



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

**MEETING OF THE ACADEMIC SENATE EXECUTIVE COMMITTEE**  
**Tuesday, January 24 2012**  
**01-409, 3:10 to 5:00pm**

- I. Minutes:  
**Approval of Academic Senate Executive Committee minutes for January 3 2012 (pp. 2-3).**
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost:
  - D. Statewide Senate:
  - E. CFA:
  - F. ASI:
  - G. Other:
- IV. Business Item(s):
  - A. **Academic Senate/university committees and task force vacancies for 2011-2013:** (p. 4).
  - B. **Resolution on General Education C5 Elective:** Machamer, chair of General Education Governance Board (pp. 5-28).
  - C. **Resolution on Academic Senate Executive Committee Attendance and Voting Provision:** Executive Committee (p. 29).
  - D. **Resolution on Corporate Relations in the Classroom:** Lertwachara, chair of Instruction Committee (p. 30).
- V. Discussion Item(s):  
**Report by the Disbanding Policies Task Force:** Helen Bailey, Harvey Greenwald, David Hannings, and Stern Neill (pp. 31-35).
- VI. Adjournment:

- I. Minutes: The minutes of November 8 and November 29, 2011 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: none.
  - B. President's Office: Kinsley announced the appointments of Debbie Read as VP for University Advancement, Preston Allen as interim VP for Student Affairs, and Kathleen Enz Finken as Provost (January 31).
  - C. Provost: Koob announced that Cal Poly is waiting on the governor's budget, scheduled to come out mid-January, to finalize enrollment targets for next year.
  - D. Statewide Senate: Foroohar announced that Chancellor Reed has been developing initiatives with huge impact on curriculum without faculty consultation. At the last plenary meeting, there was a lot complaining and criticism of the Statewide Academic Senate leadership for not standing up to the chancellor. It now appears that the budget cuts, for Statewide Senators, is an excuse to eliminate the Statewide Academic Senate since many campuses do not have the necessary funds for travel or release time. The online initiative has received \$50,000 from each campus and has hired a director. A resolution on a vote of no confidence for Chancellor Reed will be discussed at the next statewide meeting. LoCascio reported that Statewide Academic Senate is trying to stop AB 645, which requires graduate students to complete two ethnic studies courses.
  - E. CFA Campus President: none.
  - F. ASI Representative: Titus reported that the new rec-center will open in mid-January but no date has been set yet.
  - G. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
  - A. **Academic Senate/University committee and task force vacancies for 2011-2012:** The following appointment was made:  
Distinguished Teaching Award Committee Mike Geringer, Management
  - B. **Appointment of two non-CAED faculty members to the search committee for dean of CAED:** Academic Senate chair will conduct the appointments via e-meetings.

- C. **Resolution on Renaming the Distinguished Scholarship Award, Renaming the Distinguished Scholarship Awards Committee, and Updating the Award Description and Criteria (Distinguished Scholarship Awards Committee):** Bodemer presented this resolution, which request that the proposed general guidelines and selection criteria be approved as well as the renaming of the Distinguished Scholarship Award Committee and award. M/S/P to table the resolution.
- D. **Resolution on Changes to the Academic Senate General Education (GE) Governing Board Policy (GE Governance Board):** Machamer presented this resolution, which revises the responsibilities of the GEGB and GEGB chair. M/S/P to agendize the resolution.
- E. **Resolution on Shared Governance (Faculty Affairs Committee):** this resolution requests that a task force be set up to revise the *Constitution of the Faculty* to include shared governance in the definition of the functions of the Academic Senate. M/S/P to table the resolution.
- F. **Resolution on Direction of Expenditures for the CSU Online Initiative (Online Task Force):** Griggs presented this resolution, which request that the Academic Senate call upon the Chancellor to give top priority to all short-term expenditures related to the development of CSU Online and ensure that the CSU neither enters into any contracts with external service provides for CSU Online nor incurs any significant expenditures. M/S/P to agendize the resolution.

VI. Discussion Item(s): none.

VII. Adjournment: 4:22 pm

Submitted by,



Gladys Gregory  
Academic Senate

## **ACADEMIC SENATE COMMITTEE VACANCIES**

2011-2013

### **College of Agriculture, Food and Environmental Science**

DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE  
INSTRUCTION COMMITTEE (2011-2012)

### **College of Architecture and Environmental Design**

DISTINGUISHED SCHOLARSHIP AWARDS COMMITTEE  
GE GOVERNANCE BOARD (2011-2014)

Bruno Giberti, Architecture (18 years at Cal Poly) Tenured

I have a serious and informed interest in GE that grows out of my long-time experience as an instructor for a set of C3 courses (ARCH 217-218-219) and a member of the one-time A/C Committee. As an architect and an architectural historian, I bring a relatively unique perspective to the GE program that reflects the standpoint of both a professional degree program and a contributing discipline in the humanities.

I bring current experience as CTL director, in which capacity I was a member of the team that contributed to the fall CSU meeting on GE assessment, which was held in conjunction with a WASC conference. I would look forward to working with the chair of the GE committee to implement the conceptual plan developed at the meeting. As a consultant to Cal State LA's process of GE revision, I would as a member of Cal Poly's GE committee have the interesting opportunity to cross-fertilize ideas between two related but very different institutions.

GRANTS REVIEW COMMITTEE

RESEARCH & PROFESSIONAL DEVELOPMENT COMMITTEE

Need replacement for Marc Neveu 2011-2012

### **College of Engineering**

FACULTY AFFAIRS COMMITTEE  
INSTRUCTION COMMITTEE (2011-2012)

### **Professional Consultative Services**

INSTRUCTION COMMITTEE

## **UNIVERSITY-WIDE COMMITTEE VACANCIES**

CAL POLY HOUSING CORPORATION BOARD - one vacancy (2011-2013)

CAL POLY PLAN STEERING COMMITTEE - one vacancy (2011-2012)

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC) - one vacancy (2010-2013)

INTELLECTUAL PROPERTY REVIEW COMMITTEE - one **CSM** vacancy (2010-2013)

## **ACADEMIC SENATE APPOINTMENTS TO THE ACADEMIC ASSESSMENT COUNCIL**

ONE FACULTY MEMBER FROM EACH (3-YEAR TERMS):

College of Agriculture, Food and Environmental Science

College of Architecture and Environmental Design

College of Engineering

Orfalea College of Business

Professional Consultative Services



Adopted:

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

**AS-\_\_-12**

**RESOLUTION ON GENERAL EDUCATION C5 ELECTIVE**

- 1 WHEREAS, The 2010-2011 General Education (GE) Task Force made several recommendations  
2 regarding the Cal Poly GE program for the GE Governance Board (see attached  
3 background: General Education Task Force Recommendations Report, henceforth "GE  
4 Report"); and  
5
- 6 WHEREAS, On May 10, 2011, the Academic Senate Executive Committee approved the GE Report  
7 as charges for the GE Governance Board and the Academic Senate (see attached  
8 background: Minutes of the Academic Senate Executive Committee, 5/10/11); and  
9
- 10 WHEREAS, As the GE Report indicates, the 72 unit GE template the Academic Senate approved in  
11 the "Resolution on General Education 2000" (AS 504-98) requires that students "in the  
12 colleges of CAFES, CAED, CSM, and OCOB are required to take 4 extra units in any  
13 GE Area C area. Similarly, students in CLA, LS, and LAES are required to take 4 extra  
14 units in any Area B area"; and  
15
- 16 WHEREAS, Among the recommendations in the GE Report is that the GE Governance Board increase  
17 opportunities for Cal Poly students to receive "GE credit for intermediate level courses in  
18 languages other than English that have a substantial cultural component" (page 5, GE  
19 Report); and  
20
- 21 WHEREAS, Within the CSU GE template, only Area C could allow for students to receive credit for  
22 intermediate level courses in languages other than English (MLL 121 level courses and  
23 above); and  
24
- 25 WHEREAS A designated C5 Elective Area for intermediate level course in languages other than  
26 English (MLL 121 level courses and above) would provide additional choice options for  
27 students within CAFES, CAED, CSM, and OCOB who are required to take 4 extra units  
28 in any GE Area C area; and  
29
- 30 WHEREAS, Within the last twelve (12) quarters at Cal Poly (Winter 2009 – Fall 2011), one-hundred  
31 and fifty-eight (158) students from CAFES, CAED, CSM and OCOB took MLL courses  
32 (CHIN, FR, GER, SPAN) at the 121 level (see attached background: Academic Affairs  
33 Application Services Report, 1/13/12); and  
34
- 35 WHEREAS Approximately eighty (80) CAFES, CAED, CSM and OCOB majors took SPAN courses  
36 at the 121 level and above as part of the Cal Poly Faculty-Led Programs to Peru and  
37 Spain over the past two years (2009-2011) (see attached background: International  
38 Education and Programs Report); and  
39

- 40 WHEREAS Fall quarter 2011, one-hundred and forty-one (141) freshmen CAFES, CAED, CSM and  
41 OCOB majors received Advanced Placement (AP) credit for SPAN, FR and GER 121  
42 (see attached background: Evaluations Unit, Advanced Placement 121 Report, 1/17/12);  
43 and  
44
- 45 WHEREAS In addition to courses approved for a C5 Elective, students from CAFES, CAED, CSM  
46 and OCOB would also be able to fulfill the C Elective requirement from any approved  
47 C1, C2, C3 or C4 course, if it is not already being used to satisfy one of those areas; and  
48
- 49 WHEREAS As part of President Armstrong's inaugural Fall Conference speech in September 2011,  
50 (<http://www.president.calpoly.edu/fallconference/presidentsremarks.asp>) he pointed to  
51 the Strategic Plan as a road for Cal Poly's future, illuminating in particular, "the vision as  
52 expressed in the Strategic Plan, that is: Cal Poly will be the nation's premier  
53 comprehensive polytechnic university, recognized as an innovative institution that  
54 develops and inspires resourceful professionals to serve California and help solve global  
55 challenges,"; and  
56
- 57 WHEREAS As part of President Armstrong's inaugural Fall Conference speech in September 2011,  
58 (<http://www.president.calpoly.edu/fallconference/presidentsremarks.asp>) he defined six  
59 (6) key imperatives that, "will guide us for the next 10 – 15 years," the Third Imperative  
60 being to "Foster diversity and cultural competency in a global context"; therefore be it  
61
- 62 RESOLVED That the Academic Senate approve the attached proposal for a defined C5 Elective Area  
63 for majors within CAFES, CAED, CSM and OCOB, effective beginning the 2013-2015  
64 catalog, that would increase opportunities for students to receive "GE credit for  
65 intermediate courses in language other than English that have a substantial cultural  
66 component."

Proposed by: Academic Senate General Education  
Governance Board

Date: January 18, 2012

## **C5 Elective Area Proposal** (with introductory Area C amended to include a C5 component)

### **Area C: Introduction to Lower-Division Courses**

Area C1: Literature, C2: Philosophy, C3: Fine and Performing Arts, C5: Languages other than English, provide a basic understanding of the traditions, values, and achievements found in language, literature, philosophy, and the fine and performing arts. Courses in this area foster, encourage, and improve students' ability to understand and respond--cognitively and affectively--to cultural achievements in both verbal and non-verbal forms. Foundation courses in the arts and humanities prepare students to see achievements within their broad historical and cultural context. These courses seek to improve and encourage students' ability to read with critical judgment and write with clarity, emphasizing writing as an integral part of the process of learning and discovery. They also cultivate an awareness of language and the arts as forms of expression valuable both in themselves and for developing critical and cultural awareness. By placing basic knowledge in a larger context, these courses provide a vision of why this area is an important component of general education

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### **C5: Elective**

**(GE credit option for CAED, CAFES, CSAM and OCOB students only)**

Specified lower-division courses listed for Area C5 satisfy many of the educational objectives and criteria as listed for Areas C1-C3, but are not foundational courses. As such, they are appropriate as secondary courses (electives) in arts and humanities.

Courses specifically approved for Area C5: Elective are provided as additional choice options. Alternatively, to fulfill the C Elective requirement, students may choose any approved C1, C2, C3 or C4 course, if it is not already being used to satisfy one of those areas.

### **C5: Lower-Division Educational Objectives**

*Lower-division courses in C5 must fulfill EACH of the following objectives: After completing the lower-division elective, students should have an enhanced ability to:*

- *EO 1 communicate effectively in real target-language situations with an understanding of the various registers of language, including formal and metaphorical;*
- *EO 2 recognize cultural development reflected in changing language use; understand the significance of major historical events and movements, including evolving technology, in the development of the target language;*
- *EO 3 understand the historical/cultural development of issues in the humanities in significant periods prior to and including the twentieth century; understand the ways that historical context can illuminate current problems and concerns;*
- *EO 4 appreciate the differences between various cultural registers, such as popular, traditional, indigenous, Western, non-Western, as they are expressed in the target cultures.*

### **C5: Lower-Division Criteria**

*Lower-division courses in C5 must meet EACH of the following criteria:*

*The course proposal and expanded course outline must clearly indicate that the course is at the 121 level or above, as well as how the course:*

- *CR 1 provides training in the four language skills: speaking, listening, reading, and writing at an intermediate level or above;*
- *CR 2 emphasizes analysis of the structures of the target language together with contrast analysis when appropriate between the target language and English;*
- *CR 3 emphasizes an understanding of language in its socio-cultural context, to include the difference between various registers of language use;*
- *CR 4 includes a significant amount of cultural understanding specific to the language being studied; furthermore, cultivates in students an awareness of different perspectives based on linguistic and cultural heritage;*
- *CR 5 provides opportunities to develop communicative and cultural competency so that students can function appropriately and be active participants in the target language culture.*

# **ATTACHED BACKGROUND MATERIAL**



## **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](http://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."<sup>1</sup>

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](http://www.ge.calpoly.edu/facultyandstaff/ge_objectivesandcriteria.html#C))

The GE Task Force Chair consulted with Professor Keeseey (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."

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<sup>1</sup> 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 explore writing 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**

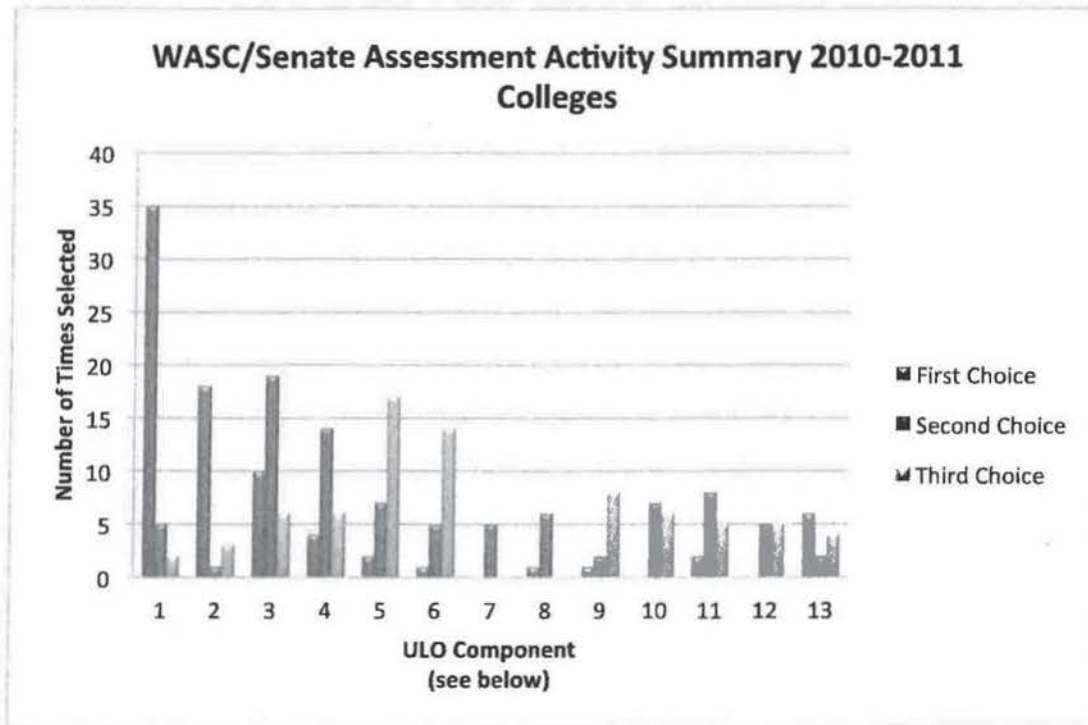
**Fall Series 2011:** Three day workshop series from 9 to 12 noon, generally the weekend following Labor Day.

**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

**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
<b>GE Units Taken in Residence</b>	12	12	12
<b>GE Upper Division Units Required</b>	12	12	8
<b>AREA A COMMUNICATION</b>	12	12	12
A1 Expository Writing	4	4	4
A2 Oral Communication	4	4	4
A3 Reasoning, Argumentation, and Writing	4	4	4
<b>AREA B SCIENCE &amp; MATH</b>	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
<b>AREA C ARTS AND HUMANITIES</b>	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		
<b>AREA D/E SOCIETY/INDIVIDUAL</b>	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	
<b>AREA F TECHNOLOGY (upper-div)</b>	4	4	
<b>TOTAL GE UNITS</b>	<b>72</b>	<b>72</b>	<b>72</b>

**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
<b>GE Units Taken in Residence</b>	12	12	12
<b>GE Upper Division Units Required</b>	12	12	8
<b>AREA A COMMUNICATION</b>	12	12	12
A1 Expository Writing	4	4	4
A2 Oral Communication	4	4	4
A3 Reasoning, Argumentation, and Writing	4	4	4
<b>AREA B SCIENCE &amp; MATH</b>	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
<b>AREA C ARTS AND HUMANITIES</b>	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		
<b>AREA D/E SOCIETY/INDIVIDUAL</b>	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	
<b>AREA F TECHNOLOGY (upper-div)</b>	4	4	
<b>TOTAL GE UNITS</b>	<b>72</b>	<b>72</b>	<b>72</b>

## **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)

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

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

- I. Minutes: The minutes of April 19 and April 26 were approved as presented.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
  - A. Academic Senate Chair: none.
  - B. President's Office: Roberts reported that President Armstrong met with various campus constituents to review the current strategic planning document in order to attain direction, goals, and set KPIs to enhance the learn by doing culture of Cal Poly.
  - C. Provost: Koob announced that fall 2011 enrollment includes 16,017 resident and 1,035 non-resident students.
  - D. Statewide Senate: Foroohar reported that two important issues were discussed at the last meeting. The first issue pertains to the implementation of SB 1440, The Student Transfer Achievement Reform Act, which creates an associate degree for transfer students that guarantees admission with junior standing to the CSU system. The second issue is a resolution that addresses courses moved to self-support. Chancellor Reed stated that extended education should not supplant courses already taught under state-support. A clause was added to this resolution stating that courses should go back to state-support once the original reasons are eliminated and that faculty members must be consulted. LoCascio added that the topic of an online campus was discussed without much support.
  - E. CFA Campus President: Thorncroft reported that on May 26, CFA will host a overall chapter meeting in which members of the CFA bargaining team, including team leader Bernhard Rohrbacher, will be in attendance to answer any questions faculty might have.
  - F. ASI Representative: none.
  - G. Caucus Chairs: none.
  - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item(s):
  - A. **Academic Senate and University committee vacancies for 2011-2013:** The following were appointed:

Academic Senate Curriculum Appeals Committee	Doug Keesey, English
<u>Professional Consultative Services</u>	
Distinguished Teaching Awards Committee	Peter Runge, Library
Graduate Programs Subcommittee	Joy Harkins, Student Affairs



- B. **Appointment of Academic Senate committee chairs for (1) Distinguished Teaching Awards Committee and (2) Graduate Programs Subcommittee:** The following were approved:  
Distinguished Teaching Awards Committee                      Michael Lucas, Arch  
Graduate Programs Subcommittee                                      Joan Lindsey-Mullikin, Mktg
- C. **Resolution on the General Education Task Force Report (General Education Task Force):** Fernflores presented this resolution, which requests that the Academic Senate endorse the *General Education Task Force Recommendations Report*. **M/S/F to agendize the resolution.** A motion was made to approve the *General Education Task Force Recommendations Report* as charges for the GE Governance Board and Academic Senate. **M/S/P to approve the charges.**
- D. **Resolution on Assessment (Assessment Task Force):** DePiero and Moore presented this resolution, which requests that the Academic Senate endorse the proposal to adjust the membership and mission of the Academic Assessment Council. **M/S/P to agendize the resolution.**
- E. **Resolution on Green Campus Program (Sustainability Committee):** MacDougall presented this resolution, which requests that the Academic Senate support the Green Campus Program by encouraging its extension to all administrative and academic units. In addition, all academic departments shall be encouraged to pursue Green Campus certification and provide opportunities for student participation in the certification process with the support of Facility Services, the Green Campus Program, and the Academic Senate Sustainability Committee. **M/S/P to agendize the resolution.**
- F. **Resolution on Protecting the 'American Institutions' Requirement (Call, academic senator):** Call presented this resolution which requests that Cal Poly endorse the resolution of the Academic Senate of San Jose State University, "Resolution to Urge the Board of Trustees to Delay Consideration of Waivers to the Existing Title 5 'American Institutions' Requirements." **M/S/P to agendize the resolution.**

VI. Discussion Item(s): none.

VII. Adjournment: 5:04 pm

Submitted by,

Gladys Gregory  
Academic Senate

SUBJECT	CAT#	COLLEGE	Total BY Col	Total BY Subj
CHIN	121	CAED	2	
CHIN	121	CAFES	1	
CHIN	121	CENG	1	
CHIN	121	CLA	6	
CHIN	121	CSM	1	
CHIN	121	OCOB	2	13
FR	121	CAFES	6	
FR	121	CENG	5	
FR	121	CLA	100	
FR	121	CSM	4	
FR	121	OCOB	9	124
GER	121	CAED	1	
GER	121	CAFES	3	
GER	121	CENG	9	
GER	121	CLA	27	
GER	121	CSM	4	
GER	121	OCOB	4	48
SPAN	121	CAED	1	
SPAN	121	CAFES	44	
SPAN	121	CENG	17	
SPAN	121	CLA	318	
SPAN	121	CSM	37	
SPAN	121	OCOB	39	456
<b>Total (all students)</b>				<b>641</b>

<b>Total (CAED, CAFES, CSM, OCOB students)</b>	<b>158</b>
--	------------

From: Jennifer O'Brien <jeobrien@calpoly.edu>  
Subject: Re: Report on Intermediate/Advance Language Courses for CSU IP  
Date: January 9, 2012 9:33:36 AM PST  
To: Rachel Fernflores <rfernflo@calpoly.edu>, Linda Halisky <lhalisky@calpoly.edu>, Josh Machamer <jmachame@calpoly.edu>, "John J. Thompson" <jjthomps@calpoly.edu>, Katie Tool <mtool@calpoly.edu>, "Raymond F. Zeuschner" <rzeuschn@calpoly.edu>, "Monica M. Schechter" <mschecht@calpoly.edu>, "Raymond F. Zeuschner" <rzeuschn@calpoly.edu>

1 Attachment, 20 KB

Hello,  
I've attached a spreadsheet detailing the Spanish classes taken on the faculty-led programs Peru 2009-2011 and Spain Summer and Fall 2011.

In a nutshell, 21 students participating on the Cal Poly in Peru program (2009-2011) and 20 students participating in the Cal Poly in Spain 2011 programs (2 in the summer and 18 in the fall) would have received GE C5 credit. I do not have the data for Spain 2009 or 2010, but my guess would be about the same number of students would have been received the GE C5 credit, so roughly 60 students from both Spain 2009-2011.

So for faculty-led 2009 - 2011 programs about 80 students would have been impacted.

Thanks,  
Jennifer

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**From:** "Monica M. Schechter" <mschecht@calpoly.edu>  
**To:** "Rachel Fernflores" <rfernflo@calpoly.edu>, "Linda Halisky" <lhalisky@calpoly.edu>, "Josh Machamer" <jmachame@calpoly.edu>, "Jennifer O'Brien" <jeobrien@calpoly.edu>, "John J. Thompson" <jjthomps@calpoly.edu>, "Katie Tool" <mtool@calpoly.edu>, "Raymond F. Zeuschner" <rzeuschn@calpoly.edu>  
**Cc:** "Monica M. Schechter" <mschecht@calpoly.edu>  
**Sent:** Sunday, January 8, 2012 9:10:50 AM  
**Subject:** Report on Intermediate/Advance Language Courses for CSU IP

Hi All,

As requested at our recent meeting to discuss the GE C5, I'm attaching a "Report on Intermediate/Advance Language Courses for CSU IP."

Thanks,  
Monica

Monica Schechter  
Associate Director, Study Abroad  
International Education & Programs  
California Polytechnic State University, San Luis Obispo  
Phone: (805) 756-5964  
Fax: (805) 756-5484

Faculty-led Program	Course	Major	121 or up					
Peru 2009	SPAN 270	ARCE						
Peru 2009	SPAN 470	JOUR						
Peru 2009	SPAN 270	ENVM						
Peru 2009	SPAN 270	CLA						
Peru 2009	SPAN 270	HIST						
Peru 2009	SPAN 470	HIST						
Peru 2009	SPAN 270	ME						
Peru 2009	SPAN 270	AGB						
Peru 2009	SPAN 270	NUTR						
Peru 2009	SPAN 470	CE						
Peru 2009	SPAN 270	PSY						
Peru 2009	SPAN 270	ART						
Peru 2009	SPAN 470	ENGL						
Peru 2009	SPAN 270	NUTR						
Peru 2009	SPAN 470	KINE	X					
Peru 2009	SPAN 270	BUS						
Peru 2009	SPAN 470	BUS	X					
Peru 2009	SPAN 270	REC						
Peru 2009	SPAN 270	SOCS						
Peru 2009	SPAN 270	EHS						
Peru 2009	SPAN 470	REC						
Peru 2009	SPAN 270	COMS						
Peru 2009	SPAN 270	BUS						
Peru 2009	SPAN 270	ENGL						
			2					
Faculty-led Program	SPAN Course	Major	121 or up					
Peru 2010	302 (124)	BUS	X					
Peru 2010	302 (124)	BUS	X					
Peru 2010	102 (102)	ME						
Peru 2010	102 (102)	MU						
Peru 2010	102 (102)	CHEM						
Peru 2010	202 (121)	JOUR						
Peru 2010	201 (121)	HIST						
Peru 2010	201 (121)	IE						
Peru 2010	102 (102)	LS						



Peru 2010	201 (121)	REC						
Peru 2010	102 (102)	NUTR						
Peru 2010	102 (102)	BUS						
Peru 2010	102 (102)	BIO						
Peru 2010	302 (124)	MATH	X					
Peru 2010	102 (102)	BIO						
Peru 2010	102 (102)	NUTR						
Peru 2010	201 (121)	AGB	X					
Peru 2010	202 (122)	ANG						
Peru 2010	302 (124)	BIO	X					
Peru 2010	201 (121)	COMS						
Peru 2010	202 (122)	NuTR	X					
Peru 2010	202 (122)	ANG						
Peru 2010	102 (102)	AGB						
Peru 2010	302 (124)	LS	X					
Peru 2010	102 (102)	BUS						
Peru 2010	201 (121)	SOCS						
Peru 2010	201 (121)	BMED						
Peru 2010	302 (124)	SS						
Peru 2010	201 (121)	ASCI	X					
Peru 2010	102 (102)	ES						
Peru 2010	102 (102)	GRC						
Peru 2010	302 (124)	AERO						
Peru 2010	102 (102)	CE						
Peru 2010	201 (121)	COMS						
Peru 2010	102 (102)	SOCS						
			8					
<b>Faculty-led Program</b>	<b>Course</b>	<b>Major</b>	<b>121 or up</b>					
Peru 2011	SPAN 121	BUS	X					
Peru 2011	SPAN 102							
Beaudreau	SPAN 102	AGB						
Bell	SPAN 121	ENGL	X					
Bishop	SPAN 102	SOCS						
Booth	SPAN 124	BUS	X					
Buck	SPAN 121	BMED	X					
Bunn	SPAN 121	JOUR	X					

Combs	SPAN 124	KINE	X					
Eckert	SPAN 121	NUTR	X					
Frost	SPAN 122	ENVE	X					
Ianni	SPAN 102	AGB						
Hamilton	SPAN 102	AGB						
Kistner	SPAN 102	BIO						
Lynch	SPAN 102	AGB						
McAtee	SPAN 102	LS						
Mitchell	SPAN 102	CSC						
Nelson	SPAN 124	SOCS	X					
Nielsen	SPAN 103	ANG						
Nichols	SPAN 102	CHEM						
Olson	SPAN 124	BUS	X					
Pace	SPAN 102	LS						
Pia	SPAN 122	ENGL	X					
Prall	SPAN 102	MCRO						
Russel	SPAN 102							
Sampson	SPAN 102	GRC						
Sargeant	SPAN 103	HIST						
Schuman	SPAN 102	BIO						
Surprenant	SPAN 102	AGB						
Swan	SPAN 124	NUTR	X					
Tamayo	SPAN 122	MATH	X					
Vacca	SPAN 102	ASCI						
Weiss	SPAN 121	GRC	X					
			<b>11</b>					
<b>Faculty-led Program</b>	<b>Course</b>	<b>Major</b>	<b>121 or up</b>					
Spain Summer 2011	SPAN 102	GC						
Spain Summer 2011	SPAN 124	CS						
Spain Summer 2011	SPAN 102	EE						
Spain Summer 2011	SPAN 233	BUS	X					
Spain Summer 2011	SPAN 233	COMMS						
Spain Summer 2011	SPAN 121	HIST						
Spain Summer 2011	SPAN 122	HIST						
Spain Summer 2011	SPAN 233	CD						
Spain Summer 2011	SPAN 122	AGB						

Spain Summer 2011	SPAN 102	ENGL						
Spain Summer 2011	SPAN 233	ANTH						
Spain Summer 2011	SPAN 302	MLL						
Spain Summer 2011	SPAN 102	BIO						
Spain Summer 2011	SPAN 233	HIST						
Spain Summer 2011	SPAN 233	CE						
Spain Summer 2011	SPAN 121	BIO	X					
			2					
<b>Faculty-led Program</b>	<b>Major</b>	<b>121</b>	<b>122</b>	<b>124</b>	<b>233</b>	<b>301</b>	<b>302</b>	
Spain Fall 2011	BMED		X	X				
Spain Fall 2011	ECON	X						
Spain Fall 2011	JOURN		X	X				
Spain Fall 2011	CD	X						
Spain Fall 2011	BUS	X						
Spain Fall 2011	MLL	X	X					
Spain Fall 2011	NUTR	X						
Spain Fall 2011	LS					X	X	
Spain Fall 2011	BMED							
Spain Fall 2011	POLS			X	X			
Spain Fall 2011	ENVIR			X		X		
Spain Fall 2011	BUS							
Spain Fall 2011	ENVIR					X	X	
Spain Fall 2011	ENGL	X	X					
Spain Fall 2011	COM				X	X		
Spain Fall 2011	BUS	X	X					
Spain Fall 2011	SS							
Spain Fall 2011	POLS				X	X		
Spain Fall 2011	MLL					X	X	
Spain Fall 2011	RPTA	X						
Spain Fall 2011	ENGL	X						
Spain Fall 2011	MATE		X	X				
Spain Fall 2011	DS							
Spain Fall 2011	HIST				X	X		
		9	6	5	4	7	3	8

**From:** "Helen C. Bailey" <hbailey@calpoly.edu>  
**Subject:** Fall 2011 Freshmen With Language 121 Credit from Advanced Placement Exams  
**Date:** January 17, 2012 3:39:15 PM PST  
**To:** "Josh Machamer" <jmachame@calpoly.edu>

---

Hi, Josh:

Here is the data for the Fall 2011 freshmen class; hopefully, it provides a representative sample. I should think it would; if anything, our students seem to be coming in with more and more AP credit each year.

AP credit for SPAN 121:

250 students total

Of those 250, 120 students were in the 4 colleges that have the C Elective GE req'mt

AP credit for FR 121:

31 students total, of whom 14 were in those 4 colleges

AP credit for GER 121:

16 students total, of whom 7 were in those 4 colleges

I hope that helps. Let me know if I can be of further assistance,  
Helen

Helen C. Bailey  
Assistant Registrar  
Evaluations Unit, Office of the Registrar  
Cal Poly State University  
San Luis Obispo, CA 93407  
805-756-6313



Adopted:

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

**AS-\_\_-12**

**RESOLUTION ON ACADEMIC SENATE EXECUTIVE  
COMMITTEE ATTENDANCE AND VOTING PROVISION**

1 WHEREAS, On occasion, a member of the Academic Senate Executive Committee must miss one or a  
2 series of Executive Committee meetings; therefore be it

3  
4 RESOLVED: That the following language be added to Section VII.A of the *Bylaws of the Academic*  
5 *Senate* as follows:  
6

7 VII. EXECUTIVE COMMITTEE

8 A. MEMBERSHIP

9 The Executive Committee shall consist of the officers of the Senate who  
10 serve the Executive Committee in like capacity, plus a caucus chair from  
11 each college and Professional Consultative Services elected by the  
12 appropriate caucus. The CSU academic senators, the immediate Past  
13 Academic Senate Chair, the ASI President, the Chair of ASI Board of  
14 Directors, and the Provost or designee are ex officio members. The  
15 Provost, the ASI President, and the Chair of ASI Board of Directors are  
16 nonvoting members. A quorum shall consist of a majority of the voting  
17 members. If an Executive Committee member must miss a series of  
18 meetings, then the college caucus will designate a substitute to serve on  
19 the Executive Committee during the period that the member is absent.

Proposed by: Academic Senate Executive Committee  
Date: January 18 2012

Adopted:

**ACADEMIC SENATE**

**of**

**CALIFORNIA POLYTECHNIC STATE UNIVERSITY**

**San Luis Obispo, CA**

**AS-\_\_-12**

**RESOLUTION ON CORPORATE RELATIONS IN THE CLASSROOM**

1 WHEREAS, Cal Poly recognizes that bringing corporate guest speakers with relevant  
2 knowledge and expertise to the classroom can be an effective pedagogical tool to  
3 augment our learn-by-doing philosophy; and  
4

5 WHEREAS, Cal Poly welcomes and encourages the hosting of guest speakers who possess  
6 knowledge, skills, or experience that will contribute to an educational discourse in  
7 the classroom; and  
8

9 WHEREAS, The presence of a guest speaker in the classroom does not imply endorsement by  
10 the instructor or by Cal Poly of the opinions and views expressed by the speaker  
11 nor does it imply our endorsement of the organization with which the guest  
12 speaker is affiliated; therefore be it  
13

14 RESOLVED: That, when inviting a guest speaker to the classroom, the instructor should ensure  
15 that the guest speaker's presentation is pertinent to the course content; and be it  
16 further  
17

18 RESOLVED: That, prior to the guest speaker's presentation, the instructor should also  
19 communicate with the students either verbally or in writing (e.g., on the syllabus)  
20 that the presence of the guest speaker in the classroom does not imply  
21 endorsement by the instructor or by Cal Poly of the guest speaker's opinions,  
22 views, or affiliation.

Proposed by: Academic Senate Instruction Committee  
Date: January 19, 2012

## **Report by the Disbanding Policies Task Force**

### **I) Consultation**

With a new president and a soon to be new provost, the issue of consultation is of unusual importance. We have an opportunity to strengthen our commitment to shared governance.

It would be helpful to obtain a clear statement by the President regarding his views of consultation, collegiality, and shared governance. It might also be helpful to have a Senate resolution that would codify the President's views regarding consultation, collegiality, and shared governance, along with the Senate's agreement.

**Recommendation:** It is recommended that the Senate Chair meet with the President to obtain such a clear statement by the President regarding his views of consultation, collegiality, and shared governance. For shared governance to be truly effective, there should be a clear understanding between the President and faculty of the areas where consultation is required, where it is highly desirable, and where it is not necessary.

### **II) Implementation of approved Resolutions**

There have been several cases in which resolutions approved by the Senate and the President have not been implemented, or were loosely followed, or were changed.

As an example, Resolution AS-619-04, Resolution on Preface: The Cal Poly Shared Reading Program, passed in June 2004, and signed by the President, as well as AS-619-04 above, were ignored when Preface was discontinued without Senate consultation.

As a second example, Resolution AS-582-02/IC, Resolution on Process for Change of Major, was never fully implemented, depriving many students of a potential benefit.

**Recommendation:** It is recommended that the Senate Executive Committee on a yearly basis review resolutions that have been approved by both the Senate and the President within the previous five years for compliance. It is further recommended that the Chair of the Senate meet with the President, as appropriate, to discuss those approved resolutions that have never been implemented, or whose implementation was not in compliance with the resolution. As a result of discussions with the President, the Senate may choose to rescind resolutions, revise resolutions, resubmit resolutions, or leave resolutions as is.

There would be too much effort and too little to be gained from reviewing all resolutions approved by both the Senate and the President. For exceptional cases outside this five-year period, the Senate Executive Committee may recommend appropriate action.



### III) Faculty Code

Cal Poly would benefit from a written faculty code that describes the rights and obligations of the faculty; i.e., curriculum/academic programs, admission/graduation requirements, scholastic standards, tenure/appointment/promotion criteria. A review of the Curriculum Handbook, Faculty Handbook, Retention, Promotion, and Tenure Evaluation (RPT) Documents, Academic Policies, and Constitution of the Faculty and Academic Senate Bylaws indicates that this information exists; however, it is stored in a number of different locations and formats. Bringing these resources together into a single authoritative document ("Faculty Code") would offer several benefits:

- increase awareness of faculty roles and responsibilities
- provide guidance on matters of faculty governance at the campus, college, department and individual levels
- clarify designation of authority by referencing source materials (e.g., statements/resolutions/orders from Board of Trustees, Chancellor, President CSU Academic Senate, or Cal Poly Academic Senate)

Additionally, a review of source material may reveal gaps in governance; e.g., consultation procedures between administration and faculty; structure/organization of campus units; faculty governance at different levels (campus, college and department); appointment of faculty, faculty qualifications and workload; discontinuance of academic programs; resolution of differences; procedure for amending faculty code; etc. This would also facilitate the review of Academic Senate resolutions and codification of future resolutions.

**Recommendation:** It is recommended that the Senate Faculty Affairs Committee or a task force be assigned the task of drawing up a Faculty Code.

Submitted by:

Helen Bailey  
Harvey Greenwald  
David Hannings  
Stern Neill

November 22, 2011



## Resolutions passed by Academic Senate that have had a loose adherence or have been eliminated without Senate consultation/approval.

(October 20 2011)

Although this resolution is old, there have been several resolutions regarding “consultation” on policy and budget matters throughout the years. Sometimes we’ve been consulted, sometimes not. This was just the first of many such resolutions:

AS-7-76	Resolution Regarding Policy and Procedures Revisions in CAM	President to consult with faculty re revision of policies and procedures as well as their initiation.	2.17.76	Consultation; Policies, Campus		<b>APPROVED</b>
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**I’m not sure how well this resolution has been followed:**

AS-34-77	Resolution Regarding University Hour	Scheduling of classes during the University Hour to be kept to a minimum.	12.6.77	Campus Events; Instruction	(University Hour)	<b>APPROVED</b>
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- 33 -

**Pretty sure this hasn’t been followed closely:**

AS-78-80	Resolution Regarding Teaching Overloads	Faculty and administration should seek ways of reducing workloads.	2.12.80	Faculty Affairs	(faculty workload)	<b>APPROVED</b>
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**Again, being followed?**

AS-82-80	Resolution Regarding Sabbatical Leaves	Sabbatical leaves are for the purpose of study and travel, not for meeting RPT requirements.	2.19.80	Faculty Affairs	(RPT)	<b>APPROVED</b>
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**Interesting:**

AS-98-80	Resolution on Drinking Policy on Campus	Beer and wine be allowed on campus after 5 p.m. where the consumer's age can be monitored.	6.3.80	Policies, Campus	(drinking)	<b>APPROVED</b>
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**The decision to no longer allow full fee waiver or automatic acceptance to employees’ relatives was changed without Senate consultation:**

AS-261-87	Resolution on Definition of "Close Relative"	Defines who a "close relative" of a CPSU employee is for purpose of admittance.	10.27.87	Faculty Affairs	("close relative")	<b>APPROVED (with qualification)</b>
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<b>Is this being followed?</b>						
AS-293-88	Resolution on Initial Appointments of Tenure Track Faculty	Recommends that initial appointments of tenure track faculty be for two years.	5.24.88	Faculty Affairs	(RPT)	<b>APPROVED (with qualification)</b>
<b>Is this being followed?</b>						
AS-313-89	Resolution on Graduate Programs	Allows only 400- and 500-level courses in graduate programs.	3.7.89	Curriculum	(graduate programs)	<b>APPROVED (with qualification)</b>
<b>The USEP program was changed from a program/requirement to a department without Senate consultation:</b>						
AS-361-91	Resolution on U.S. Ethnic Pluralism Program	Endorses development of a US Ethnic Pluralism program; sets forth objectives.	5.14.91	Curriculum; Diversity		<b>APPROVED</b>
<b>Policy re priority registration changed without Senate consultation:</b>						
AS-408-93	Resolution on Priority Registration	Modifies current registration policy including priority registration.	6.8.93	Registration	(priority registration)	<b>APPROVED</b>
<b>Preface discontinued without Senate consultation:</b>						
AS-619-04	Resolution on Preface: The Cal Poly Shared Reading Program	Endorses Preface: The Cal Poly Shared Reading Program.	6.1.04	Miscellaneous		<b>APPROVED</b>

## Cal Poly Faculty Code

### Contents and Source Material

Content	Source Material
Organization of the university faculty	
Consultation procedures between administration and faculty	
Constitution of the Academic Senate	<u>Constitution of the Faculty and Academic Senate Bylaws</u>
Structure/organization of campus units	
Faculty governance (e.g., admissions, curriculum and graduation standards and requirements)	<u>Curriculum Handbook</u>
Appointment, promotion and tenure of faculty, faculty qualifications and workload	<u>Retention, Promotion, and Tenure Evaluation (RPT) Documents</u>
Discontinuance of academic programs	<u>AS-689-09</u>
Resolution of differences	
Procedure for amending faculty code	