



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

MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, May 10 2011
01-409, 3:10 to 5:00pm

- I. Minutes: **Approval of Executive Committee minutes for April 19 and April 26 2011:**
(pp. 2-4).
- II. Communication(s) and Announcement(s):
- 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:
- IV. Business Item(s):
 - A. **Academic Senate and University committee vacancies for 2011-2013:** (p. 5).
 - B. **Appointment of Academic Senate committee chairs for (1) Distinguished Teaching Awards Committee and (2) Graduate Programs Subcommittee:** (p. 6).
 - C. **Resolution on the General Education Task Force Report:** Rachel Fernflores, chair of the General Education Task Force (pp. 7-18).
 - D. **Resolution on Assessment:** Fred DePiero, chair of the Assessment Task Force (to be distributed).
 - E. **Resolution on Green Campus Program:** Neal MacDougall, chair of the Sustainability Committee (pp. 19-20).
 - F. **Resolution on Protecting the 'American Institutions' Requirement:** Lewis Call, academic senator (pp. 21-23).
- V. Discussion Item(s):
- VI. Adjournment:

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE
Tuesday, April 19, 2011
01-409, 3:10 to 5:00pm

- I. Minutes: The minutes of March 29 and April 5 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. Academic Senate Chair: none.
 - B. President's Office: President Armstrong announced that he has asked the Academic Senate to schedule a series of focus groups this quarter to interact with faculty. He will also be interacting with ASI, staff, and college councils on the topic of strategic planning. Provost Koob added that the strategic plan framework drafted is intended to begin conversations; it is not a comprehensive list. President Armstrong also mentioned that the strategic plan is an important part of a successful capital campaign, which is essential to compensate for the lack of state funding.
 - C. Provost: Koob reported that Cal Poly received a smaller share of the CSU allocation than would have been predicted based on past practices.
 - D. Statewide Senate: Foroohar reported that many students do not realize the affordability of international programs.
 - E. CFA Campus President: Thorncroft reported that "Day of Action" held on April 13, 2011 provided good press for Cal Poly.
 - F. ASI Representative: none.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
 - A. **Academic senate committee vacancies for 2011-2013:** the following were appointed:

College of Agriculture, Food and Environmental Sciences	
Research & Professional Development Committee	Rafael Jimenez-Flores, Diary
College of Architecture and Environmental Design	
Sustainability Committee	Scott Kelting, ConstMgt
College of Engineering	
Research & Professional Development Committee	Franz Kurfess, CompSci as chair Helen Yu, ElecEngr
College of Liberal Arts	
Fairness Board	Brian Kennelly, ModLangs
Professional Consultative Services	
Distinguished Scholarship Awards Committee	Brett Bodemer, Library
 - B. **University committee vacancies for 2011-2013:**

Academic Advising Council	Matt Carlton, Stats
Academic Council for International Programs	Mike Geringer, Mgt

Accommodation Review Board
Athletics Governing Board
Campus Dining Advisory Committee
Campus Safety and Risk Management Committee
Coordinating Committee on Aids and HIV Infection
Deans Admissions Advisory Committee
Health Services Oversight Committee
Inclusive Excellence Council
Intellectual Property Review Committee

International Education and Programs Council
Student Health Advisory Committee
Substance Use and Abuse Advisory Committee
University Union Advisory Board

Xi Wu, MechEngr
Katie McCormick, Art/Des
Neal MacDougall, Agribus
Samuel Frame, Stats
Virginia Anderson, Theatr/Dn
Dean Arakaki, ElecEngr
Samuel Frame, Stats
Jennifer Teramoto-Pedrotti, Psyc/CD
Bing Anderson, Finance – OCOB
John Chen, MechEngr – CENG
Bruce Golden, Diary – CAFES
Kevin Fagan, ModLangs
Samuel Frame, Stats
Mary Peracca, Student Affairs
Erin Echols, Student Affairs

C. Approval of faculty members to the Academic Senate Graduate Programs

Subcommittee for 2011-2013: The following were approved:

College of Engineering
College of Liberal Arts
College of Science and Math
Orfalea College of Business

David Marshall, AeroEng
Elizabeth Lowham, PoliSci
Caixing Gu, Math
Joan Lindsey-Mullikin, Mktg

D. Approval of faculty members to the Academic Senate Curriculum Appeals

Subcommittee for 2011-2012: The following were approved: Dave Hannings, Horticulture and Crop Science Department, Elena Keeling, Biological Sciences Department, and Dan Villegas, Economics Area.

E. Approval of remaining caucus chairs for 2011-2012: The following were nominated:

CAFES - Doris Derelian, CAED - Lewis Call, and from CAED – Bruno Giberti. M/S/P to table motion.

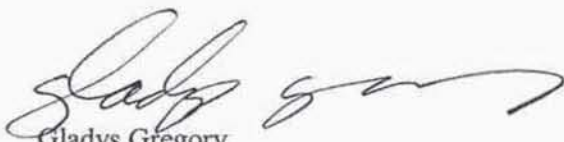
F. Approval of OCOB senator for 2011-2012: The following was approved: Lou Tornatzky from Industrial Technology.

G. Approval of assigned time for Senate officers and committee chairs: due to lack of time, this item will be discussed at the next meeting.

VI. Discussion Item(s): none.

VII. Adjournment: 5:00 pm

Submitted by,


Gladys Gregory
Academic Senate

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

MINUTES OF THE
ACADEMIC SENATE EXECUTIVE COMMITTEE

Tuesday, April 26, 2011
01-409, 3:10 to 5:00pm

- I. Minutes: none.
- II. Communication(s) and Announcement(s): none.
- III. Reports: none.
- IV. Business Items:
 - A. **Academic Senate committee vacancies for 2011-2013:** No appointments were made.
 - B. **University committee vacancies for 2011-2013:** Jim LoCascio was appointed to the ASI Board of Directors for the 2011-2012 term.
 - C. **Approval of remaining caucus chairs for 2011-2012:** The following were approved:

College of Agriculture, Food and Environmental Sciences	Doris Derelian, FoodSci/N
College of Architecture and Environmental Design	Bruno Giberti, Arch
College of Liberal Arts	Lewis Call, History
 - D. **Approval of assigned time for Senate officers and committee chairs:** The assigned time presented was approved.
 - E. **Appointment of Academic Senate committee chairs:** The following were appointed:

Budget and Long Range Planning Committee	Samuel Frame, Stats
Curriculum Committee	Andrew Schaffner, Stats
Distinguished Scholarship Awards Committee	Colette Frayne, Mgt
Faculty Affairs Committee	Graham Archer, ArchEngr
Fairness Board	Matthew Burd, AniSci
Grants Review Committee	Ken Griggs, Mgt
Instruction Committee	Kevin Lertwachara, Mgt
Research & Professional Development Committee	Franz Kurfess, CompSci
Sustainability Committee	Neal MacDougall, Agribus
 - F. **GE Governance Board appointments:** The following were appointed:

College of Agriculture, Food and Environmental Sciences	Lisa Nicholson, FoodSci/N
College of Engineering	Clark Turner, CompSci
College of Liberal Arts	Andrew Morris, History
	Tal Scriven, Philos
College of Science & Math	Elena Keeling, BioSci
	Camille O'Bryant, Kines
Orfalea College of Business	Clare Battista, Econ
Professional Consultative Services	Wendy Spradlin, CLA Advisg
- V. Discussion Item: none.
- VI. Adjournment: 4:13pm

Submitted by,


Gladys Gregory,
Academic Senate

ACADEMIC SENATE COMMITTEE VACANCIES FOR 2011-2013

College of Agriculture, Food, and Environmental Sciences

GRADUATE PROGRAMS SUBCOMMITTEE

College of Architecture and Environmental Design

DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE

GE GOVERNANCE BOARD

GRADUATE PROGRAMS SUBCOMMITTEE

GRANTS REVIEW COMMITTEE

INSTRUCTION COMMITTEE

College of Engineering

CURRICULUM COMMITTEE

FACULTY AFFAIRS COMMITTEE

College of Science and Mathematics

FAIRNESS BOARD

INSTRUCTION COMMITTEE

Professional Consultative Services

DISTINGUISHED TEACHING AWARDS COMMITTEE

GRADUATE PROGRAMS SUBCOMMITTEE

INSTRUCTION COMMITTEE

ACADEMIC SENATE CURRICULUM APPEALS COMMITTEE

Doug Keesey, English – 23 years at Cal Poly, Tenured

I have served as GE Director (for 8 years) and Chair of the Senate Curriculum Committee (for 5 years). In addition, I have served on department, college, and Senate curriculum committees, and I've been a department chair. I've also served on GE committees (area and governance), and I've been an academic senator. If I were appointed, my input on the Appeals Committee would be informed by this wide range of experience. I would also work hard to keep an open mind, to hear both sides of an issue, and to take the time to really understand it. In thinking through issues, I would try to keep the best educational interests of the students as foremost in my mind.

UNIVERSITY COMMITTEE VACANCIES 2011-2012

ACADEMIC ADVISING COUNCIL (Cannot be from CSM)

CAL POLY HOUSING CORPORATION BOARD

CAL POLY PLAN STEERING COMMITTEE (Two vacancies)

CAMPUS PLANNING COMMITTEE (Two vacancies)

CURRICULUM APPEALS COMMITTEE

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE

INTELLECTUAL PROPERTY REVIEW COMMITTEE (One vacancy from CSM)

Possible 2011-2012 Committee Chairs

Committee	Chair 2010-2011	Chair Since	Willing to Chair 2011-2012	2011-2012 Committee Member	College/Department
Distinguished Teaching Awards Committee	Mike Geringer	03-04	Cyrus Ramezani	Yes	OCOB - Finance
Graduate Programs Subcommittee	-----	-----	Joan Lindsey-Mullikin	Yes	OCOB - Marketing

Adopted:

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

AS-__-11

RESOLUTION ON THE GENERAL EDUCATION TASK FORCE REPORT

- 1 WHEREAS: The General Education (GE) governance structure changed in spring, 2010, such
2 that the GE Governance Board became an Academic Senate Board, rather than a
3 board that reports directly to the Provost; and,
4
5 WHEREAS: Cal Poly's GE underwent program review in 2006; and,
6
7 WHEREAS: The new GE Governance Board will be established by fall, 2011; and,
8
9 WHEREAS: The Academic Senate established a GE Task Force to review the GE program, the
10 2006 GE program review, and make recommendations for the new GE
11 Governance Board; and,
12
13 WHEREAS: The GE Task Force has developed a set of recommendations at three levels based
14 on its review of the GE program and the 2006 GE program review; and,
15
16 WHEREAS: The recommendations include: one recommendation regarding GE for Cal Poly
17 Leadership, five sets of recommendations for the GE Governance Board, and two
18 recommendations for the Academic Senate; and,
19
20 WHEREAS: The GE Task Force maintains that by endorsing and acting on the
21 recommendations in the attachment, Cal Poly students will benefit from an even
22 richer general education; and,
23
24 WHEREAS: Acting on the recommendations of the GE Task Force does not involve increasing
25 the overall unit count of any degree program at Cal Poly; therefore be it
26
27 RESOLVED: That the Academic Senate endorse the attached report from the Academic Senate
28 2010-11 GE Task Force.

Proposed by: Academic Senate 2010-11 GE Task Force
Date: April 28, 2011

General Education Task Force Recommendations

Opening Statement:

The GE Task Force appreciates the continued support from Cal Poly administrative leadership and faculty to view GE not as separate and distinct from education in the major, but instead as integral to the development of the "whole system" thinkers we want our students to become. The GE Task Force recognizes the commitment from Cal Poly administrative leadership and faculty to continually improving our whole curriculum in part by relying on GE as a crucial resource for students to learn and develop foundational skills.

Section 1: Recommendation regarding General Education (GE) for Cal Poly Leadership:

1. GE and Advising

Background:

GE, as a program, ought to have an interactive relationship with advising in order to keep abreast of student advising issues, solve problems, and create opportunities for student success. From 1999 to 2010, GE staff voluntarily attended Advising Council meetings without an official appointment. This resulted in many informational exchanges and problem solving opportunities, as well as development of many collaborative outreach projects. Due to a change in leadership on the Advising Council, along with the unofficial status of the GE appointment to the Advising Council, the GE staff member was removed from the council.

At the President's discretion, he or she could appoint either the GE staff member to the Advising Council, or someone from the GE Governance Board. Alternatively, the President could delegate this responsibility to the GE Governance Board.

The GE Task Force respectfully requests that the President establish an official GE appointment on the Advising Council.

Section 2: Recommendations regarding GE for the GE Governance Board:

2. Writing and GE

Background:

GE 2001 was designed to introduce and develop students' writing skills through a writing requirement of 10% in all GE courses, and a writing-intensive component (3,000 words of writing, with faculty

providing steady and meaningful feedback to students, and 50% of grade) spread out through six lower and upper division GE courses. Faculty teaching writing intensive courses were to be supported through resources and training through Writing in Generally Every Discipline (WINGED; see Appendix One and <http://ge.calpoly.edu/facultyandstaff/winged/workshops.html>).

The GE Task Force consulted with the Chair of the English Department, the director of the writing program in English (Area A course series; she also happens to be the University Learning Objective Writing Consultant), the coordinator of the Writing and Rhetoric Center, and the WINGED coordinator about GE and writing intensive courses.

The GE Task Force considered data regarding the frequency over the past four years of large section offerings of writing intensive classes. Some departments have been offering some large sections of writing intensive classes due to budget conditions. It is challenging for faculty to provide steady and meaningful feedback of student writing in large section classes. The data shows an increase in large section writing intensive courses in the following areas:

- GE Area C1 and C2 classes have enrollment in some sections from 120 to 137.
- Most C4 (Arts and Humanities - upper-division writing intensive-elective) have class sections with enrollments of 35 students or less; however there are large sections with enrollment from 80 to 218 in HUM 320, MU 324, and PHIL 339.
- D5 courses (Society and the Individual - upper-division writing-intensive elective) have section enrollments from 30 to 230. (ECON 303 runs as large as 230, POLS 325 runs as large as 135-210).

Recommendations for the GE Governance Board regarding writing and GE:

- A. Develop an annual plan to encourage freshmen students to take the GE Area A: Communication course series (A1, A2, and A3) by the end of their first year. The plan should include interaction with faculty, advisors and students. The GE Area A1, A2, and A3 learning outcomes should be shared with faculty in all disciplines, so that faculty will understand what communication/writing skills students are expected to learn in these introductory courses, skills that should prepare students for their major courses.
- B. Develop an annual plan to encourage junior students to fulfill or at least attempt the Graduation Writing Requirement (GWR) by the end of their junior year. This would allow students to see the assessment of their skills sufficiently early in their university experience, to afford them more time to improve their skills if they need to retake the test.
- C. Work with major programs to develop flow charts that integrate lower-division GE writing-intensive courses into the freshmen/sophomore curriculum, and integrate upper-division GE writing intensive courses into the junior/senior curriculum.
- D. Develop a plan for an annual series of workshops, as well as a communication plan to reach faculty who teach writing-intensive courses. The plan would be coordinated with the Center for Teaching and Learning (CTL), WINGED, and the Writing and Rhetoric Center. The workshops would provide opportunities for joint discussions and provide an assortment of tools to assist faculty with teaching

and grading writing.

- E. The GE Program staff should recreate a new WINGED web site linked to the GE web site, offering online web site resources, sample writing assignments, rubrics, and workshop dates.
- F. Keep enrollment caps of 22 in GE Area A1: Expository Writing and 25 in A3: Reasoning, Argumentation, and Writing.
- G. As long as Cal Poly remains committed to the value of GE writing intensive courses, it needs to ensure that enrollment in writing intensive courses does not exceed manageable class sizes relative to the responsibility faculty have to give regular and meaningful feedback to students about their writing in these courses (see Appendix Two, regarding three university wide learning objectives faculty across the campus identified as priorities for their programs, one of which was written communication). The GE Task Force recommends that the GE staff member monitor the frequency and range of large section offerings of GE writing intensive classes. When appropriate, based on accurate data, the GE Governance Board should encourage the administration to provide adequate support and resources to ensure that writing intensive requirements are met. Alternatively, it may also be appropriate to explore whether Cal Poly wants to build an infrastructure that allows for large section writing intensive alternative courses. If Cal Poly cannot or will not provide adequate resources to support current GE writing intensive offerings for large sections, the GE Governance Board should consider whether those courses should continue to be certified "writing intensive" courses.

3. GE Assessment

The GE Task Force refrains from making recommendations about assessment until the Academic Senate Assessment Task Force completes its assessment report.

Summary GE Assessment since 2006 GE Program Review:

GE utilized a collaborative strategy in GE assessment, one that would integrate with academic program reviews and align its goals with the university learning objectives. A summary of progress is listed below:

- A. Mapping of the GE Learning Objectives in the GE curriculum has become a key point of integration in academic program review.
- B. A full scale integrated program review pilot was successfully implemented with the College of Business in 2007.
- C. GE utilized "ULO consultants" from 2008 through 2011 to assess specific GE/ULO learning objectives. The consultants led committees in assessing GE courses in writing proficiency, lifelong learning/information literacy, oral communication, diversity, and ethics. Results are available on ulo.calpoly.edu

4. GE Credit for Courses in Intermediate Level Courses in a Foreign Language

Background:

In article 4 of EO 1033: Subject Area Distribution, it states the following in reference to Area C Arts and Humanities courses in "Languages Other than English":

"Students may take courses in languages other than English in partial fulfillment of this [Area C] requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content."¹

Currently at Cal Poly, students can receive Area C1 course credit by taking one of Spanish 233, German 233, or French 233. Courses in C1 must cultivate "language skills that are advanced rather than basic" (see Area C Educational Objectives and Criteria, CR1, at: http://www.ge.calpoly.edu/facultyandstaff/ge_objectivesandcriteria.html#C)

The GE Task Force Chair consulted with Professor Keesey (GE Director), CLA Dean Halisky, CLA Associate Dean Valencia-Laver, Professor Thompson (Modern Languages and Literature Department Chair), and Ms. Tool (GE assistant in Academic Programs and Planning).

All parties consulted agreed that it is important to cultivate students' language skills that go beyond skill acquisition by determining a way that Cal Poly students could receive credit toward the degree for courses at the intermediate level. GE Area C may provide that possibility if students could earn GE credit in courses in languages other than English that are at the intermediate level, not just at the advanced-intermediate level.

Increasing opportunities: Students who participate in the CEA Study Abroad Program and the University Studies Abroad Consortium (USAC) receive GE Area C credit for taking intermediate level (not just advanced-intermediate) courses in languages other than English that have a substantial cultural component, providing they take those courses as part of their study abroad program. By contrast, students who participate in a Cal Poly led and developed study abroad program, such as the Cal Poly Spain and Cal Poly Peru programs, do not receive GE Area C1 credit for taking intermediate level (not advanced-intermediate) courses in languages other than English that have a substantial cultural component.

Cal Poly does have some approved courses in languages other than English in the 121/122 MLL courses that are at the intermediate level courses and have a substantial cultural component. However, Cal Poly students who take courses in the 121/122 series do not receive GE credit for those courses.

The Cal Poly GE template specifies that all courses in C1 should be literature-based, and the GE Task Force does not believe at this time that Area C1 needs revising. However, the GE Task Force maintains that it is important to increase opportunities for students to develop intermediate level language skills within the parameters of EO 1033 and the Cal Poly GE template, such that no student sees an overall increase in his or her total unit count for degree. One possible route is to create a new area in Area C, such as Area C5 as an option for students required to take the "C Elective."

¹ Article 4: Subject Area Distribution: CSU EO 1033 (<http://www.calstate.edu/EO/EO-1033.pdf>)

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

Additional Background regarding the Area C Elective for CAFES, CAED, CSM, and OCOB Students:

Within the required 72 unit template of General Education, students in the colleges of CAFES, CAED, CSM, and OCOB are required to take 4 extra units in any GE Area C area. Similarly, students in CLA, LS, and LAES are required to take 4 extra units in any Area B area. In GE Area B, students in CLA, LS, and LAES can satisfy the extra 4 units in Area B by taking any course in the B1-B4 series or, by taking a course in the specific B5 designation for CLA, LS, and LAES students only. B5 provides for an additional selection of Area B non-foundational course offerings for CLA, LS, and LAES students.

The GE Task Force believes it would be beneficial to pursue developing a comparable area, called C5, which could serve to provide additional course options for students in CAFES, CAED, CSM, and OCOB (who are already required to take 4 extra units in any GE Area C). These students could satisfy the extra GE Area C requirement either by taking any course in the C1-C4 offerings as they currently do, or by taking a course in the proposed C5 offerings (see Appendix Three, Current GE Template and Possible Revision to GE Template).

Proposed Benefits of a C5 area include:

- A. Cal Poly faculty who lead Cal Poly Study Abroad courses would have an opportunity to propose new "intermediate level" language courses in consultation with faculty from Modern Languages and Literature that could be used to satisfy the extra Area C elective course for CAFES, CAED, CSM, and OCOB students. Additionally, Cal Poly faculty who lead Cal Poly Study Abroad programs would have an opportunity to develop new GE language courses in consultation with faculty from Modern Languages and Literature.
- B. Cal Poly students could receive GE Area C elective credit by taking courses in the 121/122 MLL series.

The GE Task Force recommends that the GE Governing Board leave C1 as it is, unless it uncovers issues the GE Task Force did not consider that suggest revision of this area is advisable. The GE Task Force does recommend that the GE Governance Board consider options for maximizing opportunities regarding GE credit for intermediate level courses in languages other than English that have a substantial cultural component. One option might be to create a "C5 elective" designation within the existing GE Area C elective option for CAFES, CAED, CSM, and OCOB students only. This C5 GE area would provide for an additional selection of Area C non-foundational course offerings. The criteria and objectives for an additional selection of Area C5 non-foundational course offerings would be subject to the CSU EO 1033 Area C Arts and Humanities guidelines, and would be expanded within the current parameters of Cal Poly's GE Area C objectives and criteria by the GE Governing Board. Other possibilities could also apply. The GE Governing Board is charged with pursuing possible options and bringing what it believes is the best option to the Academic Senate for discussion and/or approval.

5. Area F Courses

Background:

Because of the interdisciplinary nature of these courses, all colleges have courses in Area F. Prior to AS 713-10: Resolution on the Establishment of an Academic Senate General Education Governance Board, the Area B/F Chair would monitor the supply and demand of Area F courses. The monitoring of supply and demand of Area F courses was especially helpful in advance of quarters for which it appeared there might not be enough courses to meet demand.

The GE Task Force recommends that the GE Governing Board work with the GE staff member to monitor the supply and demand of Area F courses.

6. Ad hoc committees: Area Experts to Assist with GE Curriculum Review During Catalog Cycle Review

According to the "Resolution on the Establishment of an Academic Senate Governance Board" (AS-713-10), the General Education Governance Chair may "Establish ad hoc committees if the GEGB Chair determines that ad hoc committees are needed, for instance for periodic GE assessment purposes of for program review."

The GE Task Force maintains the importance of ensuring that experts in specific GE areas are involved in the process of GE Curriculum Review. During heavy review periods, such as a catalog cycle, it would be prudent if the GEGB Chair were to establish an ad hoc committee comprised of an area expert from each GE area whose sole task is to attest to the appropriateness of course proposals for the areas in which faculty desired them to be certified.

The GE Task Force recommends that during heavy GE curriculum review periods, the GEGB Chair establish a GE Area ad hoc committee to attest to GE area appropriateness of courses proposed for GE.

Section 3: Recommendations for Academic Senate

7. Sustainability requirement

Background:

The GE Task Force supports a "Sustainability" requirement, similar to the USCP requirement, for all Cal Poly Students. In 2009 the Academic Senate adopted the "Sustainability Learning Objectives" for the university (AS-688-09). The GE Task Force maintains that is it possible and, in light of the Sustainability Learning Objectives, desirable, to add a Sustainability requirement for all Cal Poly students in such a way that no student sees an increase in his or her overall degree unit count. Just as USCP spans the curriculum, GE and non-GE, so too could a Sustainability requirement. Just as USCP is a "tag" on USCP certified courses from across the curriculum, so too would Sustainability be a "tag" on Sustainability certified courses from across the curriculum. Cal Poly faculty already have numerous approved courses in the major and GE curriculum in which important issues pertaining to sustainability are addressed. Consequently, students could satisfy the Sustainability requirement by taking courses they are already taking. Furthermore, faculty members would have new opportunities to develop courses in which they explore sustainability issues while they help students to meet GE or major requirements.

The GE Task Force recommends that the Academic Senate Chair work with the Academic Senate Curriculum Committee and the GE Governance Board to write a resolution requiring that all Cal Poly

students satisfy a Sustainability requirement by taking one Sustainability certified course. In consultation with the chair of the Academic Senate Sustainability Committee, the resolution should provide criteria courses need to satisfy to be certified as "Sustainability" courses. The Sustainability requirement would become an official requirement for Cal Poly students starting with the 2013 Cal Poly Catalog.

The GE Task Force further recommends that the Academic Senate establish a Sustainability Task Force in spring, 2012, whose sole charge is to certify existing and new courses for the Sustainability requirement, well in advance of the 2013 catalog.

8. USCP Review

Background:

Over the past three years, Cal Poly has been conducting a pilot assessment project, the "ULO Project." Among the assessment activities, the pilot project involved assessing for diversity learning. As a result of the diversity learning assessment activities, the Diversity Learning Assessment teams recommends that the university do a review of all USCP courses to ensure that they are aligned with the USCP criteria the Academic Senate adopted in 2009 (Resolution on United States Cultural Pluralism Requirement: AS-676-09; see Appendix Four, from the Diversity Learning Assessment Report).

Some USCP courses are not GE courses, however, many USCP courses are also GE courses, so the GE Task Force spent some time discussing the recommendation from the Diversity Learning Assessment team.

Many courses certified as USCP were so certified before the adoption of the 2009 criteria. It is important that future courses certified as USCP courses receive adequate review to ensure they meet USCP criteria, too.

The GE Task Force recommends that the Academic Senate establish a USCP Task Force in spring, 2012, whose charge is to review existing USCP certified courses to ensure that they meet the criteria described in AS-676-09. The USCP Task Force is also charged with giving faculty members meaningful feedback regarding any USCP courses in need of updating to meet USCP criteria. It is important that this review take place well in advance of the 2013 catalog.

For subsequent years, the GE Task Force recommends that the Academic Senate keep active the Academic Senate Curriculum Committee USCP sub-committee for on-going review of USCP proposed courses.

APPENDIX ONE

WINGED - Writing In Generally Every Discipline

The GE Program is committed to support both the GE required writing component and the writing-intensive coursework. This writing support is coordinated through the Center for Teaching and Learning (CTL) workshops. (756-7002)

WINGED Coordinator: Deborah Wilhelm - English Department (756-7032)

Workshop Goals and Content

The goal of the WINGED workshops is to promote better learning and receive better work from one's students and to join colleagues from across disciplines. Participants have the opportunity to discuss ideas and strategies that are all designed to make classes more effective and the instructor's life simpler. Topics include:

- How to get students to complete and understand assigned readings
- How to encourage students to think critically about course content
- How to design lectures, assignments, rubrics, and exams that meet program goals and produce high-quality student work

At the conclusion of WINGED, participants have access to a variety of ready-to-go strategies to try in their classes and an arsenal of practical ideas and skills, including at least one fully developed and "work shopped" assignment.

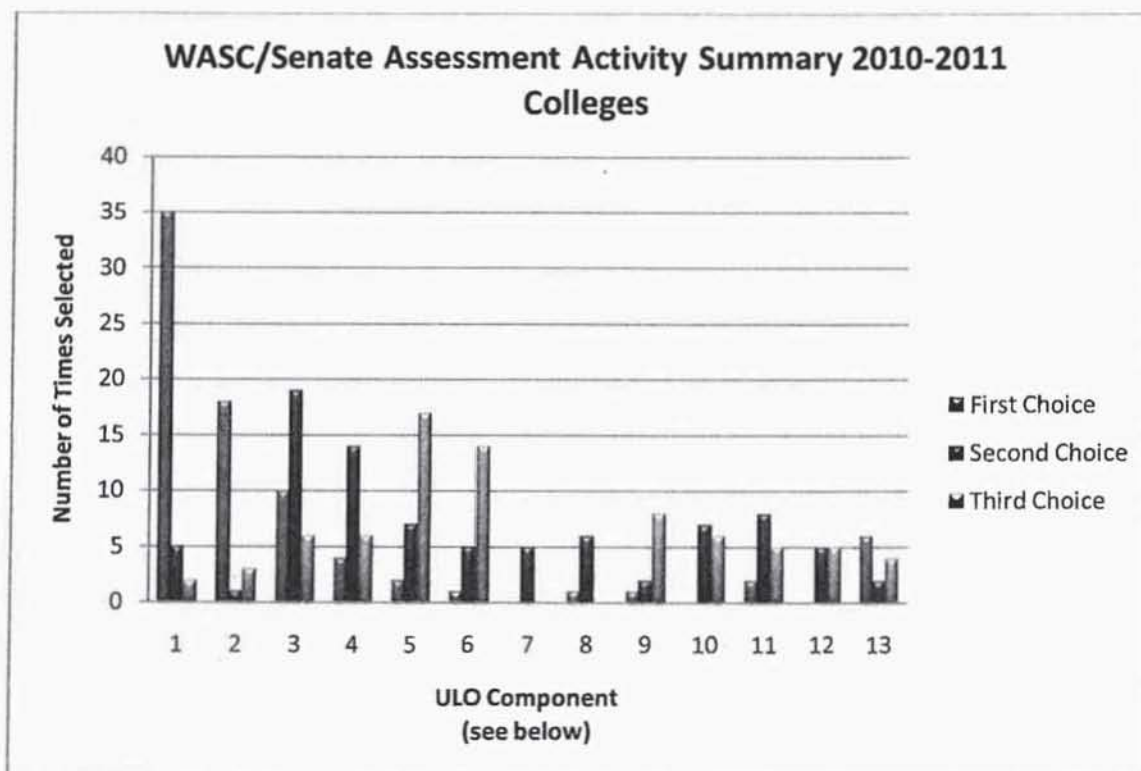
WINGED – Sample Schedule of Annual Workshops

Fall Series 2011: Three day workshop series from 9 to 12 noon, generally the weekend following Labor Day.

Winter Series 2011: Four two- hour workshop series (format sometimes varies)

Spring Series 2011: No workshops, but Deborah Wilhelm available for consultation

APPENDIX TWO



QUESTION

What are the top three university learning objectives the faculty in your program think a university wide assessment program should assess for?

ULO Components

1. Think critically
2. Think creatively
3. Communicate effectively: written
4. Communicate effectively: oral
5. Demonstrate expertise in a scholarly discipline
6. Understand that discipline in relation to the larger world of the arts, sciences, and technology
7. Work productively as individuals
8. Work productively in groups
9. Use their knowledge and skills to make a positive contribution to society
10. Make reasoned decisions based on an understanding of ethics
11. Make reasoned decisions based on a respect for diversity
12. Make reasoned decisions based on an awareness of issues related to sustainability
13. Engage in lifelong learning: independent research

Number of respondents: 54 programs

APPENDIX THREE

-17-

GE Requirements (existing template)

Most Majors=Colleges of Agriculture, Food & Environmental Sciences, Architecture & Environmental Design, Business, Science & Mathematics. **CLA, LS & LAES**=College of Liberal Arts, Liberal Studies and LAES majors. **ENGR**=Engineering Programs.

Some programs indicate specific GE courses to fulfill major and support course requirements. Courses from student's Major department may not be used to fulfill Areas C4 or D5. All GE courses are 4 units unless otherwise indicated. ✓ non-unit requirement

	Most Majors	CLA, LS & LAES	ENGR only
GE Units Taken in Residence	12	12	12
GE Upper Division Units Required	12	12	8
AREA A COMMUNICATION	12	12	12
A1 Expository Writing	4	4	4
A2 Oral Communication	4	4	4
A3 Reasoning, Argumentation, and Writing	4	4	4
AREA B SCIENCE & MATH	16	20	28
B1 Mathematics/Statistics	8	8	8
B2 Life Science	4	4	4
B3 Physical Science	4	4	4
B4 One lab taken with B2 or B3 course	✓	✓	✓
B5 elective (for CLA, LS & LAES students only) CLA, LS & LAES students may take B5, or any course from B1-B4		4	
B6 Upper-division (Engineering)			4
Engineering: Additional Area B			8
AREA C ARTS AND HUMANITIES	20	16	16
C1 Literature	4	4	4
C2 Philosophy	4	4	4
C3 Fine and Performing Arts	4	4	4
C4 Upper-division elective	4	4	4
Area C Elective (One from C1-C4)	4		
AREA D/E SOCIETY/INDIVIDUAL	20	20	16
D1 The American Experience (40404)	4	4	4
D2 Political Economy	4	4	4
D3 Comparative Social Institutions	4	4	4
D4 Self Development (CSU Area E)	4	4	4
D5 Upper-division elective	4	4	
AREA F TECHNOLOGY (upper-div)	4	4	
TOTAL GE UNITS	72	72	72

GE Requirements (with C5 proposed change)

Most Majors=Colleges of Agriculture, Food & Environmental Sciences, Architecture & Environmental Design, Business, Science & Mathematics. **CLA, LS & LAES**=College of Liberal Arts, Liberal Studies and LAES majors. **ENGR**=Engineering Programs.

Some programs indicate specific GE courses to fulfill major and support course requirements. Courses from student's Major department may not be used to fulfill Areas C4 or D5. All GE courses are 4 units unless otherwise indicated. ✓ non-unit requirement

	Most Majors	CLA, LS & LAES	ENGR only
GE Units Taken in Residence	12	12	12
GE Upper Division Units Required	12	12	8
AREA A COMMUNICATION	12	12	12
A1 Expository Writing	4	4	4
A2 Oral Communication	4	4	4
A3 Reasoning, Argumentation, and Writing	4	4	4
AREA B SCIENCE & MATH	16	20	28
B1 Mathematics/Statistics	8	8	8
B2 Life Science	4	4	4
B3 Physical Science	4	4	4
B4 One lab taken with B2 or B3 course	✓	✓	✓
B5 elective (for CLA, LS & LAES students only) CLA, LS & LAES students may take B5, or any course from B1-B4		4	
B6 Upper-division (Engineering)			4
Engineering: Additional Area B			8
AREA C ARTS AND HUMANITIES	20	16	16
C1 Literature	4	4	4
C2 Philosophy	4	4	4
C3 Fine and Performing Arts	4	4	4
C4 Upper-division elective	4	4	4
C5 elective (for Most majors only: CAFES, CAED, CSM, & OCOB – These students may take C5, or any course from C1-C4)	4		
AREA D/E SOCIETY/INDIVIDUAL	20	20	16
D1 The American Experience (40404)	4	4	4
D2 Political Economy	4	4	4
D3 Comparative Social Institutions	4	4	4
D4 Self Development (CSU Area E)	4	4	4
D5 Upper-division elective	4	4	
AREA F TECHNOLOGY (upper-div)	4	4	
TOTAL GE UNITS	72	72	72

APPENDIX FOUR

USCP: Excerpts from the Diversity Learning Report (DLO) - March 2011 Chaired by Dan Villegas, ULO Consultant

- The 2009-2011 Cal Poly catalog lists seventy-one courses that fulfill the USCP requirement. These courses address many different dimensions of diversity and employ many different discipline-specific principles and perspectives for advancing the particular learning objectives designated for each course. The focus of the Diversity Learning Objective (DLO) assessment project is to evaluate the overall contribution of the USCP program to student attainment of the Cal Poly diversity learning objectives.
- The overall assessment results did not reveal a large positive contribution to the diversity learning objectives from the USCP program. The analysis provides a very general assessment of the USCP program, and is not a reflection of the quality of diversity learning that takes place in individual USCP courses. Although diversity learning should be infused throughout the Cal Poly curriculum and in co-curricular activities, the reality is that the USCP program plays a critical and prominent role in the diversity learning of Cal Poly students. The overall assessment results related to the USCP program support the need for strengthening the connection between USCP courses and the Cal Poly diversity learning objectives.
- Diversity should be infused throughout the student's curriculum, including the GE program, the USCP program and major courses.
- A program review of the U.S. Cultural Pluralism (USCP) program should take place "to discern if courses are meeting the USCP criteria and objectives, as well as reflect the intent of the diversity learning objectives."
- In addition, the USCP program review should determine if each of the seventy-one USCP courses are effectively aligned with the Cal Poly diversity learning objectives. All USCP course instructors should be encouraged to address the four Cal Poly diversity learning objectives in their course content.
- The diversity learning objectives should be included in a review of the Cal Poly general education program and infused throughout the GE program (DCTF)

Adopted:

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

AS-__-11

RESOLUTION ON GREEN CAMPUS PROGRAM

Background: The CSU (CSU Executive Order 987) has mandated the reduction of resource and energy usage across the CSU system including all campuses. Facility Services has done an excellent job of reducing the campus carbon footprint through the implementation of energy efficiency, water conservation, recycling, alternative transportation, sustainable procurement and resource use reduction initiatives.

Facility Services in collaboration with the Alliance to Save Energy has established a Green Campus Program (www.afd.calpoly.edu/greencampus) on the Cal Poly campus. The intent of this program is to implement energy and water conservation projects and programs, support green workforce development and to accomplish behavioral change through educational outreach to students, faculty and staff. Cal Poly's Green Campus team includes five paid student interns and a number of additional student volunteers working for academic credit. The program has been highly successful in reducing resource and energy usage in the residence halls and is extending into areas of the University's Administration and Finance Division (AFD). The Alliance to Save Energy Green Campus Program is funded by the ratepayers of California under the auspices of SCE, PG&E, and Semptra Energy.

The academic departments have had a limited role in reducing resource and energy usage on the campus. It is the intent of this resolution to invite academic departments to actively participate in the Green Campus Program effort to reduce resource and energy usage.

WHEREAS, Assembly Bill 32, the California Global Warming Solutions Act of 2006, mandates that California reduce its greenhouse gas emissions to 1990 levels by 2020; and

WHEREAS, State Executive Order S-3-05 mandated that greenhouse gas emissions be reduced to 80% below 1990 California levels by 2050; and

WHEREAS, The CSU in Executive Order 987 has mandated the reduction of resource and energy usage for the CSU system as well as the campuses; and

WHEREAS, The source of carbon emissions on campus come primarily from utility energy use for heating, cooling and lighting, water use, fuel use for commuting, travel and the campus vehicle fleet, procurement, and material and resource consumption; and

WHEREAS, Facility Services has done an excellent job of reducing resource and energy usage on the campus; and

- 38 WHEREAS, Facility Services, in collaboration with the Alliance to Save Energy, has established
39 a Green Campus Program; and
40
- 41 WHEREAS, The Green Campus Program is actively working with and has been highly
42 successful in reducing resource, energy and water usage in University Housing,
43 ASI, Cal Poly Corporation, Campus Dining, student clubs and Student Life &
44 Leadership; and
45
- 46 WHEREAS, The Vice President of Administration and Finance has endorsed the Green Campus
47 Certification process and has directed every department within AFD to designate a
48 sustainability mentor and to pursue Green Campus Certification; and
49
- 50 WHEREAS, The academic departments have had a limited role in reducing resource, energy
51 and water usage on the campus; and
52
- 53 WHEREAS, Facilities Services has offered to provide assistance to academic departments in
54 order to extend the Green Campus Program to academic departments; and
55
- 56 WHEREAS, The Green Campus Program has developed the Green Campus Certification
57 process that creates awareness and recognition for the adoption of sustainable
58 practices that conserve energy and water, reduce resource use, promote increased
59 recycling and use of alternative transportation; and
60
- 61 WHEREAS, Many of the strategies employed in the Green Campus Certification process could
62 help to reduce program costs to the academic departments by reducing resource
63 and energy usage; therefore be it
64
- 65 RESOLVED: That the Academic Senate support the Green Campus Program by encouraging its
66 extension to all administrative and academic units; and be it further
67
- 68 RESOLVED: That all academic departments shall be encouraged to pursue Green Campus
69 Certification; and be it further
70
- 71 RESOLVED: That all academic departments shall be encouraged to provide opportunities for
72 student participation in the certification process through service learning and/or
73 academic credit; and be it further
74
- 75 RESOLVED That support for the academic departments shall be provided by Facility Services,
76 the Green Campus Program, and the Academic Senate Sustainability Committee.

Proposed by: Academic Senate Sustainability Committee
Date: May 2 2011

Adopted:

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

AS-__-11

**RESOLUTION ON
PROTECTING THE 'AMERICAN INSTITUTIONS' REQUIREMENT**

- 1 WHEREAS, California administrative law (Title 5, Section 40404) requires each campus of the
2 California State University to "provide for comprehensive study of American
3 history and American government including the historical development of
4 American institutions and ideals, the Constitution of the United States and the
5 operation of representative democratic government under that Constitution, and
6 the processes of state and local government"; and
7
8 WHEREAS, All CSU students must demonstrate competent knowledge of American
9 institutions and ideals in order to qualify for graduation; and
10
11 WHEREAS, Teaching undergraduates about American institutions and ideals is a crucial
12 component of the CSU educational mission; and
13
14 WHEREAS, The CSU Board of Trustees is considering a new policy which would allow the
15 CSU Chancellor and/or the Presidents of CSU campuses to waive the 'American
16 Institutions' requirement for certain majors and groups of students; and
17
18 WHEREAS, The Academic Senate of San Jose State University has urged the Trustees to delay
19 consideration of changes to the existing 'American Institutions' requirement;
20 therefore be it
21
22 RESOLVED: That the Academic Senate of California Polytechnic State University, San Luis
23 Obispo, endorse the attached resolution of the Academic Senate of San Jose State
24 University, "Resolution to Urge the Board of Trustees to Delay Consideration of
25 Waivers to the Existing Title 5 'American Institutions' Requirement."

Proposed by: Lewis Call, Senator for College of Liberal
Arts (History Department)
Date: May 2 2011

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

SS-S11-5, Sense of the Senate Resolution, "Resolution to Urge the Board of Trustees to Delay Consideration of Waivers to the Existing Title 5 'American Institutions' Requirement"

Legislative History: At its meeting of April 18, 2011, the Academic Senate approved the following Sense of the Senate Resolution presented by Senator Peter.

**SENSE OF THE SENATE RESOLUTION
"RESOLUTION TO URGE THE BOARD OF TRUSTEES TO DELAY
CONSIDERATION OF WAIVERS TO THE EXISTING TITLE 5 'AMERICAN
INSTITUTIONS' REQUIREMENT"**

- Whereas, For decades the California State University has maintained a requirement (in Title 5 administrative law) for all CSU graduates to "acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, to enable them to contribute to that society as responsible and constructive citizens" (Title 5 40404); and
- Whereas, An informed citizenry is necessary in American democracy, but mounting evidence shows that "most individual voters are abysmally ignorant of even very basic political information"¹; and
- Whereas, The passing last Autumn of SB 1440—a measure designed to streamline transfers from the California Community Colleges to the CSU, has enabled the creation of "Transfer AA" degrees from the CCC system; the CCC system, however, refuses to include the Title 5 American Institutions requirements as a part of these newly created transfer degrees; and
- Whereas, The CSU Board of Trustees is considering changes in the Title 5 "American Institutions" requirement that will enable (but not necessarily require) the Chancellor, Presidents and "appropriate campus authorities"

¹See for example Ilya Somin, "When Ignorance Isn't Bliss: How Political Ignorance Threatens Democracy" (*Policy Analysis* No. 525, September 22, 2004.) "In this paper I review the overwhelming evidence that the American electorate fails to meet even minimal criteria for adequate voter knowledge" (p. 2.) See also Andrew Romano, "How Dumb Are We? Newsweek gave 1,000 Americans the U.S. Citizenship Test—38% failed. The country's future is imperiled by our ignorance," *Newsweek* March 28 and April 4, 2011.

to waive the American Institutions requirement for certain majors and groups (called "the proposal" in this document); and

- Whereas, After a few weeks of informal conversations, the proposal was first publicly broached at an April 13 meeting with the CSU Presidents; this unfortunate time line has resulted in insufficient consultation to date with History and Political Science faculty and almost no time—in the last month of classes—for local Academic Senates and their curriculum committees to respond; and
- Whereas, The possibility of using the existing option of comprehensive exams in American Institutions to bring the CSU fully into compliance with SB1440 has not been fully explored now, therefore, be it
- Resolved, That the Board of Trustees should delay any consideration of Title 5 changes to the "American Institutions" requirement until the possibility of using the existing Comprehensive Exam option to bring the CSU into compliance with SB 1440 is fully explored with the help of the system's Political Science and History faculty; we acknowledge that there may need to be procedural and/or policy changes in the administration of these exams but believe that the option could be of great promise in complying with SB 1440 without the need for a Title 5 change; be it further
- Resolved, The Academic Senate of San Jose State University reaffirms its commitment to the principle that all graduates of our institution should demonstrate an understanding of "American democracy and of the society in which they live" so that they may "contribute to that society as responsible and constructive citizens"; be it further
- Resolved, That the CSU should strongly consider the option of not recognizing transfer AA degrees that fail to allow the American Institutions requirement within the constraints of SB1440 degrees--as being too dissimilar to our own degrees; be it further
- Resolved, That the CSU should request that the Legislature amend "The Student Transfer Achievement Reform Act" (SB 1440) to clarify that American Institutions requirements should be fully maintained during the implementation of the law; be it further
- Resolved, That copies of this resolution be distributed to the Chancellor, to the Board, to the ASCSU, to all campus senates, and to the Chairs of all CSU History and Political Science Departments, the Assembly Committee on Higher Education, and the Academic Senate of the California Community Colleges.