nominee (no more than one paragraph):  
Professor Metcalf is the chair of Marketing in the College of Business. She has experience serving on committees at Cal Poly on Academic Relevance, Curriculum and Undergraduate Programs. Her Internet expertise relates to the new emphasis on multimedia communication reflected in industry trending and Journalism Department curricular goals.

*Submit this form electronically to Delores Lencioni Mlellcioni@calpoly.edu in Academic Programs.*

# Cal Poly Strategic Plan

## SENATE EXECUTIVE COMMITTEE

Briefing - 1/6/09

*Erling A. Smith, VPSIP*



# Strategic Plan ...

## ■ DESCRIBES

- ❑ *where an institution is going and*
- ❑ *how it is going to get there*
- ❑ *during a defined time period in a*
- ❑ *changing context and operating environment.*

## ■ PROVIDES

- ❑ *a consistent framework, focus and direction for*
- ❑ *policies, operations, and decision-making.*

# SP Outline

- Mission, Vision, Values
- Context, Assumptions
- Sustainable Competitive Advantage
- Primary Strategic Goals
- Primary Strategic Objectives
- Success Metrics and Monitoring Process
- Aligning College and Unit Action Plans

# Mission, Vision, Values ...

- **Mission** – summarizes foundational, continuing and enduring core purpose of institution
  - *who we are and what we do.*
- **Vision** – describes future state of the institution
  - *what we want to be and what we want to do.*
- **Values** – represents continuing and enduring principles used to guide decision-making
  - *what we stand for and believe in.*

# Goals and Objectives ...

- **Strategic Goals** – the key long-term, continuous activities needed to achieve the vision.
- **Short-term Objectives** – specific measurable and realistic performance targets related to the strategic goals.

# Previous Plan

## ■ CP Strategic Plan 1995:

- ❑ *Academic Programs*
- ❑ *Faculty Scholarship*
- ❑ *Staff Professional Growth and Achievement*
- ❑ *Student Satisfaction*
- ❑ *Diversity*
- ❑ *Governance and Collegiality*
- ❑ *Institutional Size*
- ❑ *University Relations and Image*

# 2009-2013 PLAN

## ■ PHASES

- ❑ *Preparation = 2006-2008*
- ❑ *Development = Fall 2008*
- ❑ *Convergence = Winter 2009*
- ❑ *Finalization = Spring 2009*
- ❑ *Implementation = Summer 2009*
- ❑ *Operation, Assessment, Updates = 2009-2013*

# 1. PLAN PREPARATION

- 2006-2008
- University-wide
  - *Mission Statement, Vision, Values*
  - *CSU - Access To Excellence*
  - *University Learning Objectives*
  - *Five Working Groups*
  - *WASC*
- Individual College & Unit plans

# Cal Poly Mission 12/07

- Fosters teaching, scholarship, and service, in Learn-by-doing environment, where students & faculty partners in discovery
- Promotes application of theory to practice
- Provides balanced education arts, science, & technology, while encourages cross-disciplinary & co-curricular
- Values free inquiry, cultural & intellectual diversity, mutual respect, civic engagement, and social & environmental responsibility



# Cal Poly Vision 12/07

- The premier polytechnic university, rooted in technological disciplines, dedicated to application of knowledge, committed to educational innovation
- Provide superb education, conduct research, scholarship and creative activity
- Respect for individuals, diversity & ideas ... cornerstone of CP community
- Balance of theory & practice will be curric foundation
- Educational breadth will meet needs of our students in global society

# Cal Poly Values 12/07

- Learn By Doing pedagogy
- Preparing graduates for careers and citizenship
- New Liberal Education - Polytechnic w emphasis on liberal arts and interdisc studies
- Graduates proficient in technology, culture & society, aspire to be professional/civic leaders
- Teacher-Scholar faculty

# Access To Excellence

- Cal Poly
  - *Each College - committee(s), workshops, etc.*
  - *Campus-wide workshop*
- Themes
  - *Outreach & Awareness; Science & Math Education; Programs & Curricula; Liberal Education; Student Success & Educational Accountability; Faculty & Staff Excellence; Campus Learning Environment; Resources Strategies*
- 62 recommendations

# Five Working Groups

- 80+ Faculty & Staff involved
- Five campus-wide committees
  - *Global Perspectives*
  - *Graduate Education*
  - *Information Technology*
  - *Interface Disciplines*
  - *Project-Based Learning*
- 30+ recommendations

# WASC

- Extensive Faculty & Staff involvement
- Our Polytechnic Identity
  - *Learn By Doing*
  - *Teacher Scholar Model*
  - *Integrated Student Learning*
- Activity Ongoing ...

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## 2. PLAN DEVELOPMENT

- Fall 2008 - Winter 2009
- Writing Team
- Campus Input & Dialog
- External Partner Input

# Writing Team

- David Conn
- Bruno Giberti
- Dan Howard-Greene
- Tom Jones
- Tim Kearns
- Cornel Morton
- Jim Maraviglia
- Mike Multari
- Sandee Ogren
- Erling Smith [Ch/Ed.]

# Activity ...

## ■ Reviewed and Summarized

- ❑ *Mission, Vision, Values*
- ❑ *Access To Excellence*
- ❑ *Five Working Group Reports*
- ❑ *College Strategic Plans*
- ❑ *Strengths, Weaknesses, Opportunities, Threats*

## ■ Drafted

- ❑ *Candidate GOALS & OBJECTIVES*



# SWOT

## ■ STRENGTHS

- ❑ *Applicants, students*
- ❑ *Graduates, alumni*
- ❑ *Faculty incl new hires*
- ❑ *Rankings*
- ❑ *State-funded*

## ■ OPPORTUNITIES

- ❑ *STEM*
- ❑ *CA econ dev*
- ❑ *Lifelong learning reqs*
- ❑ *Incr research*

## ■ WEAKNESSES

- ❑ *Retention, progress, graduation rates*
- ❑ *Teaching loads*
- ❑ *Curric redundancies*
- ❑ *Funding*

## ■ THREATS

- ❑ *CA demogr, readiness*
- ❑ *Competition - UC, etc.*
- ❑ *Funding*

# SEVEN STRATEGIC GOALS

## ■ CANDIDATES

- ❑ *Prepare Our Students For Success*
- ❑ *Sustain Institutional Funding*
- ❑ *Be The 21<sup>st</sup> Century Polytechnic*
- ❑ *Invest in Faculty and Staff Excellence*
- ❑ *Build an Inclusive Community*
- ❑ *Lead in Sustainability*
- ❑ *Engage External Partners*

# Prepare Our Students for Success

## ***DRAFT***

- **GOAL:** *Cal Poly graduates will be prepared for full and enriching lives, ready for entry into their chosen careers or advanced study, and prepared to become leaders in their fields.*

# Sustain Institutional Funding

## ***DRAFT***

- **GOAL:** *Cal Poly will have long-term, stable, and sustainable resources strategically allocated to achieve the unique polytechnic Mission and Vision of the University and the Goals of this plan.*

# Be The 21<sup>st</sup> C Polytechnic

## ***DRAFT***

- **GOAL:** *Cal Poly will be the Polytechnic University for the needs of the 21st Century, with an integrated and balanced education in the arts, sciences, technology and our signature disciplines, a Learn-By-Doing approach, and applied interdisciplinary research.*

# Invest in Faculty & Staff Excellence

## ***DRAFT***

- **GOAL:** *Cal Poly will develop and support faculty and staff members in attaining excellence and achieving recognition as leaders and innovators in their fields.*

# Build an Inclusive Community

## ***DRAFT***

- **GOAL:** *Cal Poly will build a diverse community characterized by mutual respect for different perspectives and opinions, and a shared sense of belonging, in support of academic excellence and student success.*

# Lead in Sustainability

## ***DRAFT***

- **GOAL:** *Cal Poly will lead in sustainability through the educational preparation of our graduates, the research and scholarly contributions of our faculty, and the practices used throughout the University.*



# Engage External Partners

## ***DRAFT***

- **GOAL:** *Cal Poly will be an internationally recognized University, focused to help meet the future needs of California in a global environment, reinforced by strong and enduring relationships with a broad variety of engaged external partners.*

# OBJECTIVES

- Strategic Goals – the key long-term, continuous activities needed to achieve the vision.
- Short-term Objectives – specific measurable and realistic performance targets related to the strategic goals.

# Prepare Our Students for Success

## ■ OBJECTIVES:

- ❑ *Graduates will meet ULOs, PLOs and GOAL*
- ❑ *Enhance student progress and completion*
- ❑ *More integrated institution*
- ❑ *Improve living and learning environments*
- ❑ *Enrich and broaden educational experience*
- ❑ *Expand and increase scholarships, etc.*
- ❑ *Expand and increase P12 interest, prep/readiness*

# Sustain Institutional Funding

## ■ OBJECTIVES:

- ❑ *Redesign structure of revenue sources*
- ❑ *Review policies, procedures, processes to improve, simplify and align*
- ❑ *Align allocation of budget and all resources*
- ❑ *Adopt appropriate technology to improve instruction and support service*
- ❑ *Improve policies and procedures for resourcing new programs and initiatives*

# Be The 21<sup>st</sup> C Polytechnic

## ■ OBJECTIVES:

- ❑ *Retain & build on Polytech identity to increase impact*
- ❑ *Grads ... (learning outcomes)*
  - *Breadth and depth in STEM & cultural and social impact; Arts, hum, soc sci; comm skills, global perspectives, etc.; effectively use IT and lifelong learners*
- ❑ *Develop post-bacc programs*
  - *interdisc Master's, 5-yr prof Master's, & appl research*

# Invest in Faculty & Staff Excellence

## ■ OBJECTIVES:

- ❑ *Resources and incentives faculty intellectual growth and engagement*
- ❑ *Diverse teacher-scholar faculty with multi-cultural, international, multi-lingual, interdisciplinary*
- ❑ *Teaching methodologies and infrastructure*
- ❑ *Broaden interdisciplinary and collaborations*
- ❑ *New grad programs & applied research*
- ❑ *Support staff prof development*

# Build an Inclusive Community

## ■ OBJECTIVES:

- ❑ *Adopt Inclusive Excellence*
- ❑ *Integrate DLOs into all programs*
- ❑ *Recruit and retain diverse faculty*
- ❑ *Recruit diverse student body*
- ❑ *Address variations in student performance*
- ❑ *Continuous improvement plan for campus climate*
- ❑ *Professional development and training*

# Lead in Sustainability

## ■ OBJECTIVES:

- ❑ *Develop Sustainability Learning Objectives*
- ❑ *All graduates will meet SLOs*
- ❑ *Several majors focus on sustainability*
- ❑ *Promote applied research*
- ❑ *Steward all resources and adopt innovative sustainable practices throughout institution*



# Engage External Partners

## ■ OBJECTIVES:

- ❑ *Strengthen external ties to expand opportunities for students and faculty*
- ❑ *Collaborate with universities for new programs and research*
- ❑ *Expand post-bacc education incl professional practice areas*
- ❑ *Reach out K12 & CC parents and students - STEM & other signature programs*
- ❑ *Develop clear “brand”*

# NEXT STEPS ...

- 3. CONVERGENCE
  - *Campus; External Partners*
- 4. FINALIZATION
  - *Edits; Adoption*
- 5. IMPLEMENTATION
  
- Q & A?
- Thanks!

# KEY TERMS

- **Strategic Plan** – describes where an institution is going and how it is going to get there during a defined time period in a changing context and operating environment. The plan should provide a consistent framework, focus and direction for policies, operations, and decision-making.
- **Mission** – summarizes the foundational, continuing and enduring core purpose of the institution – *who we are and what we do*.
- **Vision** – describes the future state of the institution – *what we want to be and what we want to do*.
- **Position** – briefly outlines the *future* state, the key elements of the Vision statement, set as the achieved “present” state, and also called a *Positioning Statement*; or alternatively, describes the actual *present* state of the institution relative to the key elements of the Vision statement.
- **Values** – represents the continuing and enduring principles used to help guide decision-making – *what we stand for and believe in*.
- **Sustainable Competitive Advantage** – those activities that, throughout the duration of the Plan, the institution can continue to do better, more efficiently and/or more effectively than our peer and aspirant institutions – *what we do uniquely, what we do well, what we do best, why we are the best*.
- **SWOT** – the strengths and weaknesses of the institution, and the opportunities available and threats potentially facing the institution. The strengths and weaknesses are internal and potentially controllable. The opportunities and threats are external and beyond direct control.
- **Strategy** – actions to link institutional strengths to external opportunities, mitigate weaknesses, and protect against threats.
- **Strategic Goals** – the key long-term, continuous activities needed to achieve the vision.
- **Short-term Objectives** – specific measurable and realistic performance targets related to the strategic goals.