



## Meeting of the Academic Senate

Tuesday, March 14, 2017

UU 220, 3:10 to 5:00 pm

I. **Minutes:** none.

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. **[TIME CERTAIN 3:30] Electronic WPAF and Workflow in Faculty Evaluation** by Ken Brown, Faculty Affairs Committee Chair and Al Liddicoat, Associate Vice Provost for Academic Personnel.
- B. **[TIME CERTAIN 3:40] Optimizing IT** by Bill Britton, Interim CIO/Cybersecurity Center Director, Ryan Matteson, Deputy Chief Info Officer, Paul Jurasin, Director of ITS-CPIC, and Theresa May, Manager, ITS Organizational Development.

V. **Consent Agenda:**

A.

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
ANT 345 Human Behavioral Ecology (4), 4 lectures, GE D5 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		
COMS 316 Intercultural Communication (4), 4 lectures, GE D5, USCP (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		
COMS 386 Communication, Media, and Politics (4), 4 lectures, GE D5 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		
KINE 250 Health Living (4), 4 lectures, GE D4 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/23/17.	On the 3/14/17 consent agenda.		
PHIL 231 Philosophical Classics: Ethics and Political Philosophy (4), 4 lectures, GE C2 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		
PSY 201 General Psychology (4), 4 lectures, GE D4 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		
TH 210 Introduction to Theatre (4), 4 lectures, GE C3 (existing course proposed to be offered online)	Reviewed and recommended for approval 2/2/17.	On the 3/14/17 consent agenda.		

- B. The following proposals, which were submitted as part of the 2017-19 catalog review cycle and are found in “College Summaries with 2017-19 Catalog Proposals” in the online Curriculum Handbook:
- Proposal for BS Dairy Science (add STAT 218 and remove CHEM 312 as support courses) in the Animal Science department in the College of Agriculture, Food and Environmental Sciences
  - Proposals for AERO 464 and AERO 526 (eliminate hidden prerequisites) in the Aerospace Engineering department in the College of Engineering
  - Proposals for KINE 298, KINE 434, and KINE 453 in the Kinesiology department in the College of Science and Mathematics
- All summaries are found at <http://registrar.calpoly.edu/status-proposals>.

C. Courses to list on SUSCAT (pp. xx-xx).

VI. **Business Item(s):**

- A. **Resolution on Academic Standards for Masters Degree:** Richard Savage, Dean of Graduate Education, second reading (p. 3).
- B. **Resolution to Establish Exit Interview Protocol and a Request for Outside Review:** Paul Choboter, Senator, second reading (pp. 4-27).
- C. **Resolution on Proposing New Courses or Other Changes to Curricula:** Glen Thorncroft, Senator, first reading (pp. 28-29).
- D. **Resolution on In-Residence Requirement for Last 40 Units:** Gary Laver, Chair Academic Senate, second reading (p. 30).
- E. **Resolution on Proposed Faculty Personnel Policy Consent Agenda Procedures:** Ken Brown, Faculty Affairs Committee Chair, first reading (pp. 31-42).
- F. **Resolution on Aligning USCP Criteria to Diversity Learning Objectives with Oversight by GE Governance Board:** Bruno Giberti, Academic Programs and Planning and Denise Isom, Interim Associate Director of the Office of Diversity and Inclusivity, first reading (pp. 43-45).
- G. **Resolution on Rescinding Resolution AS-603-03/IC,CC,GEC [Resolution on Credit/No Credit Grading (CR/NC)]:** Phil Nico, Senator, second reading (pp. 46-49).

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

VIII. **Adjournment:**

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 required graduate course be further defined as a stand-alone course at the graduate  
14 level (i.e. not scheduled to meet at the same time, or in the same place as an  
15 undergraduate or 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  
Revised: March 8, 2017

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

AS-\_\_\_\_-17

**RESOLUTION ON TO ESTABLISH EXIT INTERVIEW PROTOCOL AND A  
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, Increasing diversity and improving diversity the climate at Cal Poly is the responsibility of the  
17 entire Cal Poly community; and  
18  
19 WHEREAS, By partnering ~~we~~ the Cal Poly community can work together to create strategies to improve  
20 diversity; and  
21  
22 WHEREAS, Increasing diversity and improving diversity the climate depends not only on recruitment, but  
23 retention as well; and  
24  
25 WHEREAS, During the eighteen month period ending June 30, 2016, 8 Black staff members, 25% of Cal Poly's  
26 Black staff, left Cal Poly; and  
27  
28 WHEREAS, During the two-year period ending June 30, 2016, 5 Black faculty, 28% of the 2015 population of  
29 Cal Poly's Black faculty, left Cal Poly; and  
30  
31 WHEREAS, During the two-year period ending June 30, 2016, 4 Black MPP members, 36% of the 2015  
32 population of Cal Poly's Black MPP members, left Cal Poly; and  
33  
34 WHEREAS, There are serious concerns regarding resignations of other underrepresented groups; and  
35  
36 ~~WHEREAS, Many of those who resigned were members of the Academic Professionals of CA (APC); and~~  
37  
38 ~~WHEREAS, Some of the those members of APC who resigned were eligible to serve in the Academic Senate;~~  
39 ~~and~~  
40  
41 WHEREAS, There are independent entities with personnel who are experts at dealing with workplace issues;  
42 therefore be it  
43  
44 RESOLVED: That the Cal Poly administration develops a protocol for conducting exit interviews for all  
45 permanent Cal Poly employees; and be it further  
46  
47 RESOLVED: That the Cal Poly administration shall develop a protocol for exit interviews from a sample of  
48 nonpermanent employees as appropriate; and be it further



- 49  
50 RESOLVED: That the Cal Poly administration strongly consider oversampling nonpermanent employees for  
51 underrepresented groups (Blacks, Hispanics, and Native Americans), long-term employees, etc., as  
52 appropriate; and be it further  
53
- 54 RESOLVED: That the Academic Senate requests that President Armstrong invite an outside entity to conduct a  
55 review of the departures in Cal Poly's Black staff, Black faculty, and Black MPP members, as well  
56 as departures in other underrepresented groups (Hispanics and Native Americans) during the two-  
57 year period ending June 30, 2016; and be it further  
58
- 59 RESOLVED: For comparative purposes, the administration is strongly urged to conduct a review of a sample of  
60 the departures in Cal Poly's White faculty, White staff, and White MPP members, during the two-  
61 year period ending June 30, 2016; and be it further  
62
- 63 RESOLVED: That the Academic Senate, the CFA, and the unions representing staff be consulted prior to the  
64 invitation to the outside entity; and be it further  
65
- 66 RESOLVED: That the results of the review shall be shared with the Academic Senate, the CFA, as well as and  
67 the unions representing staff; be it further  
68
- 69 RESOLVED: That the Academic Senate, the CFA, as well as and the unions representing staff shall be consulted  
70 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

Revised: March 9, 2017

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# Academic Programs and Planning

Home : Diversity Learning Objectives

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## *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.”<sup>1</sup>

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

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<sup>1</sup> “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."<sup>2</sup> 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."

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<sup>2</sup> 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.<sup>3</sup> 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).<sup>4</sup> 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.<sup>5</sup> (AAC&U)

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<sup>3</sup> 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).

<sup>4</sup> "Diversity in the Curriculum Task Force Report," 9 Aug. 2010, 17 Feb. 2011  
<[http://diversity.calpoly.edu/reports/curr\\_task\\_force\\_report.html](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).

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

4

	Fall 2014			Fall 2015			Fall 2016		
	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:	Headcount:	Instructional FTE:	Total Paid FTE:
<b>Total Faculty</b>	1,345	922.8	999.8	1,411	966.0	1,054.9	1,439	983.8	1,079.0
<b>Faculty</b>	1,303	904.9	981.0	1,361	943.4	1,034.2	1,387	965.7	1,063.8
<b>Other Instructors</b>	42	17.9	18.7	50	22.5	20.8	52	18.0	15.2
<b>By College:</b>									
<b>Agriculture, Food, and Environmental Science</b>	170	113.2	123.9	172	118.1	126.6	176	117.6	126.1
<b>Architecture and Environmental Design</b>	97	81.6	81.6	100	83.4	87.6	107	87.8	91.9
<b>Engineering</b>	220	160.0	167.4	246	168.1	177.5	241	168.1	176.9
<b>Liberal Arts</b>	321	242.8	251.0	347	258.4	266.5	345	266.6	274.1
<b>Orfalea College of Business</b>	100	71.3	74.0	105	76.9	79.6	112	79.8	84.7
<b>Science and Mathematics</b>	360	232.8	240.5	366	244.6	254.4	380	249.6	260.4
<b>Other</b>	77	21.1	61.4	75	16.5	62.8	78	14.3	65.0
<b>By Tenure Status:</b>									
<b>Tenured</b>	440	397.6	428.5	443	395.8	432.3	436	384.8	423.9
<b>Tenure-Track</b>	163	161.0	163.0	185	181.2	185.0	203	197.6	202.0
<b>Non-Tenure</b>	528	314.9	317.5	562	342.0	346.3	597	359.3	363.7
<b>Others</b>	214	49.2	90.8	221	46.9	91.3	203	42.2	89.4
<b>By Gender:</b>									
<b>Men</b>	824	583.8	633.0	835	591.0	644.8	853	602.7	661.2
<b>Women</b>	521	339.0	366.8	576	374.9	410.1	586	381.1	417.8
<b>By Ethnic Origin:</b>									
<b>Ethnic Origin: Hispanic/Latino</b>	86	51.2	56.5	85	48.1	55.5	84	47.5	52.1
<b>Ethnic Origin: African American</b>	20	10.6	15.0	18	11.1	15.5	21	13.5	17.9
<b>Ethnic Origin: Asian American</b>	82	64.6	69.4	87	63.8	70.4	89	65.2	70.1
<b>Ethnic Origin: Multi-Racial</b>	15	10.0	10.2	21	10.9	11.4	18	11.7	12.2
<b>Ethnic Origin: White</b>	1,032	714.9	771.2	1,077	745.3	812.4	1,098	745.8	822.5
<b>Ethnic Origin: Non-Resident Alien</b>	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:
<b>By Employee Class:</b>						
Intermittant	228	0.0	305	4.1	283	0.0
<b>By Years of Service:</b>						
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
<b>By Collective Bargaining Unit:</b>						
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:
<b>Total Employees</b>	226	221.6	246	241.4	267	261.0
<b>By Division:</b>						
<b>President</b>	4	4.0	8	8.0	3	3.0
<b>Academic Affairs</b>	106	103.9	124	120.9	126	123.3
<b>Administration and Finance</b>	59	58.0	63	62.0	68	67.0
<b>Student Affairs</b>	33	32.0	38	38.0	50	48.3
<b>University Advancement</b>	24	23.8	13	12.5	14	14.0
<b>University Support</b>					6	5.5
<b>By Gender:</b>						
<b>Men</b>	120	116.9	127	125.0	136	134.5
<b>Women</b>	106	104.8	119	116.4	131	126.5
<b>By Ethnic Origin:</b>						
<b>Ethnic Origin: Hispanic/Latino</b>	24	24.0	22	22.0	23	23.0
<b>Ethnic Origin: African American</b>	9	9.0	11	10.8	11	10.6
<b>Ethnic Origin: Asian American</b>	12	11.8	13	12.0	12	11.5
<b>Ethnic Origin: White</b>	170	166.0	187	183.6	204	199.0
<b>Ethnic Origin: Other/Unknown</b>	7	6.8	7	7.0	8	8.0
<b>By Time Base:</b>						
<b>Full-Time</b>	219	218.1	212	212.0	229	229.0
<b>Part-Time</b>	7	3.5	34	29.4	38	32.0
<b>By Age Range:</b>						
<b>Less Than 30</b>	2	2.0	3	3.0	6	6.0
<b>30 thru 39</b>	39	38.6	46	45.3	58	56.6
<b>40 thru 49</b>	60	60.0	71	70.3	72	72.0
<b>50 thru 59</b>	86	84.8	81	79.8	91	88.2
<b>60 and Above</b>	39	36.3	45	42.9	40	38.3
<b>By Employee Class:</b>						
<b>Regular</b>	216	214.1	236	232.9	253	250.8
<b>Temporary</b>	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:
<b>Total Employees</b>	1,284	1,043.5	1,410	1,091.2	1,409	1,108.4
<b>By Division:</b>						
<b>President</b>	8	6.8	13	9.8	5	4.0
<b>Academic Affairs</b>	559	507.6	589	533.8	571	526.5
<b>Administration and Finance</b>	402	292.5	433	312.9	431	313.2
<b>Student Affairs</b>	283	212.2	358	220.8	376	242.5
<b>University Advancement</b>	32	24.5	17	14.0	19	17.0
<b>University Support</b>	-	-	-	-	7	5.3
<b>By Gender:</b>						
	-	-	1	1.0	-	-
<b>Men</b>	575	455.1	666	487.0	656	499.6
<b>Women</b>	709	588.4	743	603.2	753	608.8
<b>By Ethnic Origin:</b>						
<b>Ethnic Origin: Hispanic/Latino</b>	223	195.8	267	207.4	266	205.0
<b>Ethnic Origin: African American</b>	32	31.0	32	27.0	29	24.0
<b>Ethnic Origin: Native American</b>	13	11.0	11	10.0	10	8.8
	█	█	█	█	█	█
<b>Ethnic Origin: Asian American</b>	74	63.0	80	60.5	76	62.2
<b>Ethnic Origin: Multi-Racial</b>	18	15.0	24	19.0	26	20.0
<b>Ethnic Origin: White</b>	868	692.6	931	728.7	934	745.8
	█	█	█	█	█	█
<b>Ethnic Origin: Other/Unknown</b>	48	30.1	53	31.6	52	36.1
<b>By Time Base:</b>						
<b>Full-Time</b>	1,023	1,022.6	1,043	1,041.0	1,064	1,064.0
<b>Part-Time</b>	261	20.9	367	50.2	345	44.4
<b>By Age Range:</b>						
<b>Less Than 30</b>	174	105.0	250	125.8	245	136.2
<b>30 thru 39</b>	268	227.3	303	248.8	302	252.8
<b>40 thru 49</b>	276	231.3	277	235.2	285	246.2
<b>50 thru 59</b>	407	350.1	412	351.0	389	328.8
<b>60 and Above</b>	159	129.9	168	130.5	188	144.5
<b>By Employee Class:</b>						
<b>Regular</b>	1,014	1,003.5	1,054	1,042.0	1,081	1,069.6
<b>Temporary</b>	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:
<b>By Employee Class:</b>						
Intermittant	228	0.0	305	4.1	283	0.0
<b>By Years of Service:</b>						
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
<b>By Collective Bargaining Unit:</b>						
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
<b>Faculty</b>	American Indian	1		1		2
	Black	1	1	1	2	2
	Hispanic	1		2	1	2
	Asian	3	1	2	2	1
	White	17	19	22	24	29
	Unknown		3		3	1
	<b>Total</b>	23	24	28	32	35
<b>Staff</b>	American Indian			2	4	1
	Black		1		2	4
	Hispanic	3	7	9	9	11
	Native Hawaiian/Other Pacific Islander			1	1	1
	Asian	1	1		4	5
	White	42	33	31	54	63
	Two or More		1	1	2	1
	Unknown		4	1	3	2
	<b>Total</b>	46	47	45	79	88
<b>MPP</b>	American Indian	1				
	Black				1	1
	Hispanic			1	1	2
	Asian					1
	White	2	8	6	5	7
	Unknown		1			1
	<b>Total</b>	3	9	7	7	11
<b>All</b>	American Indian	2		3	4	1
	Black	1	2	1	5	7
	Hispanic	4	7	12	11	15
	Native Hawaiian/Other Pacific Islander			1	1	1
	Asian	4	2	2	6	7
	White	61	60	59	83	99
	Two or More		1	1	2	1
	Unknown		8	1	6	3
	<b>Grand Total</b>	72	80	80	118	134

Reasons for Resignation		Fiscal Year				
	Count of Emplid	11-12	12-13	13-14	14-15	15-16
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
<b>Grand Total</b>		72	80	80	119	133

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

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

Overview of Headcount from Cal Poly 2015 Factbook  
(\* data from 2016 Factbook not currently available)

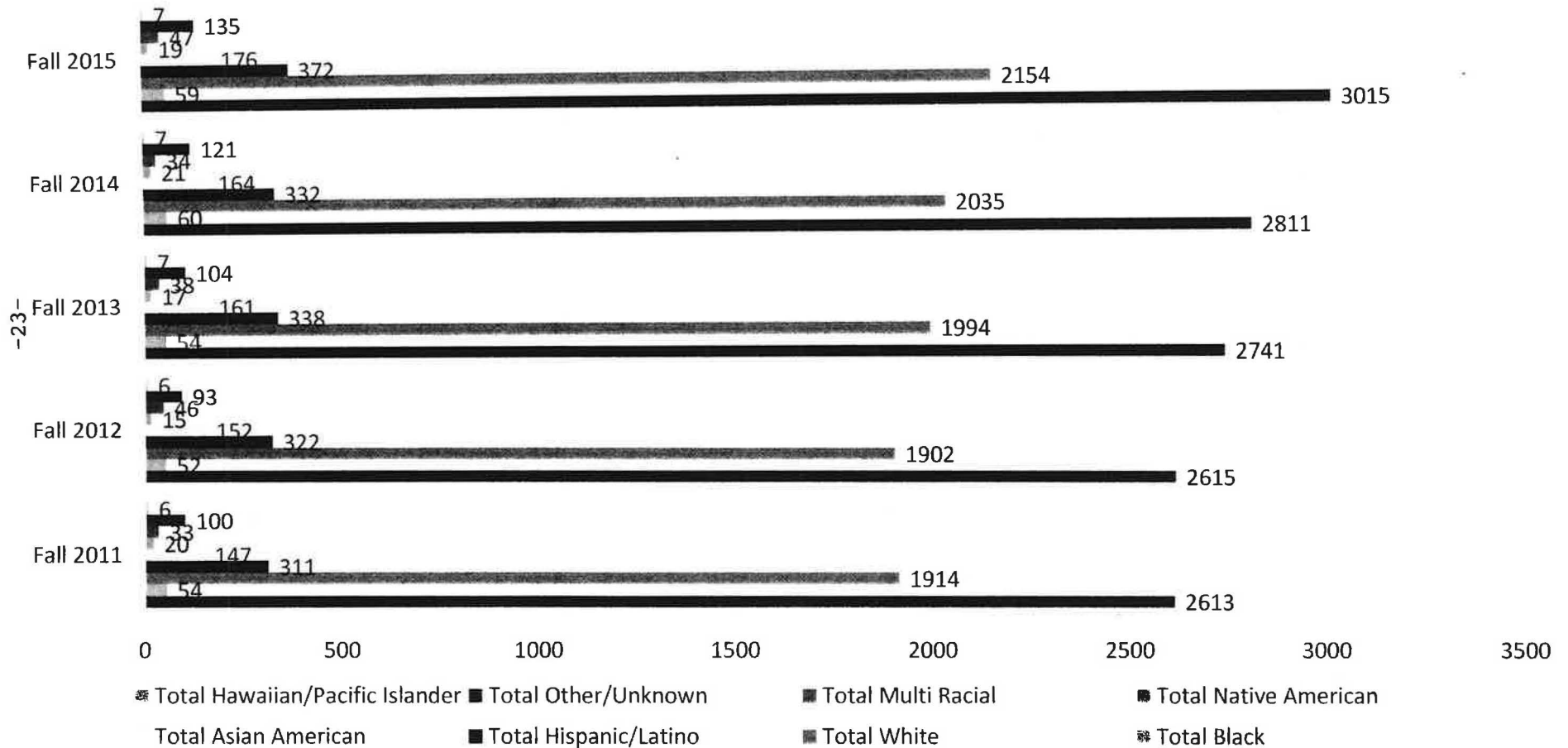
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Employees	2613	2615	2741	2811	3015
Total Black	54	52	54	60	59
Total White	1914	1902	1994	2035	2154
Total Hispanic/Latino	311	322	338	332	372
Total Asian American	147	152	161	164	176
Total Native American	20	15	17	21	19
Total Multi Racial	33	46	38	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

## Overview of Headcount from Cal Poly 2015 Fact Book

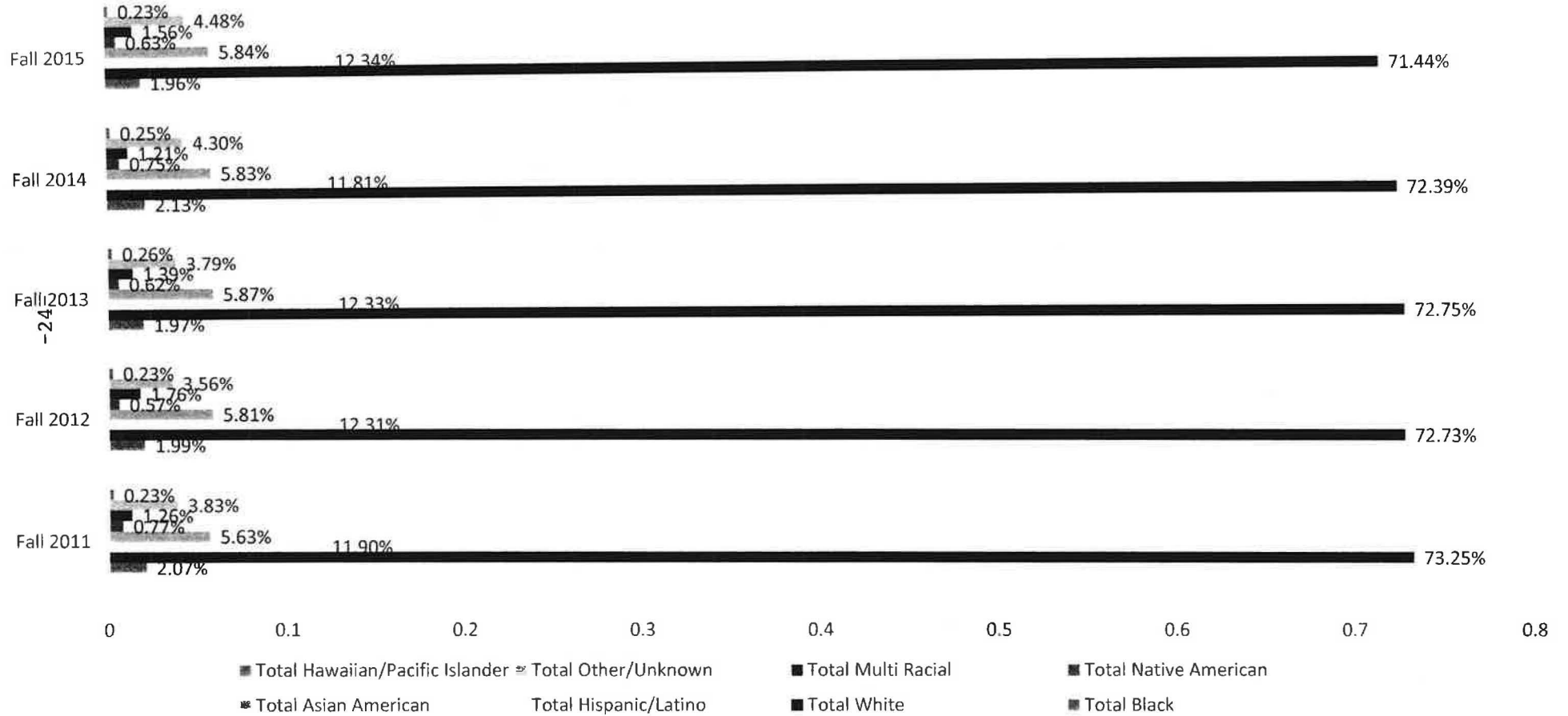
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	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
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Native American Staff	13	11	11	13	11
White Staff	843	823	870	868	931
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Faculty	1244	1259	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 – Head Count Cal Poly Fact Book 2015

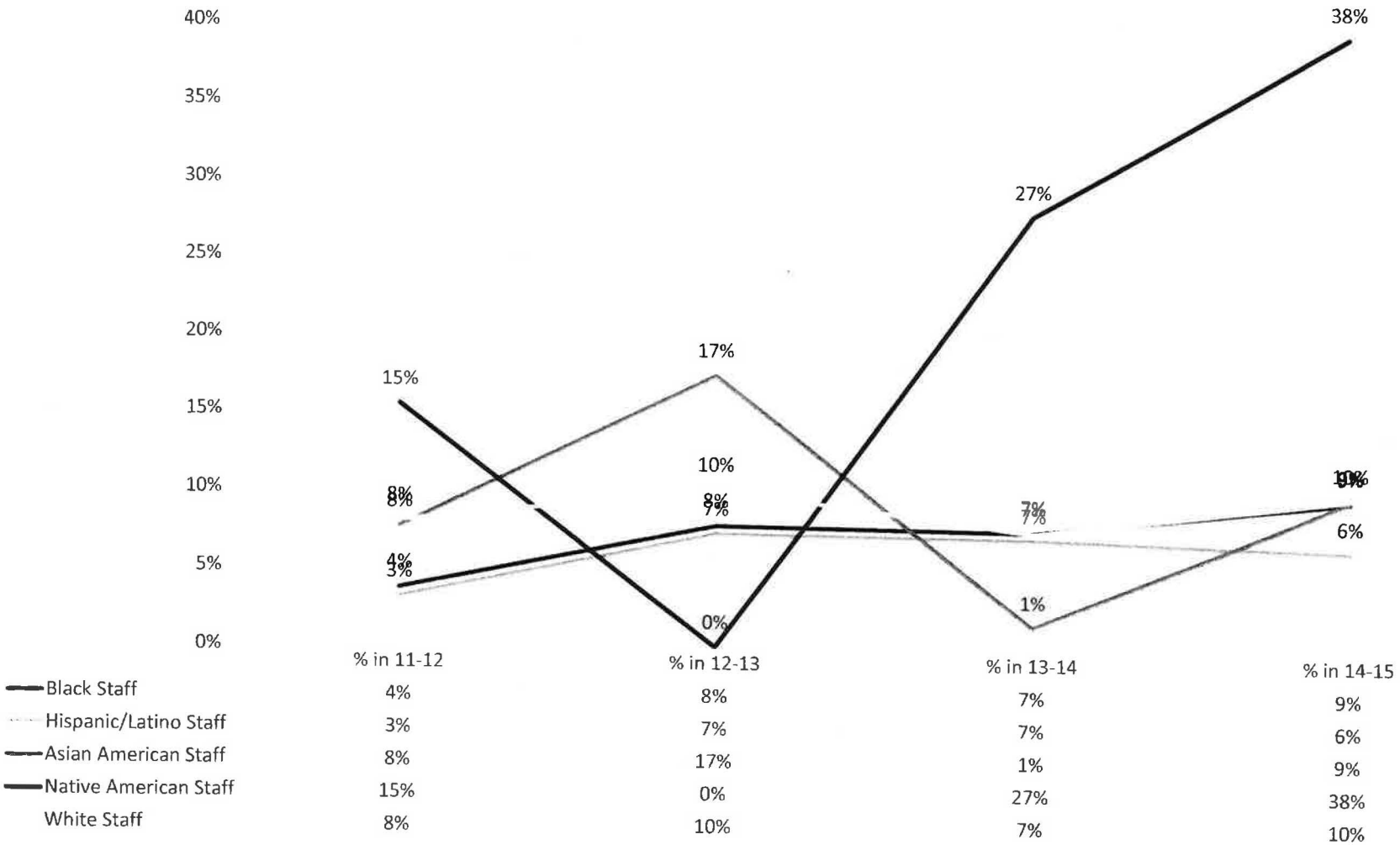


## Total Employees – Percent Cal Poly Fact Book 2015

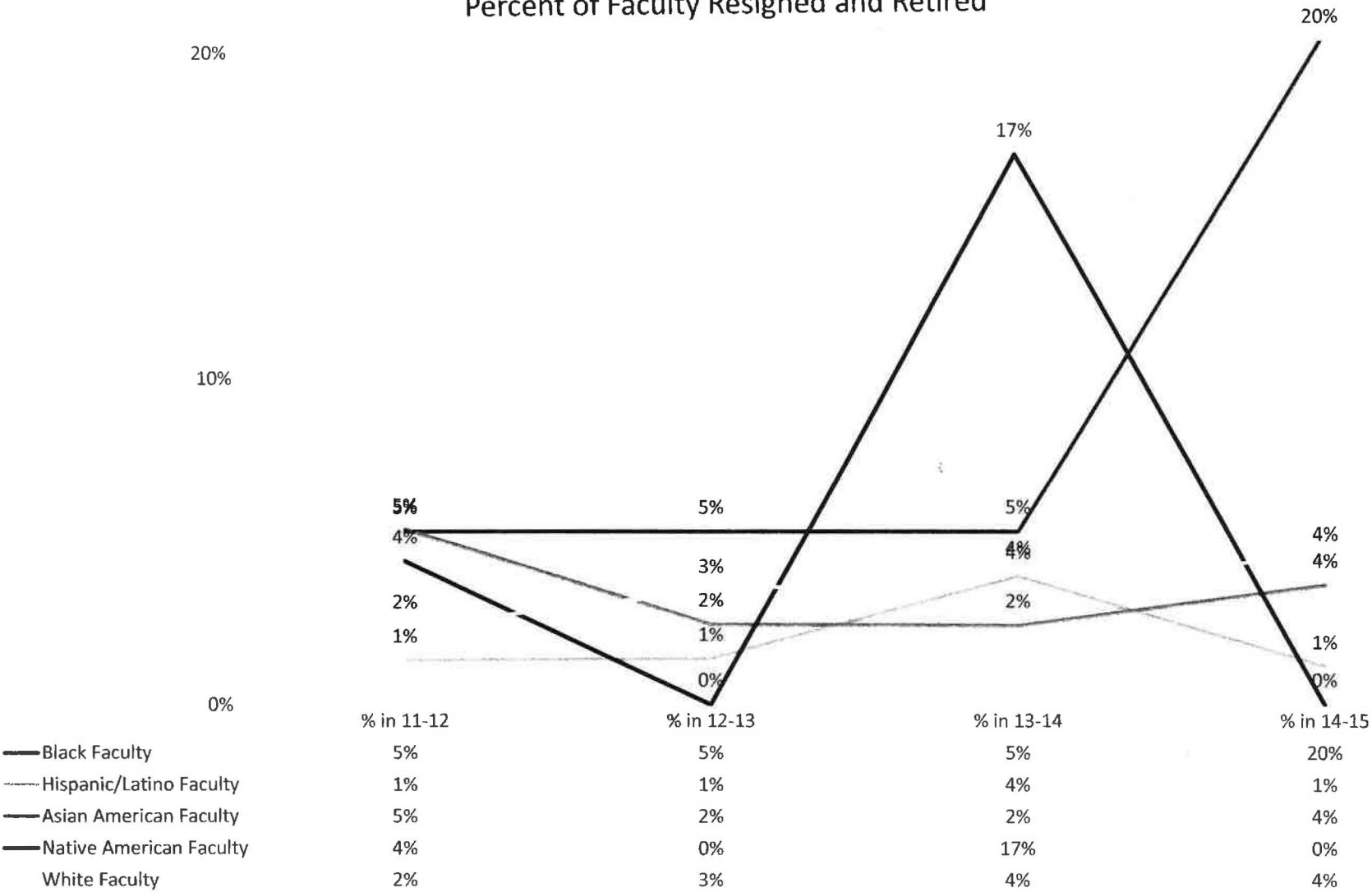


Percent of Staff Resigned and Retired

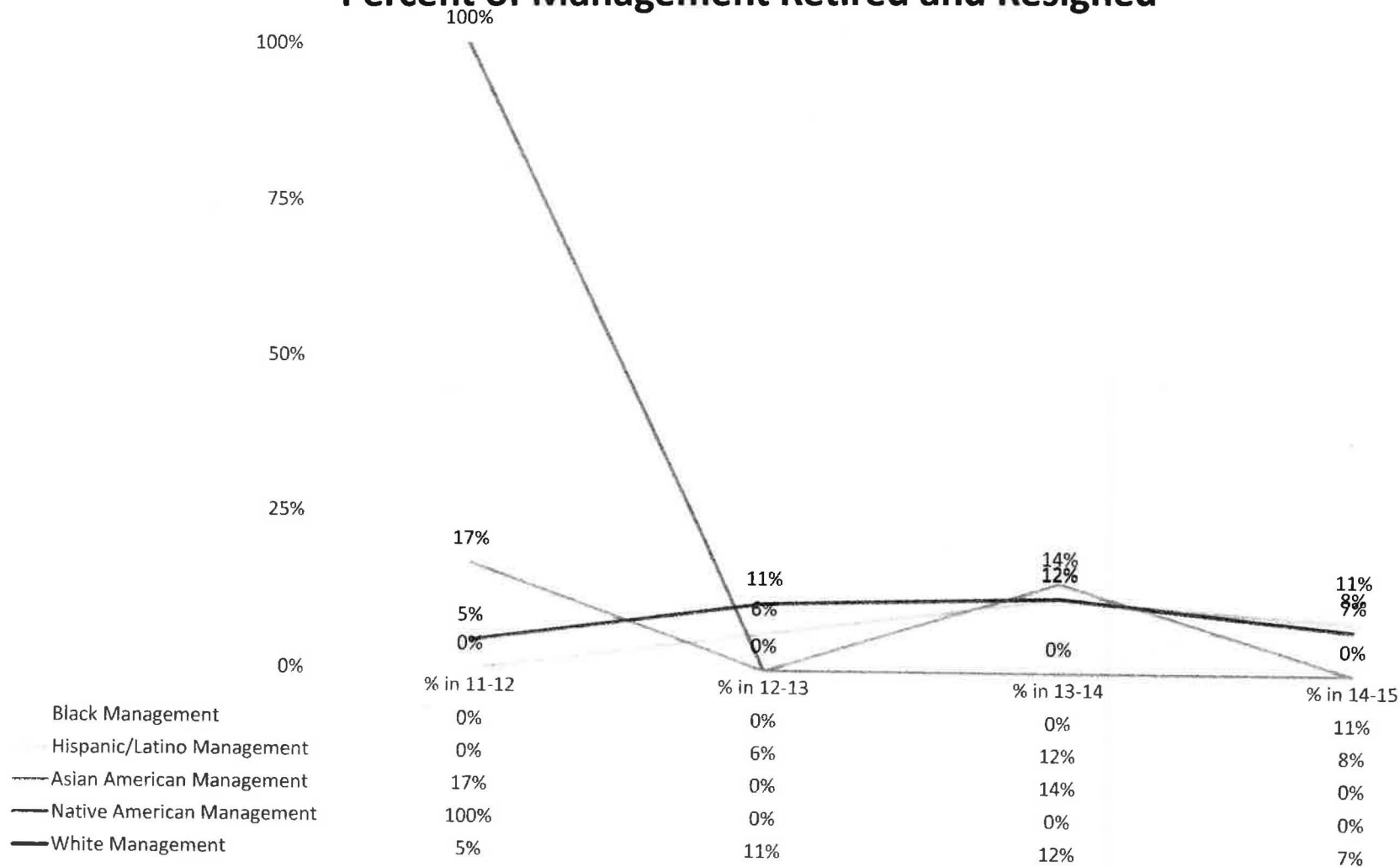
-25-



Percent of Faculty Resigned and Retired



## Percent of Management Retired and Resigned



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*)<sup>1</sup> and the Academic Senate of the CSU (ASCSU) (*Collegiality in the*  
4 *California State University System*, 1985)<sup>2</sup> 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)<sup>3</sup>, and by the Cal Poly Academic Senate (*Resolution on Shared*  
9 *Governance*, AS-748-12)<sup>4</sup>; 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:

<sup>1</sup> “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*

<sup>2</sup> “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)

<sup>3</sup> “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

<sup>4</sup> “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

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, The origins of this requirement, which appears in catalogs dating back to the 1950s, are  
8 unknown, it can be inferred that Cal Poly faculty, like those of some other peer institutions,  
9 have defined the integrity of a degree as requiring that an appropriate number of senior-level  
10 courses be completed at the degree-granting institution; and  
11

12 WHEREAS, The 10-unit cap appears to have been intended to allow three courses out of residence; and  
13

14 WHEREAS, Raising the cap for off-campus transfer credit from 10 to 12 of the last 40 units would  
15 correspond to three 4-unit courses and reduce the need for special petitions; therefore be it  
16

17 RESOLVED: That Cal Poly lower from 30 to 28 the number of units from a student's last 40 required for  
18 the degree that must be taken in residence; and be it further  
19

20 RESOLVED: That the *Cal Poly Catalog* reflect and the Registrar's Office enforce this change effective  
21 immediately.

Proposed by: Academic Senate Executive Committee  
Date: September 27, 2016  
Revised: March 7, 2017

Adopted:

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

**AS-\_\_-17**

**RESOLUTION ON PROPOSED FACULTY PERSONNEL POLICY CONSENT AGENDA  
PROCEDURES**

- 1 RESOLVED: That the Academic Senate approve the attached Personnel Policy  
2 Consent Agenda Procedures.

Proposed by: Ken Brown, Faculty Affairs  
Committee Chair

Date: January 5, 2017

## **Personnel Policy Consent Agenda Procedure**

To be appended to the Faculty Affairs Committee Procedures, and included in any future revisions to university faculty personnel policies documents.

1. All university-wide faculty personnel policy proposals from the Academic Senate Faculty Affairs Committee appear on the Academic Senate meeting agenda as consent items.
2. Senators are given two weeks' notice that the consent items will appear on the Senate meeting agenda, and are expected to review the documents related to the policy proposal.
3. When the Academic Senate Faculty Affairs Committee proposes revisions to university-wide faculty personnel policies, the documents presented to the Senate for consent should include as many of the following as are relevant to the proposal:
  - a. The text of the proposed policy.
  - b. The text of superseded policy (if available).
  - c. Summary of the proposed changes noting especially any of the following:
    - i. Revisions to reflect existing policy stated elsewhere,
    - ii. Proposed changes in policy.
  - d. Citation of relevant documents, which may include:
    - i. Senate resolutions,
    - ii. Provisions in the collective bargaining agreement,
    - iii. Administrative memos,
    - iv. Existing policy documents in need of revision,
    - v. Superseded policy statements.
  - e. Expected effects of the policy change on faculty units, including:
    - i. The nature of consultation with affected faculty units,
    - ii. Timeline and nature of implementation.
4. Queries from senators regarding policy proposals are directed to the chair of the Academic Senate Faculty Affairs Committee.
5. Any senator may request an item be removed from the consent agenda no later than one week prior to the meeting.
  - a. Items removed from the Senate consent agenda will be placed on the Senate agenda as discussion or business items.
    - i. Discussion items: Revisions to include existing policy or procedure.
    - ii. Business items: Revisions formulating new policy or procedure.
      1. Business items shall be presented as reports attached to resolutions.
      2. The report contains the new university policy and all background or explanatory information about the change in policy.
  - b. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate.
  - c. The Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed.
  - d. Following discussion in the Senate, the Academic Senate Faculty Affairs Committee chair (or designee) will make the decision to return the items to committee for further development or propose to the Senate Chair that the items be treated as normal Senate business items at the stage of a first reading.
6. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.

Background on proposed  
**Personnel Policy Consent Agenda Procedure**  
Faculty Affairs Committee  
Winter 2017

In Fall 2013 the Executive Committee of the Academic Senate charged the Faculty Affairs Committee (FAC) to update the University Faculty Personnel Actions document (UFPA). In commencing with the work on this charge, members of FAC reviewed the following:

- Current university level personnel policies contained in UFPA,
- Proposed revisions to UFPA,
- All current college personnel policies and procedures documents,
- Proposed changes to some college personnel policies and procedures documents.

The goals for this project included consideration of practices in the colleges to determine which offered models of best practices to include in statements of university level policies and procedures. In formulating university level policies FAC sought to provide direction for the colleges to specify in more detail their criteria and procedures. Such changes would improve the utility of university and college level personnel policy and procedure statements as guide for faculty as they undergo review or participate in the review of their colleagues.

Initially, completion of this project was set to consist of a completed revision of the UFPA which would then be presented to the Senate for feedback and approval. Of course, such a change to university level policies and procedures needs much more than Senate approval. Prior to sending this package of changes to the Senate the proposed changes would be presented to college councils and the deans council so the Provost, Deans, and Program Chairs/Heads could provide their feedback as well. Suffice it to say that this would be a large project to tackle in one shot.

There are other significant downsides to proposing revisions to the entire UFPA for a single act of approval. Proposing potentially very many changes in one document may obscure particular changes of policy and procedure which merit direct and focused consideration by the Senate and college leadership. Also, policy documents at the university level are subject to a variety of occasions for revision, some of which are entirely beyond the scope of local faculty approval (e.g. changes to the collective bargaining agreement, directives from the Chancellor). Breaking the changes to the UFPA into bite-sized chunks allows each to receive its due consideration, but then clogs the pipeline of the Senate agenda with a swarm of resolutions, some of which would be mere formalities.

FAC wishes to be responsive to these issues while ensuring that the Academic Senate remains properly informed and able to offer due consideration in its approval of changes to faculty personnel policies. We therefore propose a consent agenda procedure as effective, appropriate, and efficient for bringing to the Senate changes to personnel policies.

The proposed consent agenda procedure appropriates existing procedures already familiar to senators. The timeline for informing the Senate of a consent agenda item, for senators to consider and pose questions to the FAC chair, and for pulling items from the consent agenda are essentially the same as for items on the curriculum consent agenda. When a senator pulls an item from the consent agenda, it becomes a standard discussion or business item, and in the latter case as a resolution endorsing a report at the stage of first reading. From there normal Senate procedures apply concerning deliberation and voting the change up or down.

This consent agenda procedure would allow senators to decide for themselves what counts as significant enough of a change to merit subjection to normal Senate deliberative processes while allowing the high threshold of unanimous informed consent to pass items thereby considered to be minor enough not to merit occupying time at a Senate meeting. The proposed consent agenda procedure includes the requirement that FAC provide the senators with significant detail about proposed changes so their consent would be properly informed and their retraction of consent may focus subsequent discussion on the key provisions of the change. The proposed requirements for engendering informed consent also provide a clear and logical assemblage of the documents that established the policy or which are being subject to the proposed revision. Such references to policy documents would aid any subsequent enterprise of revising or invoking policy documents.

A consent agenda procedure for bringing personnel policy matters to the Senate reduces the steps otherwise necessary for placing Senate resolutions on the Senate agenda while preserving the deliberative process of the Senate according to the discretion of individual senators. This proposed procedure assumes that the Academic Senate Executive Committee considers faculty personnel policies to be a *per se* function of the Faculty Affairs Committee, and therefore personnel policy revisions approved by FAC and accompanied by the variety of information required in this procedure would thereby be appropriate to be brought to the Senate. The Academic Senate Executive Committee's normal oversight concerning the agenda for Academic Senate meetings would continue by means of the process of posing questions about an item or removing it from the consent agenda.

To clarify how this consent agenda procedure would work, here are two examples of changes to personnel policies and procedures as they would have been presented to the Senate on the proposed consent agenda. Both are on related topics (student evaluation of instruction) one of a business item and the other of a discussion item:

- Discussion: Student Evaluation Requirements
- Business: Procedures for Online Student Evaluation of Instruction

Each example is offered below as it would be presented to senators on the proposed consent agenda. Note that the key distinction here concerns the nature of the process for implementing the change. In the example of the business item the proposed change to faculty personnel policies would require the Senate to adopt new official procedures. The Senate already ruled on

this matter by voting to implement the policy in AS-821-16. Were this item to have been presented to the Senate by means of the proposed consent agenda, the resolution and report would have been formulated differently, but the action of the Senate to implement the policy would have been functionally the same as before: by passing a resolution. Were no senator to pull it from the consent agenda, then the item would be passed by unanimous consent. But were at least one senator to wish to subject the change to normal Senate deliberative process, all that senator need do is pull it from the consent agenda. It then becomes a normal Senate business item. The members of FAC would have expected that this change be pulled from the consent agenda. Had the proposed consent agenda procedure been in place this matter would have reached the Senate earlier in Fall quarter.

The other example of the discussion item differs in that the change in policy came from the administration and so implementing it is not a matter of Senate resolution. Instead, the Senate would be informed of the nature of the change. The function of having it on the Senate consent agenda concerns informing the Senate of the mere formality of placing the change into the official faculty personnel policy document. Were at least one senator to wish to have the matter presented in more detail on the Senate floor, all that senator need do is pull it from the consent agenda. It would then become a normal discussion item. The function of having the item on the consent agenda is to report to the Senate the exact language of the policy change including an account of its background and impact. Consent in this case amounts to mere approval of the placement of the existing policy into the official faculty personnel policy document.

Each of these examples of proposed policy changes would be packaged in a resolution with a resolved clause stating that the Senate approve the changes to the official faculty personnel policies document as stated in the resolution's attached report. The attached report would provide the relevant information about the change in policy as specified in the proposed consent agenda procedure. In the case of business items, the Senate would be approving the policy itself and the placement of the policy into official documents. In the case of discussion items, Senate consent amounts to approval only of the placement of the policy into official policy documents.



Example of a Faculty Personnel Policy Consent Agenda Discussion Item

**SAMPLE OF REPORT:**

**SUMMARY OF CHANGE IN POLICY ON STUDENT EVALUATION REQUIREMENTS**

This change in policy implements the discretion granted to the President in section 15.15 of the Collective Bargaining Agreement to specify exceptions to the general requirement that all courses be subjected to student evaluation of instruction. This change in policy was set by the attached administrative memo of February 22, 2013. The placement of this policy in official policy documents at Cal Poly is thus a mere formality. The memo states and briefly explains the nature of the change, its basis in the Collective Bargaining Agreement, the nature of the consultation with faculty on the change, and the timeline for implementation (Winter 2013).

**STATEMENT OF NEW POLICY:**

Student evaluations are required for all classes taught by each faculty unit employee except for the following:

- a. Courses with low enrollment (fewer than five students) such as individual senior projects and independent study.
- b. Capstone senior project classes will be evaluated if there are more than 5 students enrolled.
- c. Student evaluations will not be administered for individually supervised senior projects.
- d. Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic departments or the Career Services Office may use a survey to evaluate the students' co-op experience, but this is not part of the student evaluation process.
- e. Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor's personnel files with a memo indicating that the course was team-taught. Any faculty member team teaching the course will have the opportunity to write a narrative description to accompany the student evaluation results for the team-taught course if he/she desires to add context to the results. A faculty member who team-teaches a course and believes that the results are not representative of his/her contributions to the course, may request that the dean not include the results associated with this team-taught course in his/her PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course shall be placed in the instructor's file.

**SUPERSEDES BOLDFACE TEXT IN THE FOLLOWING:**

University Faculty Personnel Actions (section I.A.7.a.4)

Student Evaluations

- a. A summary of results from student evaluations **for all courses taught** during the period under review shall be included. **The only exceptions to this requirement are classes with fewer than 5 students enrolled (such as individual senior project and**

independent study courses), and Cooperative Education courses that do not include direct instruction.

State of California  
Memorandum

CAL POLY  
SAN LUIS OBISPO

To: Philip Bailey, Dave Christy, Douglas Epperson, Debra  
Larson, Christine Theodoropoulos, David Wehner

Date: February 22, 2013

From: Kathleen Enz Finken  
Provost



Copies: Jeffrey Armstrong  
Department Heads/Chairs  
All Faculty Employees  
College Analysts  
Al Liddicoat  
Glen Thorncroft  
Steve Rein  
Dustin Stegner  
Kenneth Brown  
Academic Personnel Staff

Subject: New Student Evaluation Requirement Effective Winter Quarter 2013

Provision 15.15 of the Collective Bargaining Agreement states that student evaluations shall be required for all classes taught by each faculty unit employee, unless the President has approved a requirement to evaluate fewer classes after considerations of the recommendations of appropriate faculty committee(s). The new requirement for faculty to evaluate all classes taught will take effect Winter Quarter 2013, as communicated in the memo dated 10/19/12 from Al Liddicoat, AVP Academic Personnel (available at <http://www.academic-personnel.calpoly.edu/content/policies/procedures>).

After consulting with the Academic Senate Instructional Committee and the Faculty Affairs Committee, President Armstrong and I have reviewed and endorse the following exceptions for conducting student evaluations in low enrollment courses (individual senior project, independent study), capstone, and cooperative education courses:

1. Courses with low enrollment (less than five students) shall not be evaluated. Typical of these courses would be:  
Individual senior projects  
Independent study
2. Cooperative Education courses that do not include direct instruction shall not be evaluated using the student evaluation process. Academic Departments or the Career Services Office may use a survey to evaluate the students' co-op experience, but this is not part of the student evaluation process.
3. Capstone senior project courses, which usually have larger enrollment, shall be evaluated if there are more than 5 students enrolled.
4. Team-taught classes: In situations when classes are team-taught, the instructor of record shall conduct student evaluations. If there is more than one instructor of record, then copies of the evaluation results shall be placed in each of the instructor's personnel files with a memo indicating that the course was team-taught. Any faculty member team teaching the course will have the opportunity to write a narrative description to accompany the student evaluation results for the team-taught course if they desire to add context to the results. A faculty member who team-teaches a course and believes that the results are not representative of their contributions to the course, may request that the dean not include the results associated with this team-taught course in his/her PAF. After reviewing this request, the dean has the discretion to determine if the student evaluation results of the team-taught course should be placed in the instructor's file.

As a reminder, all student evaluations are to be conducted utilizing the questions and format that have been vetted and approved by your college. All other requirements and processes outlined in the Guidelines for Student Evaluation of Faculty (available at <http://www.academic-personnel.calpoly.edu/content/policies/rpt>) remain applicable.

Example of a Faculty Personnel Policy Consent Agenda Business Item

**Procedures for Online Student Evaluation of Instruction**

**SAMPLE OF RESOLUTION:**

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

**AS-XXX-16**

**RESOLUTION ON PROCEDURES FOR  
ONLINE STUDENT EVALUATION OF INSTRUCTION**

RESOLVED: That the Academic Senate adopt the attached “Procedures for Conducting Student Evaluation of Instruction” as the official procedure for online student evaluation of instruction starting Fall 2016; and be it further

RESOLVED: That this procedure shall be included in university personnel policy documents that cover student evaluation of instruction; and be it further

RESOLVED: That the Academic Senate require FAC to report to Academic Senate no later than Fall 2017 on response rate data for student evaluation participation in academic year 2016-2017 for advisement on further changes to these procedures.

Proposed by: Faculty Affairs Committee

Date: XXX

## **SAMPLE OF REPORT:**

### **SUMMARY OF PROPOSED CHANGE IN POLICY:**

This proposed change of the faculty policy establishes a university level procedure for conducting the student evaluations of instruction as mandated by the Collective Bargaining Agreement (articles 15.15-18). Currently colleges had established their own procedures for running their various paper or online student evaluations of instruction. The attached background report explains the need for the Senate to establish university level procedures along with the campus-wide rollout of the online system for student evaluation of instruction. The background report also explains the nature of consultation with faculty over the formulation of the proposed procedure and the rationale for implementing the change effective Fall 2016. The background report concludes by explaining the requirements for assessing these procedures included in the resolution.

### **STATEMENT OF NEW POLICY:**

#### Procedures for Conducting Student Evaluation of Instruction

- 1) Evaluations for courses occur during the last week of instruction.
  - a) The last week of instruction and final exam week are defined by the official academic calendar.
  - b) For courses whose official final assessment is during the last week of instruction according to the academic calendar (e.g. labs or activities with their own final exam or assessment), their evaluation period may be the penultimate week of instruction according to the academic calendar.
    - i) Requesting the earlier timeline for the evaluation of courses with early final assessments should occur by means of standard procedures of scheduling evaluations as determined by the office of Academic Personnel and communicated to the relevant college and/or program department staff.
- 2) The evaluation period opens the Sunday immediately prior to the last week of instruction and closes at the end of the last day of the last week of instruction.
  - a) Students will be allowed to complete their evaluations during this period.
  - b) This period may be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
  - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.
  - b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
    - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
  - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
  - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
  - a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
  - b) Faculty are encouraged to address questions from students about the nature of the evaluation

- process clarifying the role of student evaluations in processes of faculty review.
- c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
    - i) Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms.
    - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.

#### **SUPERSEDES THE FOLLOWING POLICIES:**

All college or program level procedures for conducting student evaluation of instruction.

#### **Background About the Pilot of Online Student Evaluation of Instruction**

The 2015-2016 pilot of the online student evaluation of instruction included programs from each college at Cal Poly. The faculty in the programs that volunteered to participate in the pilot agreed to uniform evaluation procedures that would comprise an approximation of existing practices across colleges. The acknowledged compromises in this uniform procedure included the following:

- Insensitivity to the practice of conducting lab/activity evaluations prior to their final assessment occurring during the last official week of instruction.
- Commencing with the evaluation period earlier in the quarter than many faculty would prefer the evaluation to occur.

The participating faculty judged the efficiencies of uniformity to be worth these compromises. Now that the pilot is over and full university implementation is on hand we have an occasion to revisit these procedures.

During and after the pilot the software for the online system has been updated and our ability to configure the software used to implement the evaluations has increased. We now have the ability to implement different timelines for opening and closing the evaluation periods for broad categories of courses (viz. allowing programs to select lab/activity courses as meriting an earlier evaluation timeline than courses whose evaluation occurs in final exam week). We can now resolve the compromises of the procedure used during the pilot. To implement such a change right at the start of the university wide rollout of the online system requires prompt action by the Academic Senate. That is the function of this resolution. The procedure proposed by this resolution adequately resolves the compromises of the procedure used in the pilot. In the absence of immediate Senate action to adopt a new procedure, the procedure used during that pilot would continue to be implemented in the Fall 2016 university wide rollout of the online system.

The provisions of the proposed procedure were shaped by broad consultation with faculty, deans, associate deans, and program and college staff. In late Spring and throughout Summer 2016 Ken Brown (Faculty Affairs Committee chair) met with the college councils of CLA, CSM,

CENG, CAED, and CAFES, with an associate dean of OCOB, and with chairs and staff from every program in CLA and several in CSM and CENG (with a few more meetings forthcoming). The key staff from the Office of Academic Personnel (most notably, Jen Myers) attended nearly all of these meetings to clarify the procedural matters and keep staff apprised of details about their crucial role in this project. These meetings offered chairs and heads from each program to provide their feedback on the implementation of the online system, both its apparent benefits and shortcomings as it was implemented in the pilot. Ken Brown also led a session at the Academic Senate Fall Conference Retreat presenting information about the pilot of the online program, describing the procedures used during the pilot, and offering alternative procedures, and soliciting feedback on ideas for alternative procedures. The procedure proposed in this resolution was shaped by all this feedback. The proposed procedure was then supported unanimously by the attending members of the Faculty Affairs Committee at their meeting on 9/30/2016.

As we move forward with this online system, we should take note that the percentage of students completing the evaluations is markedly lower with the online system than with the paper system. A drop in response rates has been reported by other CSU campuses that have moved to online systems, and so this drop is not unexpected. Many faculty have responded to these lower response rates with significant concern. This resolution requires FAC to report back to the Senate by Fall 2017 with an assessment of data about the implementation of the online system in 2016-2017. Adopting a procedure for implementing the online system for Fall and continuing using it through the academic year would allow for a better basis of assessing response rates given that the paper system experienced significant quarterly fluctuations in response rates.

#### **Prior Procedure for Conducting Student Evaluation of Instruction Used During the 2015-2016 Pilot of the Online Student Evaluation System**

The following is an account of the procedure used during the 2015-2016 pilot of the online system. It is here formatted to correlate with the proposed policy attached to **RESOLUTION ON PROCEDURES FOR ONLINE STUDENT EVALUATION OF INSTRUCTION** for purposes of easy comparison. Were that resolution not passed, this procedure from the pilot would continue as an interim procedure indefinitely until some official statement of procedure supersedes it.

- 1) Evaluations for courses occur during the last two weeks of instruction, as determined by the academic calendar.
- 2) The evaluation period opens the Sunday immediately prior to the penultimate week of instruction and closes at the end of the last day of the last week of instruction.
  - a) Students will be allowed to complete their evaluations during this period.
  - b) This period would be adjusted on an ad hoc basis to accommodate for academic holidays.
- 3) Students shall receive notifications by email on the day the evaluation period opens, and at appropriate intervals until the evaluation period closes.
  - a) The initial email explains the evaluation procedure, includes links to all the classes which the student may evaluate, and indicates that the evaluation period has opened.

- b) Subsequent emails follow at appropriate intervals until the student has formally submitted evaluations for all classes with scheduled evaluations.
    - i) What would count as appropriate intervals should balance any positive effect reminders have on response counts and the potential negative effect of badgering students with emails they may come to ignore.
  - c) For students who still have remaining evaluations to complete, a final email notification would occur on the day the evaluation period closes.
  - d) Other modes of notification (e.g. notifications within the portal) may be implemented as they become feasible.
- 4) Faculty shall receive by email a response rate report for their evaluated courses partway through the evaluation period.
- a) Faculty are encouraged to announce to their classes that the evaluation period is underway.
  - b) Faculty are encouraged to address questions from students about the nature of the evaluation process clarifying the role of student evaluations in processes of faculty review.
  - c) Faculty may at their discretion reserve time in class for students to complete the evaluation on the student's own computer, phone or tablet.
    - i) Faculty shall comply with any college level procedures about how to implement student evaluations in their classrooms.
    - ii) Whenever practical realities require faculty to remain in the classroom (e.g. lab safety requirements), completion of the evaluation outside of class time is preferable.



Adopted:

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

**AS-\_\_-17**

**RESOLUTION ON ALIGNING USCP CRITERIA TO DIVERSITY LEARNING OBJECTIVES  
WITH OVERSIGHT BY GE GOVERNANCE BOARD**

**Background Statement**

AS-395-92 Resolution Relating to a Cultural Pluralism Requirement determined that, beginning with the 1994-96 catalog, Cal Poly undergraduates must fulfill a cultural pluralism baccalaureate requirement consisting of a single course satisfying defined criteria.

In a related action, AS-396-92/CC Resolution on the Formation of a Subcommittee of the Curriculum Committee established a subcommittee for the initial review of USCP courses. This subcommittee consisted of seven voting members representing the colleges and professional staff, as well three ex officio members representing Ethnic Studies, the Curriculum Committee, and what was then called the General Education and Breadth Committee. AS-433-95/CC added ex officio members representing ASI and Women's Studies.

AS-651-06 Resolution on Cal Poly Learning Objectives established the University Learning Objectives as a broadly shared set of performance expectations for all students who complete an undergraduate or graduate program at Cal Poly.

AS-663-08 Resolution on Diversity Learning Objectives established the four DLOs as an addendum to the ULOs. ULO 6 states that all Cal Poly graduates should be able to "make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability."

AS-671-08 Resolution on Changes to the Bylaws of the Academic Senate changed the membership of the USCP Subcommittee to consist of the Academic Senate Curriculum Committee chair, as well as the chairs of Ethnic Studies and Women's Studies. This was intended to simplify the formation of the subcommittee and expedite its business.

AS-676-09 Resolution on United States Cultural Pluralism Requirement revised the USCP criteria to make them simpler, broader, and more reflective of more recent statements: the DLOs and the Cal Poly Statement on Diversity.

The ULO project on Diversity Learning was conducted from 2008 to 2011. The project involved the design and analysis of separate surveys for the first three of the four DLOs, the use of focus groups to assess the fourth, and an analysis of the influence of service learning and the USCP requirement on diversity learning. Each of the three surveys provided evidence of value added, with seniors and juniors scoring higher than freshmen, but neither service learning nor satisfaction of the USCP requirement were found to have had substantial influence on students' diversity learning, at least as defined by the DLOs. In 2012, Cal Poly described these results in its WASC Education Effectiveness Review Report, which made the following recommendation: "Align the USCP requirement with the DLOs and review USCP courses to see whether they address the DLOs."

- 1 WHEREAS, The Academic Senate determined that, beginning with the 1994-96 catalog, Cal Poly  
2 undergraduates must fulfill a US cultural pluralism (USCP) requirement consisting  
3 of a single course satisfying defined criteria (1992); and  
4
- 5 WHEREAS, The revised criteria (2009) do not fully align with the Diversity Learning Objectives  
6 (2008); and  
7
- 8 WHEREAS, The ULO Project on Diversity Learning (2008-2011) found that satisfaction of the  
9 USCP requirement did not have a substantial influence on students' diversity  
10 learning as defined by the DLOs; and  
11
- 12 WHEREAS, The DLOs have not been revised since their passage in 2008, and were written as an  
13 extension to the University Learning Objectives; and  
14
- 15 WHEREAS, 83.72% of USCP-designated courses in the Cal Poly catalog are also GE-designated  
16 courses; and  
17
- 18 WHEREAS, In AY 2015-16, 2383 students took a course that satisfied the USCP and a GE  
19 requirement, which was equivalent to 91% of the total number of students taking a  
20 USCP courses; therefore be it  
21
- 22 RESOLVED: That the USCP ~~and DLO policies~~ be revised as shown ~~to incorporate the DLOs, as~~  
23 ~~shown~~ in the attachment, and be it further  
24
- 25 RESOLVED: That the revised policy will become effective immediately for all existing USCP  
26 courses, newly proposed courses and course revisions, and be it further  
27
- 28 RESOLVED: That existing USCP courses retain their designation and be subject to future review  
29 in accordance with the revised criteria, and be it further  
30
- 31 RESOLVED: That the USCP Subcommittee be renamed the USCP Review Committee, comprising  
32 the Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies,  
33 the Chair of the General Education Governance Board (GEGB), the Chair of Women's  
34 & Gender Studies, the Vice President and Chief Officer for Diversity and Inclusion,  
35 and the CTLT Inclusive Excellence Specialists, or their designees, and be it further  
36
- 37 RESOLVED: That the oversight of USCP courses, including the review of new course proposals  
38 and modifications, be added to the responsibilities of the GEGB, and be it further  
39
- 40 RESOLVED: That the USCP Review Committee will serve in an advisory capacity to the GEGB,  
41 which will decide on new USCP course proposals and modifications, and be it  
42 further  
43
- 44 RESOLVED: That the USCP Review Committee will work with the GEGB ~~curriculum~~ to design and  
45 implement a plan for the curricular review of all existing courses with a USCP  
46 designation.

Proposed by: USCP Task Force  
Date: January 26, 2017  
Revised: February 16, 2017

## USCP Criteria

United States Cultural Pluralism (USCP) courses must focus on all of the following:

1. One or more diverse groups, as defined in the Cal Poly Statement on Diversity, whose contributions to contemporary American society have been impeded by ~~cultural~~ conflict or restricted opportunities
2. Contemporary social issues resulting from ~~cultural~~ conflict or restricted opportunities, including, but not limited to, problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race
3. Critical thinking skills used by students to approach these contemporary social issues, examine their own attitudes, and consider the diverse perspectives of others
4. The contributions of people from diverse groups to contemporary American society

**In addition to satisfying these criteria, USCP courses must also address the Diversity Learning Objectives.**

## Diversity Learning Objectives

All Cal Poly graduates should be able to:

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

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