



Meeting of the Academic Senate

Tuesday, February 14, 2017

UU 220, 3:10 to 5:00 pm

- I. **Minutes:** Approval of January 24, 2017 minutes (pp. 3-4).
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs:
 - E. Statewide Senate:
 - F. CFA:
 - G. ASI:
- IV. **Special Reports:**
 - A. Christine Miller, CSU Academic Senate Chair.
 - B. **[TIME CERTAIN 3:55]** Update on Cal Poly Athletics by Don Oberhelman, Director of Athletics.
 - C. Budget Update by Cynthia Vizcaino Villa, Senior Vice President for Administration and Finance.
- V. **Consent Agenda:**

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
JOUR 470/471 Selected Advanced Topics (4), 3 lectures, 1 laboratory (offer course with topic "Advanced Sportscasting" in a hybrid mode, 63% online and 37% in person)	Reviewed 1/19/17; additional information requested from the department. Recommended for approval 1/31/17.			

For the new 2017-19 catalog, the following items which are found in "College Summaries with 2017-19 Catalog Proposals" in the online Curriculum Handbook:

- Proposal for DSCI 401 (change prerequisite) in the Animal Science department in the College of Agriculture, Food and Environmental Sciences
- Proposal for PSY 344 (new course) in the Psychology and Child Development department in the College of Liberal Arts
- Proposals for Women's and Gender Studies in the College of Liberal Arts
- Proposals for the following departments/school in the College of Science and Mathematics
 - Kinesiology department
 - Liberal Studies department
 - Mathematics department
 - School of Education
- Proposals for the University Honors Program

All summaries are found at <http://registrar.calpoly.edu/status-proposals>.

VI. **Business Items:**

- A. **[TIME CERTAIN 4:10] Resolution on Scheduling Events During Final Examination Period:** Dustin Stegner, Chair Academic Senate Instruction Committee, second reading (p. 5).
- B. **Resolution on Request for Outside Review:** Paul Choboter, Senator, second reading (pp. 6-27).
- C. **Resolution on Retiring Obsolete Academic Senate Resolutions:** Gary Laver, Chair Academic Senate, second reading (pp. 28-29).
- D. **Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Phil Nico, Senator, second reading (pp. 30-33).
- E. **Resolution on Academic Standards for Masters Degree:** Richard Savage, Dean of Graduate Education, first reading (p. 34).
- F. **[TIME CERTAIN 4:45] Resolution on In-Residence Requirement for Last 40 Units:** Gary Laver, Chair Academic Senate, first reading (p. 35).
- G. **Resolution on Proposing New Courses or Other Changes to Curricula:** Glen Thorncroft, Senator, first reading (p. 36).

VII. **Discussion Item(s):**

VIII. **Adjournment:**

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

MINUTES OF THE
ACADEMIC SENATE MEETING
TUESDAY, JANUARY 24, 2017
UU220, 3:10 TO 5:00 PM

- I. Minutes: M/S/P to approve the November 29, 2016 and December 6, 2016 minutes.
- II. Communication(s) and Announcement(s): none.
- III. Reports:
 - A. **Academic Senate Chair:** Kris Jankovitz, Academic Senate Vice Chair, stated that Christine Miller, Chair to the CSU Academic Senate, would be visiting Cal Poly for the February 14th Academic Senate Meeting to answer questions.
 - B. **President's Office:** none.
 - C. **Provost:** Kathleen Enz Finken, Provost, stated that they are still in the process for selecting the Vice President and Chief Officer of Diversity and Inclusion.
 - D. **Vice President for Student Affairs:** Keith Humphrey, Vice President of Student Affairs, stated the Office of Student Affairs will be working with the Budget and Long-Range Planning Committee with budgeting matters.
 - E. **Statewide Senate:** none.
 - F. **CFA:** none.
 - G. **ASI:** Jana Colombini, ASI President, announced students' interest for greater street lighting at the city of San Luis Obispo's meeting. Riley Nilsen, ASI Chair to the Board of Directors, discussed the new election code recently passed by the ASI Board of Directors.
- IV. Consent Agenda: M/S/P to approve the following items by consent:
 - A. For the current 2015-17 catalog – JOUR 333 Broadcast News (4), 3 lectures, 1 laboratory (existing course proposed to be offered online)
 - B. For the new 2017-19 catalog the following items, which are found in College Summaries with 2017-19 Catalog Proposals:
 - o The Modern Languages and Literatures department's *withdrawal* of their proposal to change the name of the BA Modern Languages and Literatures degree to BA World Languages and Cultures. The name change had been previously recommended for approval by the Academic Senate on 12/6/16.
 - o Proposals from the following departments/programs in the College of Agriculture, Food and Environmental Sciences
 - § AG 315, Organic Crop Production course
 - § Agricultural Education and Communication department
 - § Experience Industry Management department
 - § Wine and Viticulture department
 - o Proposals from the following departments/programs in the College of Architecture and Environmental Design
 - § Architectural Engineering department
 - § Architecture department
 - § City and Regional Planning department
 - o Proposals from the Industrial Technology area in the Orfalea College of Business

- o Proposals from the following departments/programs in the College of Engineering
 - § Aerospace Engineering department
 - § Biomedical Engineering department
 - § Civil and Environmental Engineering department
 - § Computer Engineering program
 - § Computer Science and Software Engineering department
 - § Mechanical Engineering department
 - o Proposals from the following departments/programs in the College of Liberal Arts
 - § Western Intellectual Tradition minor
 - § Interdisciplinary Studies in Liberal Arts program
 - § Art and Design department
 - § English department
 - § Ethnic Studies department
 - § History department
 - § Modern Languages and Literatures department
 - § Philosophy department
 - § Political Science department
 - § Psychology and Child Development department
 - § Social Sciences department
 - o Proposals from the following departments/programs in the College of Science and Mathematics
 - § SCM courses
 - § Biological Sciences department
 - § Chemistry and Biochemistry department
 - § Physics department
 - § Statistics department
 - Proposals from Extended Education
- All summaries are found at http://www.calpoly.edu/academic-senate/

V. Business Items:

- A. **Resolution in Support of Cal Poly's Undocumented Community:** Sarah Bridger, Senator, presented a resolution requesting the Academic Senate to affirm its support for undocumented members of the Cal Poly community, in compliance with the Chancellor's directive. The resolution also asks that the Academic Senate request the Cal Poly administration, in collaboration with the Undocumented Student Working Group, to seek new and expanded forms of support for Cal Poly's undocumented community in preparation for shifts in federal immigration policy. M/S/P to move to second reading. M/S/P to approve.
- B. **Resolution on Request for Outside Review:** Paul Choboter, Senator, presented a resolution requesting that the Cal Poly administration develop a protocol for conducting exit interviews. The resolution also requests that the results from these reviews are shared with the Academic Senate and unions representing staff, and that recruitment and retention strategies are developed in response to the reviews. This resolution will return as a second reading.

VI. Discussion Item(s): none.

VII. Adjournment: 5:02 pm

Submitted by,

Mark Borges

Mark Borges

Academic Senate Student Assistant

Adopted:

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

AS-__-17

RESOLUTION ON SCHEDULING EVENTS DURING FINAL EXAMINATION PERIOD

1 WHEREAS, In the 2015-16 academic year, several departments, programs, and a
2 college attempted to schedule events, such as banquets, award
3 ceremonies, or official end-of-term gatherings, during the final
4 examination period because of space issues during commencement
5 weekend; and
6

7 WHEREAS, Events sponsored by departments, programs, and colleges could
8 create a conflict for students between their academic performance
9 and their wish to participate fully in such events; and therefore be it
10

11 WHEREAS, ~~Cultural commencement ceremonies, which are sponsored by clubs~~
12 ~~rather than departments, programs, or colleges, have historically~~
13 ~~occurred during the final examination period, but are separate from~~
14 ~~students' academic majors; therefore be it~~
15

16 RESOLVED: That departments, programs, and colleges shall not request University
17 Scheduling in the Office of the Registrar to schedule such end-of-term
18 events during the final examination period, and be it further
19

20 RESOLVED: That departments, programs, and colleges shall not schedule such
21 end-of-term events on or off campus during the final examination
22 period; and be it further
23

24 RESOLVED: That the Academic Senate request University President Armstrong to
25 work with the Office of Student Affairs and ASI to identify potential
26 conflicts caused by club events scheduled during the final examination
27 period in order to ensure student success.

Proposed by: Academic Senate Instruction
Committee

Date: July 1, 2016

Revised: December 5, 2016

Adopted:

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

AS-__-17

RESOLUTION ON REQUEST FOR OUTSIDE REVIEW

- 1 WHEREAS, Attracting a diverse student body, diverse faculty, and diverse staff has been challenging for Cal
2 Poly; and
- 3
- 4 WHEREAS, ~~Attracting a diverse student body, diverse faculty, and diverse staff is central to the educational~~
5 ~~mission of Cal Poly; and~~
6 Cal Poly has a compelling interest in attracting a diverse student body, diverse faculty, and diverse
7 staff to fulfill its educational mission; and
- 8
- 9 WHEREAS, Cal Poly has established Diversity Learning Objectives; and
- 10
- 11 WHEREAS, The lack of diversity affects ~~us all~~ the Cal Poly community; and
- 12
- 13 WHEREAS, Attracting a diverse student body ~~is~~ may be inhibited by the lack of diversity among faculty and
14 staff; and
- 15
- 16 WHEREAS, Improving diversity at Cal Poly is the responsibility of the entire Cal Poly community; and
- 17
- 18 WHEREAS, By partnering ~~we~~ the Cal Poly community can work together to create strategies to improve
19 diversity; and
- 20
- 21 WHEREAS, Improving diversity depends not only on recruitment, but retention as well; and
- 22
- 23 WHEREAS, During the eighteen month period ending June 30, 2016, 8 Black staff members, 25% of Cal Poly's
24 Black staff, left Cal Poly; and
- 25
- 26 WHEREAS, During the two-year period ending June 30, 2016, 5 Black faculty, 28% of the 2015 population of
27 Cal Poly's Black faculty, left Cal Poly; and
- 28
- 29 WHEREAS, During the two-year period ending June 30, 2016, 4 Black MPP members, 36% of the 2015
30 population of Cal Poly's Black MPP members, left Cal Poly; and
- 31
- 32 WHEREAS, There are serious concerns regarding resignations of other underrepresented groups; and
- 33
- 34 ~~WHEREAS, Many of those who resigned were members of the Academic Professionals of CA (APC); and~~
- 35
- 36 ~~WHEREAS, Some of the those members of APC who resigned were eligible to serve in the Academic Senate;~~
37 ~~and~~
- 38
- 39 WHEREAS, There are independent entities with personnel who are experts at dealing with workplace issues;
40 therefore be it
- 41
- 42 RESOLVED: That the Cal Poly administration develops a protocol for conducting exit interviews for all
43 permanent Cal Poly employees; and be it further
- 44
- 45 RESOLVED: That the Cal Poly administration shall develop a protocol for exit interviews from a sample of
46 nonpermanent employees as appropriate; and be it further
- 47
- 48 RESOLVED: That the Academic Senate requests that President Armstrong invite an outside entity to conduct a
49 review of the departures in Cal Poly's Black staff, Black faculty, and Black MPP members, as well

50 as departures in other underrepresented groups during the two-year period ending June 30, 2016;
51 and be it further

52
53 RESOLVED: That the Academic Senate, the CFA, and the unions representing staff be consulted prior to the
54 invitation to the outside entity; and be it further

55
56 RESOLVED: That the results of the review shall be shared with the Academic Senate, the CFA, as well as and
57 the unions representing staff; be it further

58
59 RESOLVED: That the Academic Senate, the CFA, as well as and the unions representing staff shall be consulted
60 with regard to recruitment and retention strategies that are developed in response to this review.

Proposed by: Paul Choboter, Senator
Camille O'Bryant, Associate Dean CSM
Harvey Greenwald, Emeritus
Rose Duran, Academic Professionals of
California Statewide Secretary

Date: December 12, 2016

Revised: February 9, 2017

Academic Programs and Planning

Home : Diversity Learning Objectives

Diversity Learning Objectives

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

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

-[Academic Senate Resolution 663-08 \(PDF\)](#), approved by President Baker
March 24, 2008

For more information, visit the [University Learning Objectives website](#).

DLO Summary Report

The Cal Poly Statement on Diversity

The Cal Poly statement on diversity begins with the following affirmation of the fundamental importance of diversity learning in the education of all Cal Poly students.

“At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. For students preparing to embark upon work and life in the 21st century, a critical element of a well-rounded education is the ability to understand and to function effectively in a diverse and increasingly interdependent global society. As noted in a recent statement from the American Association of University Professors (AAUP), ‘the argument for the necessity of diversity is perhaps stronger in higher education than in any other context... The ultimate product of universities is education in the broadest sense, including preparation for life in the working world.’ In this regard, it is in the compelling interest of Cal Poly, the state, and the nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.”¹

This conclusion about the critical role of diversity learning in the education of all Cal Poly students is supported by similar conclusions brought forward by the Academy, by the California State University system, and by the business community.

The DLO Assessment Committee

The Academic Programs office together with the GE Program charged the DLO Assessment Committee with the task of developing a plan for assessing student learning with respect to the four Cal Poly diversity learning objectives. The committee’s charge included the following guidelines:

- Provide a direct assessment of student learning, as opposed to a campus climate survey
- Measure the totality of diversity learning at Cal Poly, as opposed to the learning that takes place in one course
- Pay specific attention to measuring the “value-added” of a Cal Poly education to student attainment of the diversity learning objectives
- Identify clear recommendations for improvement in areas where students are falling short of expectations

The DLO Assessment Committee commenced its work in the fall quarter of 2008. In the 2008-09 academic year, an assessment plan was developed, field tested, and revised. This process was based largely on the feedback received from Cal Poly faculty and staff. Three different versions of a questionnaire were developed: distinct versions for DLO 1, DLO 2 and DLO 3. Each of the three DLO-specific questionnaires included four short essay questions dealing with one of the diversity learning objectives. The committee decided to assess the fourth learning objective through a focus group protocol. Baseline data was collected from

¹ “The Cal Poly Statement on Diversity,” 6 June 2010, 17 Feb. 2011
<<http://www.academicprograms.calpoly.edu/academicpolicies/Diversity-statement.html>>.

freshman and juniors/seniors in the 2009-10 academic year. Simultaneously, rubrics for scoring student essays were finalized by the committee to prepare for scoring in Spring 2010.

At the start of the fall quarter of 2009 responses to the DLO questionnaire were collected from 320 freshmen students enrolled in ECON 303, ENGL 134 and ENGL 145. Some students responded to the questionnaires during class time; other students responded to online questionnaires. Responses from juniors and seniors were obtained during the fall and winter quarters from students enrolled in GE D.5 courses and from students enrolled in ECON 303, IME 482, KINE 411, MATE 481 and ME 430. Altogether approximately 380 in-class and online responses were received from juniors and seniors combined.

Employing the rubrics developed by the Diversity Learning Objectives Assessment Committee, members of the faculty and staff evaluated the student essays based on a 0 to 4 scale: 0 = No Response; 1 = Incomplete; 2 = Basic; 3 = Moderate; and 4 = Complex. The rubrics were designed based on the expectations for diversity learning by Cal Poly graduates that were established in Academic Senate Resolution 663-08. As indicated in the resolution, Cal Poly graduates are expected to demonstrate the ability to fulfill the diversity learning objectives. In keeping with Cal Poly's aspirations for excellence, it is reasonable to expect that Cal Poly graduates would attain a high level of achievement in their chosen fields of study and also with respect to the university's learning objectives. Consistent with these high aspirations, the committee expects that Cal Poly graduates should attain a "3 = moderate" or "4 = complex" level of diversity learning.

Focus group sessions based on a protocol designed to assess DLO 4 were conducted among the approximately 80 freshmen students enrolled in the Honors 100 course during the fall quarter of 2009. Focus group sessions were also conducted among the approximately 90 seniors enrolled in ECON 303 during the winter quarter of 2010. Based on transcripts of the focus group sessions, committee members identified key themes and sub-themes discussed by students. The list of student generated discussion themes has served as the context for the committee's conclusions about student knowledge, perceptions and beliefs about working together with people from diverse backgrounds.

Summary of the DLO Assessment Results from the Statistical Analysis of the DLO 1-3 Questionnaire Data

1. The value-added from the freshmen to the junior and senior cohorts

The findings based on comparisons of average scores and the percentage distribution of scores indicate that in general the level of diversity learning by Cal Poly juniors and seniors exceeds the level exhibited by incoming freshmen. The average scores of juniors, seniors, and juniors and seniors combined are higher than the average scores of freshmen, and these differences are – with the exception of the data from the in-class questionnaires – statistically significant. Moreover, 28.0% of the junior essays and 37.1% of the senior essays scored in the "3 = moderate" or "4 = complex" level, whereas only 11.5% of the freshmen essays met this expectation for student diversity learning.

On the other hand, the diversity learning exhibited in the majority of the junior essays and senior essays do not meet the expectations consistent with a high level of academic achievement. Altogether 72.1% of the junior essays and 62.9% of the senior essays scored

in the “2 = Basic” or “1 = Incomplete” or “0 = No Response” levels of attainment. Given the standards established by the university which are mirrored in the scoring rubrics, the evidence derived from the student essays does not support the conclusion that the majority of Cal Poly juniors or seniors are able to fulfill the diversity learning objectives with a high level of competence.

2. The overall contribution of the USCP program

The overall average score for juniors and seniors who had “not completed” a USCP course (2.02), is lower than the average score for juniors and seniors who had “completed” a USCP course (2.18), but this difference in average scores is not statistically significant. The percentage of student essays that meet expectations, with scores in the “3 = moderate” or “4 = complex” levels, is equal to 31.8% for juniors and seniors who had “not completed” a USCP course, and 38.1% for juniors and seniors who had “completed” a USCP course. Although the average score and percentage of essays that meet expectations are somewhat higher for students who had “completed” a USCP course, these overall assessment results are not indicative of a large positive contribution to diversity learning from the USCP program. However, it is important to note that this 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.

3. The overall contribution of service-learning

The overall average score for juniors and seniors who had “not completed” a service-learning course (2.08), is lower than the average score for juniors and seniors who had “completed” a service-learning course (2.19), but this difference in average scores is not statistically significant. The percentage of student essays that meet expectations, with scores in the “3 = moderate” or “4 = complex” levels, is equal to 32.2% for juniors and seniors who had “not completed” a service-learning course, and 40.1% for juniors and seniors who had “completed” a USCP course. Similar to the USCP results, these overall assessment results are not indicative of a large positive contribution to diversity learning from the service-learning courses in general. However, the contribution to diversity learning of individual service-learning courses cannot be evaluated from this very general assessment of student participation in service-learning courses.

4. Other results derived from the statistical analysis of the DLO 1-3 questionnaire data

- a) The percentage of student essays that meet the expectations for student performance (a score in the 3=moderate or 4=complex categories) is 19.2% for CAFES student essays, 14.3% for CAED student essays, 44.8% for OCOB student essays, 27.9% for CENG student essays, 26.9% for CLA student essays, and 38.9% for COSAM student essays.
- b) The average score of the essays written by female students (2.13) exceeds the average score of essays written by males (1.88), and this difference is statistically significant at a p-value of 1%. 36.8% of the junior and senior essays written by females meet the expectations for student performance; whereas only 26.8% of the junior and senior essays written by males meet expectations.

- c) The Analysis of Variance (ANOVA) results indicated that the explanatory power of ethnicity/race was marginally significant for the combined in-class and online data, but not significant when limiting the analysis to online data for juniors and seniors.

Summary of the Results from the DLO 4 Focus Group Data

The focus group responses reveal a negative student bias against diversity learning before students even enter Cal Poly. This is probably to be expected, since most individuals have a defined world-view that they do not like threatened. Once exposed to classroom content, results were mixed, with at least some students positive about their experiences, while others viewed them as being force-fed dogma. Virtually all students who spoke were positive about WOW week and other cultural events outside the classroom, and wished there were more such opportunities as well as more diversity on-campus in general.

A Gap between Aspiration and Reality

After examining the status of diversity learning on university campuses from across the nation, the AAC&U concluded that: "There is a troubling gap on campuses between aspiration and reality."² Despite the diligent efforts of many Cal Poly administrators, faculty, staff and students, it appears that Cal Poly is not exempt from this gap identified by the AAC&U. The evidence presented in this report suggests that there is still work to be done in closing a gap between Cal Poly's aspiration for the diversity learning of students and the reality about student attainment of the diversity learning objectives.

The DLO assessment results presented in this report do not support the conclusion that the majority of Cal Poly juniors or seniors are able to fulfill the diversity learning objectives with a high level of competence (as represented by a 3=moderate or 4=complex score).

This conclusion is also supported by findings from the 2008 National Survey of Student Engagement (NSSE) and from the 2008 Faculty Survey of Student Engagement (FSSE). These two reports present data concerning perceptions about the personal growth of Cal Poly students in understanding people of other backgrounds and in developing a personal code of values and ethics. The NSSE and FSSE findings indicate that:

- less than one-third of Cal Poly seniors agreed that their experience at Cal Poly had contributed "quite a bit" or "very much" to their personal growth in understanding people of other backgrounds;
- less than 20% of faculty members agreed that students' experiences at Cal Poly had contributed "quite a bit" or "very much" to their personal growth in understanding people of other backgrounds;
- less than one-half of Cal Poly seniors indicated that their Cal Poly experience had contributed "quite a bit" or "very much" to their "developing a personal code of values and ethics;"
- only one-third of faculty members agreed that students' experiences at Cal Poly had contributed "quite a bit" or "very much" to their "developing a personal code of values and ethics."

² Dey vii.

List of Recommendations

Clearly further progress is required if the diversity learning aspirations and expectations of the Cal Poly community are to be met. Changes are required to improve student attainment of the Cal Poly diversity learning objectives. The committee believes that the initiatives of the Association of American Colleges and Universities (AAC&U) point the way for making progress, and the committee endorses a set of general recommendations from the AAC&U.³ The committee also endorses long-standing recommendations presented in two reports: the report from the Cal Poly "Diversity in the Curriculum Task Force" (DCTF), and the report based on a review of the Cal Poly GE program, authored by Mary J. Allen of CSU Bakersfield, Trudy W. Banta of Purdue University, Indianapolis, and Harvey Greenwald, a former professor of mathematics at Cal Poly (RGEP).⁴ In addition, we present our own specific recommendations. We have divided these four sets of recommendations into four categories: A) Leadership supporting diversity learning; B) Preparing faculty and staff to engage in diversity learning; C) Expanding student opportunities for diversity learning; and D) Assessment of diversity learning.

A. Leadership supporting diversity learning

- Diversity learning at Cal Poly should be supported by high-profile advocacy from the president, deans, and associate deans. (AAC&U)
- "The National Leadership Council recommends that broad-based leadership be developed in order to create campus cultures marked by an unwavering focus on the quality of student learning, by an ethic of continuous improvement, and by structures and rewards that support faculty and staff leadership on these issues." (AAC&U)
- "If assessment [of the GE program learning objectives] are to move forward at Cal Poly, the provost and his staff, as well as deans, chairs, and faculty governance leaders, must make a public commitment to GE and to assessment, and back up that verbal commitment with resources and recognition for those willing to assume leadership roles." (RGEP)
- Cal Poly should become a partner in the AAC&U's "Core Commitments" initiative. (DLO committee)

B. Preparing faculty and staff to engage in diversity learning

- Opportunities should be created for knowledgeable instructors, scholars and staff members to share their knowledge about successful curricular and co-curricular practices.⁵ (AAC&U)

³ College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education & America's Promise (Washington D.C., Association of America's Colleges and Universities, 2007).

⁴ "Diversity in the Curriculum Task Force Report," 9 Aug. 2010, 17 Feb. 2011

<http://diversity.calpoly.edu/reports/curr_task_force_report.html. Also Mary J. Allen, Trudy W. Banta and Harvey Greenwald, "Review of the California Polytechnic State University, San Luis Obispo, General Education Program" (Cal Poly, 2006).

⁵ College Learning 48.

- The Center for Teaching and Learning (CTL) should continue to provide opportunities for faculty and staff to develop their ability to incorporate diversity in the curriculum. (DCTF)
- Cal Poly should initiate a visiting scholar program that brings to campus teachers from the liberal arts, professional, and technical fields who would provide models for incorporating diversity into the curriculum. (DCTF)
- "Closing the [assessment] loop generally requires collaboration with faculty, as well as their cooperation and flexibility. We suggest that, as much as possible, assessment leaders engage faculty whose courses may be affected by assessment results in the assessment of student work. After taking an honest look at students' work, these faculty are likely to have ideas to share, insights about effective solutions, and a willingness to revise their courses, if needed." (RGEP)
- Cal Poly working together with the entire California State University system should sponsor an award that each year recognizes an outstanding diversity learning college teacher, similar to the "Cherry Teaching Award" sponsored by Baylor University. (DLO committee)
- There should be greater alignment and integration of GE courses with courses in the academic majors that could potentially include a diversity learning component. (DLO committee)

C. Expanding student opportunities for diversity learning

- "The National Leadership Council recommends that every student engage in some form of field-based learning and that faculty and staff create opportunities for students to learn collaboratively and systematically from their field-based experiences." (AAC&U)
- "The National Leadership Council recommends that students be provided with recurring opportunities to explore issues of civic, intercultural, and ethical responsibility in the context of their broad studies of science, cultures, and society and, further, that these topics be connected to democracy and global interdependence." (AAC&U)
- "The National Leadership Council recommends that students be provided with guided opportunities to explore civic, ethical, and intercultural issues in the context of their chosen fields." (AAC&U)
- Diversity should be infused throughout the student's curriculum, including the GE program, the USCP program and major courses. (DCTF)
- "The GE committee [and the USCP committee] should find ways to encourage faculty from all colleges to develop or revise courses that can be added to the GE [and USCP] curriculum. This will increase faculty engagement in the program[s], give students more flexibility, help reduce bottlenecks, and take advantage of the polytechnic nature of the university." (RGEP)
- Cal Poly should adopt "high-impact educational practices" to promote diversity learning. (DLO committee)

D. Assessment of diversity learning

- “The National Leadership Council recommends that assessments be linked to the essential learning outcomes identified in this report, that assessments be embedded at milestone points in the curriculum – including within students’ major fields – and that assessments be made part of the overall graduation requirement.” (AAC&U)
- “The National Leadership Council recommends that each campus analyze its assessment findings to ensure that all groups of students are progressing successfully toward the expected learning goals.” (AAC&U)
- The diversity learning objectives should be included in a review of the Cal Poly general education program. (DCTF)
- A program review of the U.S. Cultural Pluralism (USCP) program should be conducted “to discern if courses are meeting the USCP criteria and objectives, as well as reflect the intent of the diversity learning objectives.” (DCTF)
- The various Cal Poly assessment groups should work together to coordinate the assessment of student attainment of the DLOs. (DCTF)
- The review of the GE program (RGE) presents the following recommendations about the assessment of Cal Poly learning objectives:
 - “establish a multi-year assessment plan that specifies who is responsible for each year’s assessments;”
 - “leaders should develop a plan that focuses on collecting valid, reliable assessment data; that makes efficient use of faculty time and campus resources; and that is sustainable;”
 - “direct assessment is essential to determine *what* students know and can do in relation to specified outcomes;”
 - “sources of indirect evidence gathered from questionnaires, interviews, and focus groups are essential to determine *why* students may not be learning all you had hoped they would in connection with the specified outcomes;”
 - “create a process to ensure that the integrity of GE [and USCP] courses are maintained after courses have been approved;”
 - “close the loop on each assessment study.”
- The effectiveness of diversity learning practices should be examined through pre- and post-assessments of student diversity learning in the courses where those practices are newly implemented. (DLO committee)
- If Cal Poly moves forward with the acquisition of an electronic portfolio system, then this system should include student work that documents the growth in diversity learning by individual students. (DLO committee)
- Data from employer surveys should be used to evaluate how much importance employers place on diversity learning and to report the employer’s perspective on how well Cal Poly graduates are dealing with diverse work places. (DLO committee)
- Cal Poly should conduct periodic assessment of the DLOs. (DLO committee)

The “Final Report” of the DLO Assessment Committee provides a detailed explanation for each one of these recommendations.

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Employee Profile

12:01 Thursday, December 8, 2016

1

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
Total Employees	2,811	2,264.9	3,015	2,387.5	3,058	2,448.4
By Employee Type:						
Faculty	1,303	999.8	1,361	1,054.9	1,387	1,079.0
Management	225	221.6	246	241.4	266	261.0
Staff	1,283	1,043.5	1,408	1,091.2	1,405	1,108.4
By Division:						
President	12	10.8	21	17.8	8	7.0
Academic Affairs	1,957	1,601.7	2,061	1,699.6	2,017	1,674.8
Administration and Finance	461	350.5	495	374.9	498	380.2
Student Affairs	326	253.7	408	268.8	489	344.7
University Advancement	55	48.3	30	26.5	33	31.0
University Support					13	10.8
By Gender:						
			1	1.0		
Men	1,489	1,205.0	1,596	1,256.9	1,609	1,295.3
Women	1,322	1,059.9	1,418	1,129.6	1,449	1,153.1
By Ethnic Origin:						
Ethnic Origin: Hispanic/Latino	332	276.3	372	284.9	370	280.1
Ethnic Origin: African American	60	55.0	59	53.2	60	52.5
Ethnic Origin: Native American	21	16.9	19	16.2	18	15.8
Ethnic Origin: Asian American	164	144.2	176	142.9	172	143.8
Ethnic Origin: Multi-Racial	34	26.2	47	32.4	47	36.2
Ethnic Origin: White	2,035	1,629.9	2,154	1,724.7	2,191	1,767.2
Ethnic Origin: Non-Resident Alien	37	25.7	46	35.9	62	48.9
Ethnic Origin: Other/Unknown	121	84.7	135	92.3	130	99.7
By Time Base						
Full-Time	2,022	2,028.6	2,094	2,097.1	2,149	2,150.8
Part-Time	789	236.3	921	290.4	909	297.6
By Age Range:						
Unknown	5	0.0	4	0.0	2	0.0
Less Than 30	332	173.4	405	188.4	393	204.6
30 thru 39	588	498.5	688	574.9	704	596.7
40 thru 49	687	596.3	693	613.8	713	639.9
50 thru 59	779	670.5	804	682.7	785	662.6
60 and Above	420	326.3	421	327.7	461	344.6

(Continued)

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Faculty Profile

12:01 Thursday, December 8, 2016

	Fall 2014			Fall 2015			Fall 2016		
	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:
Total Faculty	1,345	922.8	999.8	1,411	966.0	1,054.9	1,439	983.8	1,079.0
Faculty	1,303	904.9	981.0	1,361	943.4	1,034.2	1,387	965.7	1,063.8
Other Instructors	42	17.9	18.7	50	22.5	20.8	52	18.0	15.2
By College:									
Agriculture, Food, and Environmental Science	170	113.2	123.9	172	118.1	126.6	176	117.6	126.1
Architecture and Environmental Design	97	81.6	81.6	100	83.4	87.6	107	87.8	91.9
Engineering	220	160.0	167.4	246	168.1	177.5	241	168.1	176.9
Liberal Arts	321	242.8	251.0	347	258.4	266.5	345	266.6	274.1
Orfalea College of Business	100	71.3	74.0	105	76.9	79.6	112	79.8	84.7
Science and Mathematics	360	232.8	240.5	366	244.6	254.4	380	249.6	260.4
Other	77	21.1	61.4	75	16.5	62.8	78	14.3	65.0
By Tenure Status:									
Tenured	440	397.6	428.5	443	395.8	432.3	436	384.8	423.9
Tenure-Track	163	161.0	163.0	185	181.2	185.0	203	197.6	202.0
Non-Tenure	528	314.9	317.5	562	342.0	346.3	597	359.3	363.7
Others	214	49.2	90.8	221	46.9	91.3	203	42.2	89.4
By Gender:									
Men	824	583.8	633.0	835	591.0	644.8	853	602.7	661.2
Women	521	339.0	366.8	576	374.9	410.1	586	381.1	417.8
By Ethnic Origin:									
Ethnic Origin: Hispanic/Latino	86	51.2	56.5	85	48.1	55.5	84	47.5	52.1
Ethnic Origin: African American	20	10.6	15.0	18	11.1	15.5	21	13.5	17.9
[REDACTED]									
[REDACTED]									
Ethnic Origin: Asian American	82	64.6	69.4	87	63.8	70.4	89	65.2	70.1
Ethnic Origin: Multi-Racial	15	10.0	10.2	21	10.9	11.4	18	11.7	12.2
Ethnic Origin: White	1,032	714.9	771.2	1,077	745.3	812.4	1,098	745.8	822.5
Ethnic Origin: Non-Resident Alien	32	20.7	21.7	37	28.4	28.9	49	41.8	42.3

(Continued)

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Staff Profile

12:01 Thursday, December 8, 2016 **14**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
By Employee Class:						
Intermittant	228	0.0	305	4.1	283	0.0
By Years of Service:						
Unknown	197	2.1	276	8.3	264	1.1
Less than 5	389	356.0	465	433.4	510	490.4
5 thru 9	320	314.7	276	267.3	223	218.4
10 thru 14	135	133.5	139	138.0	159	153.5
15 thru 19	97	94.7	111	107.8	109	107.0
20 and Above	146	142.6	143	136.5	144	138.0
By Collective Bargaining Unit:						
C99	19	17.0	22	18.5	24	21.5
E99	8	1.9	9	3.9	10	3.9
R01	5	3.6	5	3.6	5	2.6
R02	43	27.9	46	32.9	46	31.1
R04	116	112.6	115	111.3	119	114.1
R05	273	177.0	350	189.4	341	192.5
R06	64	64.0	70	70.0	76	71.0
R07	281	247.2	273	241.0	267	239.8
R08	15	15.0	16	16.0	17	17.0
R09	460	377.5	504	404.7	504	415.0

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Management Profile

12:01 Thursday, December 8, 2016 **16**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount	Total Paid FTE:	Headcount	Total Paid FTE:	Headcount	Total Paid FTE:
Total Employees	226	221.6	246	241.4	267	261.0
By Division:						
President	4	4.0	8	8.0	3	3.0
Academic Affairs	106	103.9	124	120.9	126	123.3
Administration and Finance	59	58.0	63	62.0	68	67.0
Student Affairs	33	32.0	38	38.0	50	48.3
University Advancement	24	23.8	13	12.5	14	14.0
University Support					6	5.5
By Gender:						
Men	120	116.9	127	125.0	136	134.5
Women	106	104.8	119	116.4	131	126.5
By Ethnic Origin:						
Ethnic Origin: Hispanic/Latino	24	24.0	22	22.0	23	23.0
Ethnic Origin: African American	9	9.0	11	10.8	11	10.6
Ethnic Origin: Asian American	12	11.8	13	12.0	12	11.5
Ethnic Origin: White	170	166.0	187	183.6	204	199.0
Ethnic Origin: Other/Unknown	7	6.8	7	7.0	8	8.0
By Time Base:						
Full-Time	219	218.1	212	212.0	229	229.0
Part-Time	7	3.5	34	29.4	38	32.0
By Age Range:						
Less Than 30	2	2.0	3	3.0	6	6.0
30 thru 39	39	38.6	46	45.3	58	56.6
40 thru 49	60	60.0	71	70.3	72	72.0
50 thru 59	86	84.8	81	79.8	91	88.2
60 and Above	39	36.3	45	42.9	40	38.3
By Employee Class:						
Regular	216	214.1	236	232.9	253	250.8
Temporary	6	6.0	7	7.0	8	8.0

(Continued)

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Staff Profile

12:01 Thursday, December 8, 2016 **13**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
Total Employees	1,284	1,043.5	1,410	1,091.2	1,409	1,108.4
By Division:						
President	8	6.8	13	9.8	5	4.0
Academic Affairs	559	507.6	589	533.8	571	526.5
Administration and Finance	402	292.5	433	312.9	431	313.2
Student Affairs	283	212.2	358	220.8	376	242.5
University Advancement	32	24.5	17	14.0	19	17.0
University Support					7	5.3
By Gender:						
			1	1.0		
Men	575	455.1	666	487.0	656	499.6
Women	709	588.4	743	603.2	753	608.8
By Ethnic Origin:						
Ethnic Origin: Hispanic/Latino	223	195.8	267	207.4	266	205.0
Ethnic Origin: African American	32	31.0	32	27.0	29	24.0
Ethnic Origin: Native American	13	11.0	11	10.0	10	8.8
Ethnic Origin: Asian American	74	63.0	80	60.5	76	62.2
Ethnic Origin: Multi-Racial	18	15.0	24	19.0	26	20.0
Ethnic Origin: White	868	692.6	931	728.7	934	745.8
Ethnic Origin: Other/Unknown	48	30.1	53	31.6	52	36.1
By Time Base:						
Full-Time	1,023	1,022.6	1,043	1,041.0	1,064	1,064.0
Part-Time	261	20.9	367	50.2	345	44.4
By Age Range:						
Less Than 30	174	105.0	250	125.8	245	136.2
30 thru 39	268	227.3	303	248.8	302	252.8
40 thru 49	276	231.3	277	235.2	285	246.2
50 thru 59	407	350.1	412	351.0	389	328.8
60 and Above	159	129.9	168	130.5	188	144.5
By Employee Class:						
Regular	1,014	1,003.5	1,054	1,042.0	1,081	1,069.6
Temporary	42	40.1	51	45.0	45	38.8

(Continued)

FALL 2016 FACT BOOK DATA
Chapter 6 - Employees
Total Staff Profile

12:01 Thursday, December 8, 2016 **14**

	Fall 2014		Fall 2015		Fall 2016	
	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:	Headcount:	Total Paid FTE:
By Employee Class:						
Intermittant	228	0.0	305	4.1	283	0.0
By Years of Service:						
Unknown	197	2.1	276	8.3	264	1.1
Less than 5	389	356.0	465	433.4	510	490.4
5 thru 9	320	314.7	276	267.3	223	218.4
10 thru 14	135	133.5	139	138.0	159	153.5
15 thru 19	97	94.7	111	107.8	109	107.0
20 and Above	146	142.6	143	136.5	144	138.0
By Collective Bargaining Unit:						
C99	19	17.0	22	18.5	24	21.5
E99	8	1.9	9	3.9	10	3.9
R01	5	3.6	5	3.6	5	2.6
R02	43	27.9	46	32.9	46	31.1
R04	116	112.6	115	111.3	119	114.1
R05	273	177.0	350	189.4	341	192.5
R06	64	64.0	70	70.0	76	71.0
R07	281	247.2	273	241.0	267	239.8
R08	15	15.0	16	16.0	17	17.0
R09	460	377.5	504	404.7	504	415.0

Resignations		Fiscal Year					
	Count by Employee Type	11-12	12-13	13-14	14-15	15-16	Total
Faculty	American Indian	1		1			2
	Black	1	1	1	2	2	7
	Hispanic	1		2	1	2	6
	Asian	3	1	2	2	1	9
	White	17	19	22	24	29	111
	Unknown		3		3	1	7
	Total	23	24	28	32	35	142
Staff	American Indian			2	4	1	7
	Black		1		2	4	7
	Hispanic	3	7	9	9	11	39
	Native Hawaiian/Other Pacific Islander			1	1	1	3
	Asian	1	1		4	5	11
	White	42	33	31	54	63	223
	Two or More		1	1	2	1	5
	Unknown		4	1	3	2	10
Total	46	47	45	79	88	305	
MPP	American Indian	1					1
	Black				1	1	2
	Hispanic			1	1	2	4
	Asian					1	1
	White	2	8	6	5	7	28
	Unknown		1				1
	Total	3	9	7	7	11	37
All	American Indian	2		3	4	1	10
	Black	1	2	1	5	7	16
	Hispanic	4	7	12	11	15	49
	Native Hawaiian/Other Pacific Islander			1	1	1	3
	Asian	4	2	2	6	7	21
	White	61	60	59	83	99	362
	Two or More		1	1	2	1	5
	Unknown		8	1	6	3	18
Grand Total	72	80	80	118	134	484	

Reasons for Resignation		Fiscal Year				
Count of Emplid	11-12	12-13	13-14	14-15	15-16	Total
Resign - Professional Advncmnt	6	13	11	15	19	64
Resignation	36	25	26	45	45	177
Resignation - Better Job	2	10	9	6	3	30
Resignation - Better Pay	5	10	5	11	21	52
Resignation - Dissatisfied	2	2	2	6	7	19
Resignation - Personal Reasons	21	20	27	36	38	142
Grand Total	72	80	80	119	133	484

Retirements		Fiscal Year					
	Count by Employee Type	11-12	12-13	13-14	14-15	15-16	Total
Faculty	American Indian					1	1
	Black				1		1
	Hispanic		1	1		1	3
	Asian	1	1		1	2	5
	White	6	15	19	22	12	74
	Total	7	17	20	24	16	84
Staff	American Indian	2		1	1		4
	Black	1	1	2		2	6
	Hispanic	4	10	8	5	4	31
	Asian	4	4	1	3	1	13
	White	25	49	33	29	23	159
	Unknown	1	1				2
	Total	37	65	45	38	30	215
MPP	Black					2	2
	Hispanic		1	1	1	3	6
	Asian	1		1		1	3
	White	4	6	11	7	11	39
	Unknown	1	1	1	1		4
	Total	6	8	14	9	17	54
All	American Indian	2		1	1	1	5
	Black	1	1	2	1	4	9
	Hispanic	4	12	11	6	8	41
	Asian	6	5	2	4	4	21
	White	35	70	63	59	46	273
	Unknown	2	2	1	1		6
	Grand Total	50	90	80	72	63	355

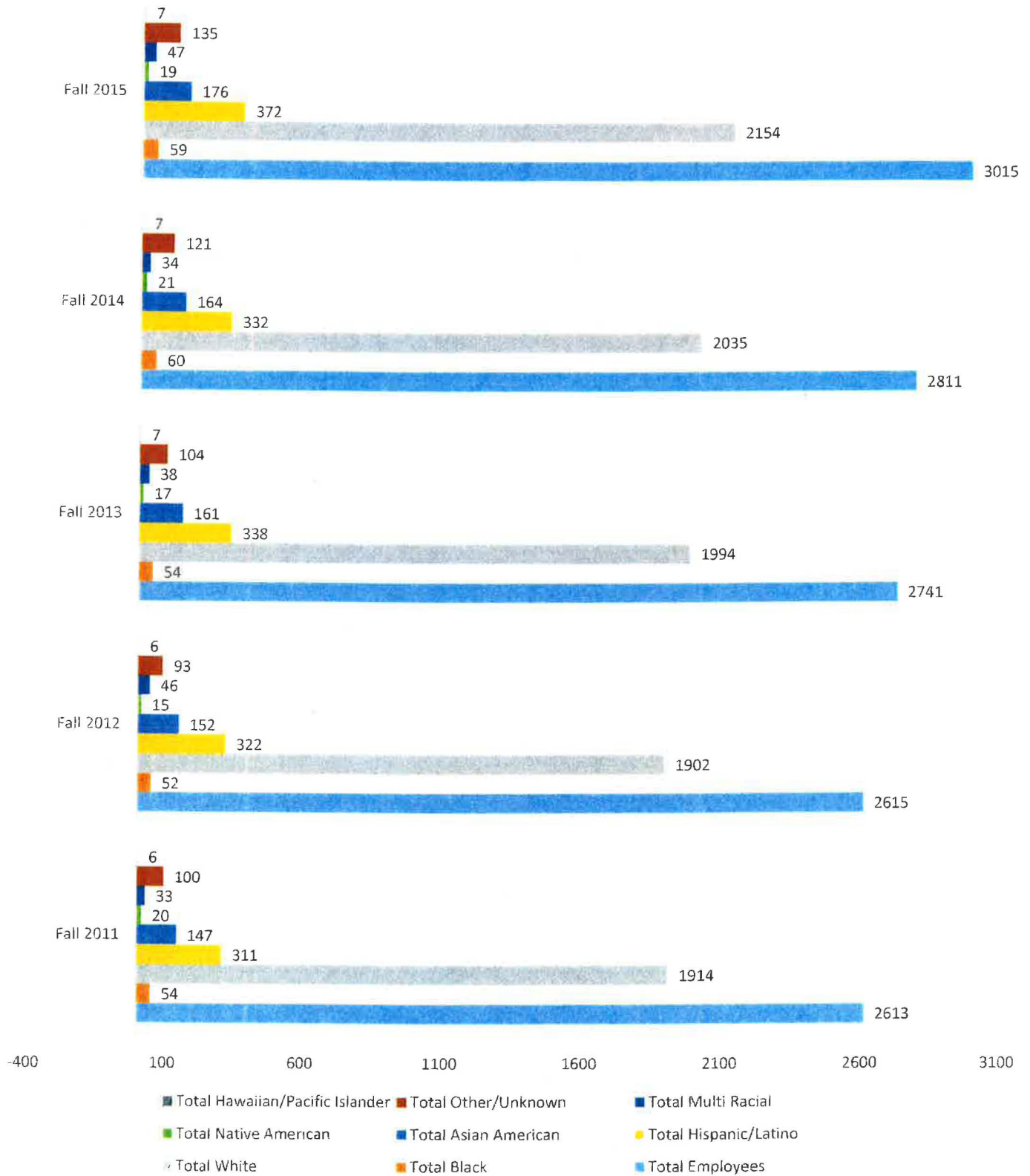
Summary of Counts		Fiscal Year				
Type of Separation	11-12	12-13	13-14	14-15	15-16	Total
Resignation	72	80	80	119	133	484
Retirement	50	90	80	72	63	355
Grand Total	122	170	160	191	196	839

Overview of Headcount from Cal Poly 2015 Factbook

(* data from 2016 Factbook not currently available)

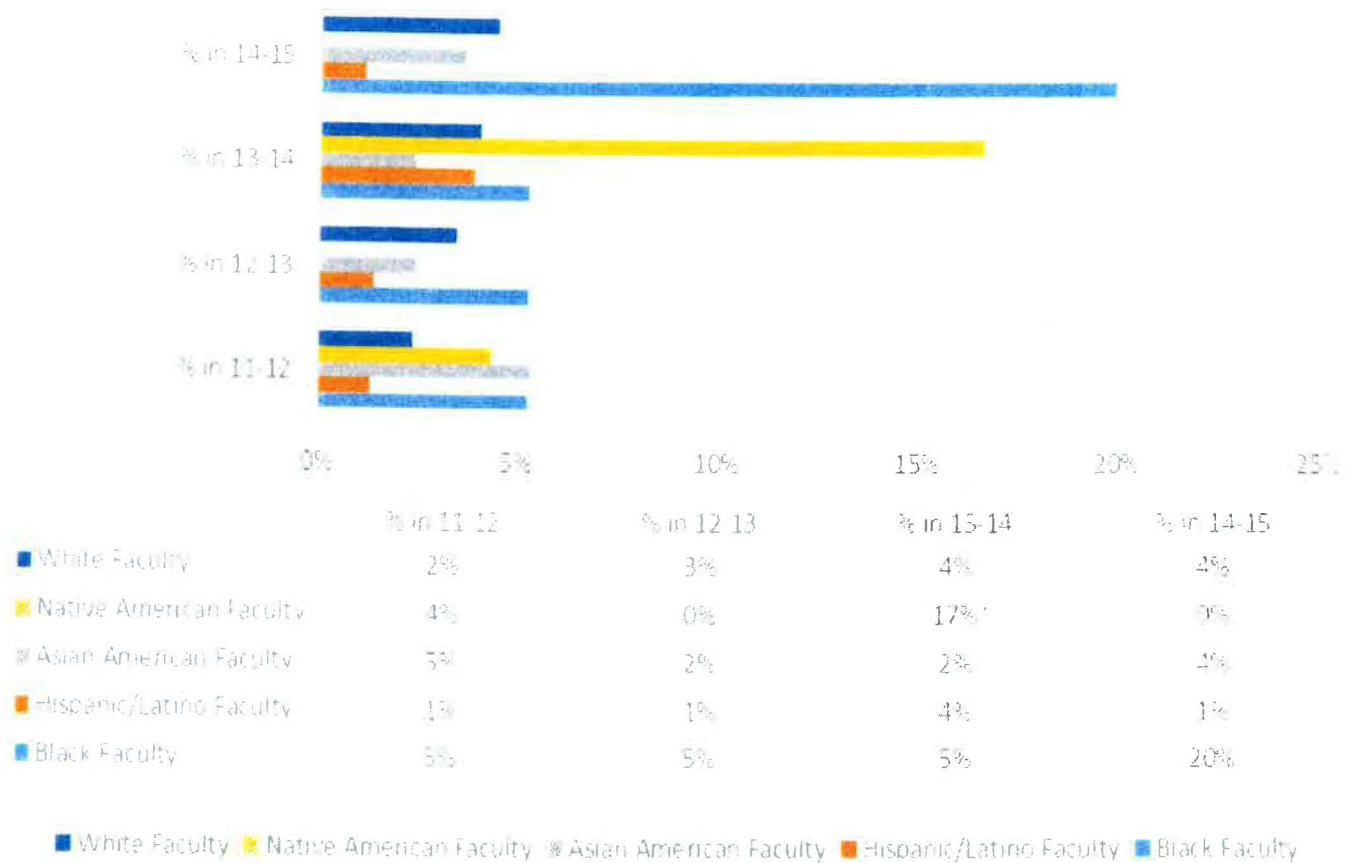
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Employees	2613	2615	2741	2811	3015
Total Black	54	52	54	60	59
Total White	1914	1902	1994	2035	2154
Total Hispanic/Latino	311	322	338	332	372
Total Asian American	147	152	161	164	176
Total Native American	20	15	17	21	19
Total Multi Racial	33	46	38	34	47
Total Other/Unknown	100	93	104	121	135
Total Hawaiian/Pacific Islander	6	6	7	7	7
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Staff	1240	1230	1293	1283	1408
Black Staff	27	26	27	32	32
Hispanic/Latino Staff	225	237	246	223	267
Asian American Staff	66	64	72	74	80
Multi Racial Staff	17	24	21	18	24
Native American Staff	13	11	11	13	11
White Staff	843	823	870	868	931
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Faculty	1244	1259	1307	1345	1411
Black Faculty	19	19	19	20	18
Hispanic/Latino Faculty	75	72	77	86	85
Asian American Faculty	75	82	83	82	87
Multi Racial Faculty	16	21	17	15	21
Native American Faculty	6	4	5	7	7
White Faculty	970	983	1019	1032	1077
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Management	168	169	185	226	246
Black Management	8	7	8	9	11
Hispanic/Latino Management	14	17	17	24	22
Asian American Management	6	7	7	12	13
Multi Racial Management	1	1	1	1	2
Native American Management	1	0	1	1	1
White Management	132	131	142	170	187

Total Employees
Cal Poly Fact Book 2015



Based on data received from the provost and academic personnel.

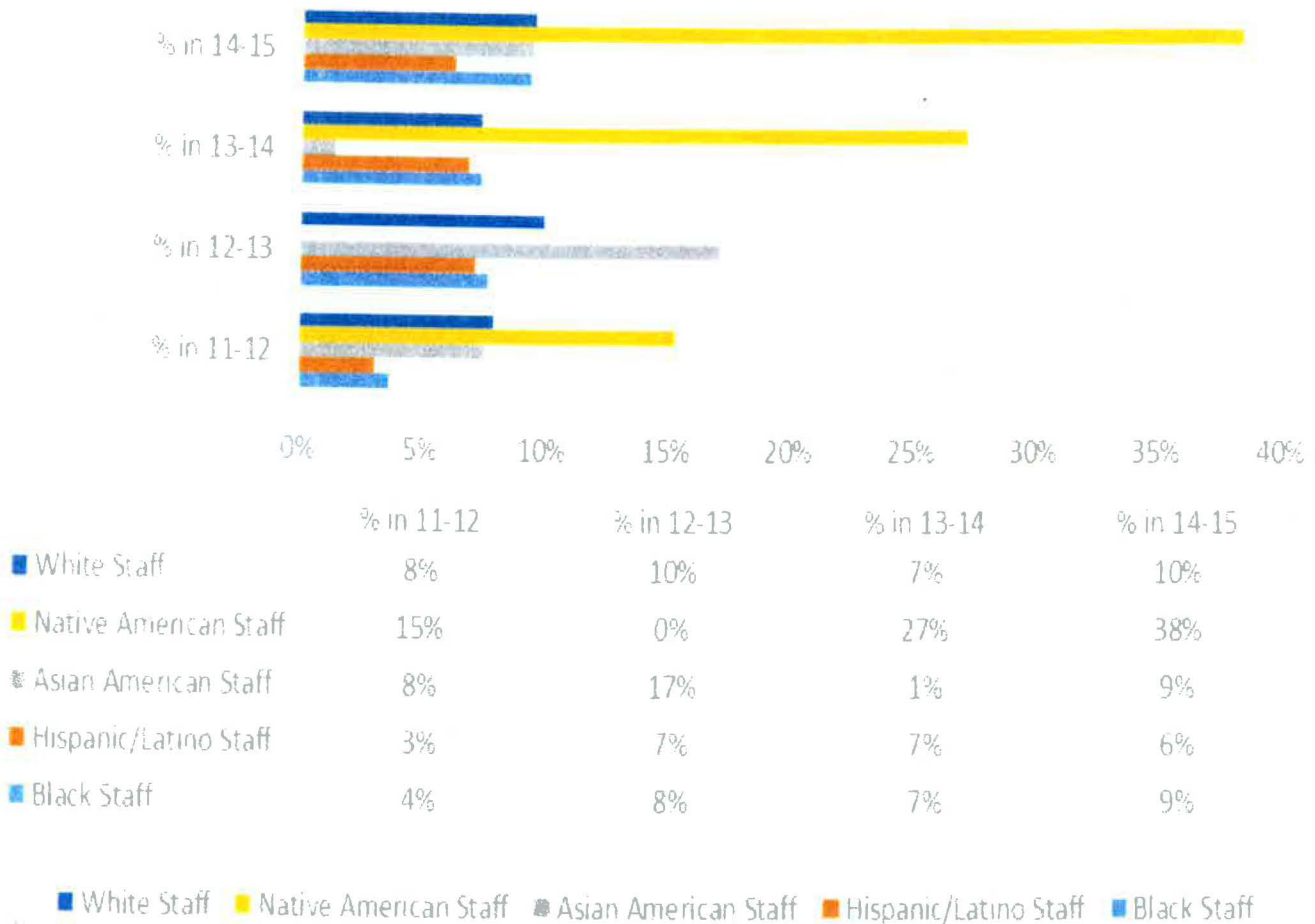
Percent of Faculty Resigned and Retired



	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Black Faculty	1 of 19	1 of 19	1 of 19	4 of 20
Hispanic/Latino Faculty	1 of 75	1 of 72	3 of 77	1 of 86
Asian American Faculty	4 of 75	2 of 82	2 of 83	3 of 82
Native American Faculty	1 of 6	0 of 4	1 of 5	0 of 7
White Faculty	23 of 970	34 of 983	41 of 1019	46 of 1032

Based on data received from the provost and academic personnel

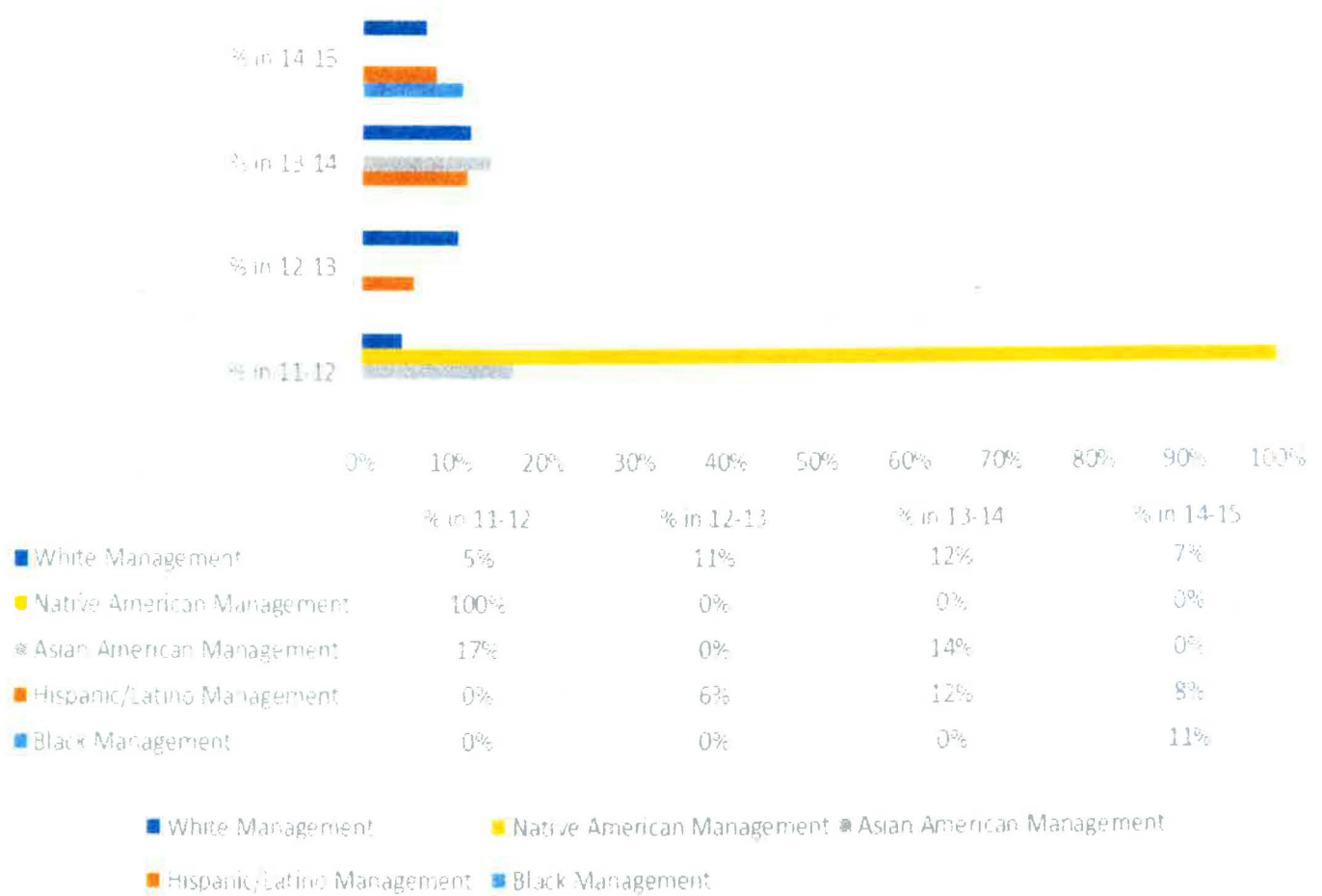
Percent of Staff Resigned and Retired



	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Black Staff	1 of 27	2 of 26	2 of 27	3 of 32
Hispanic/Latino Staff	7 of 225	17 of 237	17 of 246	14 of 223
Asian American Staff	5 of 66	11 of 64	1 of 72	7 of 74
Native American Staff	2 of 13	0 of 11	3 of 11	5 of 13
White Staff	67 of 843	82 of 823	64 of 870	83 of 868

Based on data received from the provost and academic personnel

Percent of Management Retired and Resigned



	FY 11-12	FY 12-13	FY 13-14	FY 14-15
Black Management	0 of 8	0 of 7	0 of 8	1 of 9
Hispanic/Latino Management	0 of 14	1 of 17	2 of 17	2 of 24
Asian American Management	1 of 6	0 of 7	1 of 7	0 of 12
Native American Management	1 of 1	0 of 0	0 of 1	0 of 1
White Management	6 of 132	14 of 131	17 of 142	12 of 170

Adopted:

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

AS-____-17

RESOLUTION ON RETIRING OBSOLETE ACADEMIC SENATE RESOLUTIONS

- 1 WHEREAS, A resolution approved by Cal Poly's Academic Senate reflects the concerns and
2 campus organization of the time in which it is adopted; and
3
4 WHEREAS, With the passage of sufficient time an adopted resolution may no longer hold
5 relevance; and
6
7 WHEREAS, Such obsolete resolutions should be identified and formally removed from the set of
8 active resolutions; and
9
10 WHEREAS, No process currently exists for determining the obsolescence of Academic Senate
11 resolutions or for their formal retirement; therefore be it
12
13 RESOLVED: That the *Bylaws of the Academic Senate* be amended as shown on the attached copy to
14 guide the formal retirement of resolutions by the Academic Senate.

Proposed by: Academic Senate Executive Committee
Date: August 25, 2016

V. MEETINGS

E. RETIRING RESOLUTIONS

When an Academic Senate resolution is suspected of being out of date or no longer pertinent, at the Chair's discretion the resolution may be submitted for review as to its current relevance by the Academic Senate committee that originally sponsored it or by an ad hoc committee. The committee's opinion regarding the resolution shall be forwarded to the Academic Senate Executive Committee. If the Executive Committee finds that the resolution in question should be retired, a proposal to this effect shall be placed on the Academic Senate's consent agenda. If no senator pulls the resolution from the consent agenda, the resolution shall be considered retired. If pulled from the consent agenda, the proposal will appear as a business item for debate at the next meeting of the Academic Senate. The President shall be informed of any such action and the Academic Senate shall update its records.

Adopted:

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

AS-__-17

**RESOLUTION ON RESCINDING RESOLUTION AS-603-03/IC,CC,GEC
[RESOLUTION ON CREDIT/NO CREDIT GRADING (CR/NC)]**

1 WHEREAS, Resolution AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO
2 CREDIT GRADING (CR/NC)] modifying the rules for CR/NC grading
3 established by resolution AS-479-97/CC Resolution on Credit/No
4 Credit Grading was adopted by the Cal Poly Academic Senate on June
5 3, 2003; and
6

7 WHEREAS, No response concerning AS-603-03/IC,CC,GEC was received from the
8 President's Office; and
9

10 WHEREAS, Resolution AS-603-03/IC,CC,GEC has not been implemented for
11 reasons unknown; and
12

13 WHEREAS, The above situation was not discovered until Winter Quarter 2016, by
14 which time some of its provisions had become anachronistic; and
15

16 WHEREAS, After a delay of thirteen years it is appropriate to consult the current
17 Academic Senate to know its will on the matter; therefore be it
18

19 RESOLVED: That AS-603-03/IC,CC,GEC [RESOLUTION ON CREDIT/NO CREDIT
20 GRADING (CR/NC)] be hereby rescinded; and be it further
21

22 RESOLVED: That the matter of Credit/No Credit be referred to the Academic
23 Senate Instruction Committee for review.

Proposed by: Academic Senate Executive Committee
Date: October 27, 2016
Revised: January 31, 2017

Adopted: June 3, 2003

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

AS-603-03/IC,CC,GEC

**RESOLUTION ON
CREDIT/NO CREDIT GRADING (CR/NC)**

- 1 WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses;
2 and
3
4 WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
5
6 WHEREAS, Students in good standing (not on academic probation) should have the option of taking a
7 limited number of courses CR/NC; and
8
9 WHEREAS, The ability to take courses CR/NC can broaden a student's academic experience, which
10 should be encouraged; and
11
12 WHEREAS, POWER and CAPTURE currently prompt students to select normal grading or the
13 CR/NC option for each course they enroll in during registration; and
14
15 WHEREAS, The current policy, as approved by the Academic Senate in 1997, cannot be fully
16 implemented; therefore, be it
17
18 RESOLVED: That undergraduate students be permitted to take up to 12 units of courses CR/NC in
19 accord with the following specifications:
20
21 ▪ CR requires the student earn a C or higher; and
22
23 ▪ The catalog and class schedule provide advice to students to consult with their
24 advisor when considering taking a major course CR/NC; and
25
26 ▪ The method by which students elect the CR/NC option be removed from students'
27 course selection via POWER and CAPTURE and a designated link be added to
28 POWER to serve as the sole vehicle for electing the CR/NC option after initial
29 registration.

Proposed by: Academic Senate Instruction,
Curriculum, and General Education Committees
Date: April 29, 2003
Revised: May 14, 2003
Revised: May 28, 2003
Revised: June 3, 2003

Adopted: April 29, 1997

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

**AS-479-97/CC
RESOLUTION ON
CREDIT/NO CREDIT GRADING**

- WHEREAS, This resolution pertains to courses that are normally graded, not to CR/NC-only courses; and
- WHEREAS, This resolution refers to undergraduate students only, not to graduate students; and
- WHEREAS, The number of courses a student may elect to take CR/NC should be kept to a minimum; and
- WHEREAS, Students should have the option of taking a limited number of courses CR/NC; and
- WHEREAS, Some balance must be found between limiting the number of courses that may be taken CR/NC and allowing students to enroll in a small number of such courses for the reasons outlined above; and
- WHEREAS, Some departments (or equivalent unit) may approve of their majors taking a major or support course CR/NC, or a GEB course CR/NC, while some departments would not approve, and individual departments should properly have the right, and be allowed to retain the flexibility, to make this decision; therefore, be it
- RESOLVED: That students be permitted to take a maximum of 16 units of courses CR/NC in accord with the following specifications:
- * no more than 4 units CR/NC in major or support courses, subject to approval by the student's major department or equivalent unit; and
 - * no more than 4 units CR/NC in GEB courses.

Rationale: The number of courses a student may elect to take CR/NC should be kept to a minimum, for reasons that include the following: It is generally recognized, as evidenced in testimony from recipients of Cal Poly's Distinguished Teaching Award (e.g., memo from Dr. Snetsinger dated 10 Nov. 1996), that students who enroll in a course CR/NC often do not take such courses as seriously as their graded courses, working toward a lower standard and consequently learning less in CR/NC courses; as Drs. Greenwald and Hampsey have stated, "Those involved in teaching GEB courses have complained that the students who take GEB classes CR/NC are often working for a C-. The data from Tom Zuur supports this contention. There were 40 percent more A's and B's among all students than among CR/NC

Resolution on CR/NC Grading

AS-479-97/CC

Page Two

students. There were 40 percent fewer D's and F's among all students than among [CR/NC] students. The result is a pronounced downward shift of grades among CR/NC classes" (memo dated 10 Oct. 1996);

Senate Resolution AS-464-96 abolishing the option of taking GEB classes CR/NC' was passed in a near-unanimous vote by the Academic Senate in Spring 1996 and approved by President Baker in Fall 1996;

Students at Cal Poly cannot elect to take major or support courses CR/NC because these courses are considered vital to their education, and GEB courses cannot be taken CR/NC because they are considered equally vital to students' education; as President Baker has stated, this resolution "particularly underscores the status of GEB as a partner with the major programs at the University" (memo dated 9 Dec. 1996); as Dr. Zingg has stated, General Education should not be seen as a "second class citizen" in the curriculum (ASI Board of Directors minutes dated 6 Nov. 1996); as Drs. Greenwald and Hampsey have stated, "The implied message that GEB classes are somehow less important is one that teachers of GEB classes find objectionable. If we want to consider Cal Poly a premier institution, then GEB must be taken seriously" (memo dated 10 Oct. 1996);

Prospective employers have been known to disapprove of CR/NC courses on transcripts, which may adversely affect students' ability to obtain jobs;

Graduate school admissions boards have been known to disapprove of CR/NC courses on transcripts, with some graduate schools refusing to accept CR/NC courses for credit, and other schools automatically converting CR's to C's or F's.

Students should have the option of taking a limited number of courses CR/NC, for reasons that include the following: Students may explore unfamiliar areas of the curriculum or enroll in challenging courses without undue risk to their grade point average; President Baker has encouraged the Senate "to protect both the exploratory purpose of Cr/NCr grading and the principle of curricular choice through free electives" (memo dated 25 Sept. 1996);

Students may take a higher course load during certain quarters in order to move more quickly toward graduation;

Transfer students who have taken some courses CR/NC elsewhere may have an easier time making the transition to Cal Poly and thus move more quickly toward graduation.

Proposed by the Academic Senate Curriculum
Committee

February 27, 1997

Revised April 8, 1997

Revised April 22, 1997

Revised April 29, 1997

Adopted:

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

AS-____-17

RESOLUTION ON ACADEMIC STANDARDS FOR MASTERS DEGREES

1 WHEREAS, On March 20-21, 2014 the Academic Senate of the California State University
2 passed AS-3171-14/AA, "Resolution on Academic Standards for Master's Degrees,"
3 which recommended that the percentage of courses "designed primarily for graduate
4 study" be increased from 50% to 60% of the units required for the graduate degree; and
5

6 WHEREAS, AS-3171-14/AA also recommended that the CSU campuses consider adopting policies
7 determining whether a course is "designed primarily for graduate study"; therefore be it
8

9 RESOLVED: That a graduate course be defined as a course designed primarily for graduate study
10 following the guidelines proposed in EP&R 82-39, coded memo on "Definitions of
11 Graduate Level Instruction," dated August 12, 1982; and be it further
12

13 RESOLVED: That a graduate course be further defined as a stand-alone course at the graduate level
14 (i.e. not scheduled to meet at the same time, or in the same place as an undergraduate or
15 teaching credential course); and be it further
16

17 RESOLVED: That the requirement for the number of units designed for graduate study be elevated
18 from 50% to 60% of the units required for the degree; and be it further
19

20 RESOLVED: That these requirements be implemented by all graduate programs no later than the 2019-
21 21 Cal Poly Catalog cycle.
22

Proposed by: Richard Savage, Dean of Graduate Education
Date: November 11, 2016

Adopted:

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

AS-__-17

RESOLUTION ON IN-RESIDENCE REQUIREMENT FOR LAST 40 UNITS

- 1 WHEREAS, Cal Poly currently requires undergraduate students to take on campus at least 30 of their last
2 40 units required for the degree; and
3
4 WHEREAS, This requirement was established at a time before 4-unit courses were the norm at Cal Poly;
5 and
6
7 WHEREAS, Raising the cap for off-campus transfer credit from 10 to 12 of the last 40 units would
8 correspond to three 4-unit courses and reduce the need for special petitions; therefore be it
9
10 RESOLVED: That Cal Poly lower from 30 to 28 the number of units from a student's last 40 required for
11 the degree that must be taken in residence; and be it further
12
13 RESOLVED: That the *Cal Poly Catalog* reflect and the Registrar's Office enforce this change effective
14 immediately.

Proposed by: Academic Senate Executive Committee
Date: September 27, 2016

Adopted:

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

AS-__-17

**RESOLUTION ON PROPOSING NEW COURSES OR OTHER
CHANGES TO CURRICULA**

- 1 WHEREAS, The development of curriculum and instruction is the responsibility of the faculty, a
2 fundamental principle supported by AAUP (*Statement on Government of Colleges and*
3 *Universities*)¹ and the Academic Senate of the CSU (ASCSU) (*Collegiality in the*
4 *California State University System*, 1985)² to name a few; and
5
6 WHEREAS, At times it has been necessary to reassert this principle, for example by the ASCSU
7 (*Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, AS-3081-
8 12/FA/AA)³, and by the Cal Poly Academic Senate (*Resolution on Shared*
9 *Governance*, AS-748-12)⁴; and
10
11 WHEREAS, Current campus procedures establish the workflow for proposing new curricula: the
12 Office of the Registrar states that “Proposals for new courses are developed by faculty
13 and submitted for approval through the Curriculum Management system,”
14 (<http://registrar.calpoly.edu/course-policies-guidelines#Propose%20a%20New%20>),
15 and Academic Senate Bylaws (VIII.I.2b) state that “[t]he Curriculum Committee
16 evaluates curriculum proposals from departments and colleges;” and
17
18 WHEREAS, On this campus, the policy that only faculty may propose new courses or other changes
19 to existing curricula has been articulated for some time, but it does not appear in
20 Senate documentation; therefore be it
21
22 RESOLVED: That the faculty reassert and reaffirm that the development of curriculum and
23 instruction are the purview of the faculty; and be it further
24
25 RESOLVED: That only current faculty may propose new courses or other changes to curricula, and
26 that they do so through the curriculum committee of the appropriate academic
27 department or associated college.

Proposed by: Glen Thorncroft, Senator, CENG
Paul Rinzler, Senator, CLA
Lauren Garner, Senator, CAFES
Date: December 5, 2016

Footnotes:

¹ "When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction." AAUP *Statement on Government of Colleges and Universities*

² "Because the university's curriculum is of central concern to the faculty and because faculty have the primary responsibility in curricular decisions, it follows that faculty should have the major voice in academic policy decisions which closely affect the curriculum, access to the curriculum, or the quality of the curriculum." *Collegiality in the California State University System*, Academic Senate of the CSU (1985)

³ "RESOLVED: That the Academic Senate of the California State University (ASCSU) reassert that the quality of the curriculum for academic credit, including technology-mediated courses and online courses, remain the purview of the faculty individually and collectively..." *Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, CSU Academic Senate. AS-3081-12/FA/AA

⁴ "RESOLVED: That the faculty affirm its primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes..." *Resolution on Shared Governance*, Cal Poly Academic Senate Resolution AS-748-12