Meeting of the Academic Senate
Tuesday, May 26, 2020
https://calpoly.zoom.us/j/789107685

I. Minutes: May 19, 2020 minutes: (pp. 3-4)

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair:
   1. Introduction of new senators for 2020-2021 Academic Year
B. President’s Office: None
C. Provost: None
D. Vice President for Student Affairs: (p. 5)
E. Statewide Senate:
F. CFA: None
G. ASI: None

IV. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name of Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
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<tr>
<td>AGED 303 Agricultural Youth Leadership Development (4), 2 lectures, 2 activities (existing course proposed to be offered online)</td>
<td>Reviewed 2/20/20; additional information requested from department. Recommended for approval 5/7/20.</td>
<td>On 5/26/20 consent agenda</td>
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<td>AGED 359 Early Field Experience in Agriculture Education (2), 2 seminars (existing course proposed to be offered online)</td>
<td>Reviewed 4/23/20; additional information requested from department. Recommended for approval 5/7/20.</td>
<td>On 5/26/20 consent agenda</td>
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<tr>
<td>AGED 536 Teaching Agriculture in Higher Education (3), 3 seminars (existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 5/7/20.</td>
<td>On 5/26/20 consent agenda</td>
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<td>BUS 330 Funding and Managing Startup Companies (4), 4 lectures</td>
<td>Reviewed and recommended for approval 5/7/20.</td>
<td>On 5/26/20 consent agenda</td>
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V. Special Reports:
A. [TIME CERTAIN 3:45 p.m.] Budget Report: Cindy Villa, Senior Vice President for Administration and Finance and David Valadez, Director of Budget and Finance, Angie Kraetsch, Associate Vice President Financial Services

VI. Business Items:
A. Resolution on University Faculty Personnel Policies Subchapter 8.4.5: Student Evaluation Results: Ken Brown, Academic Senate Faculty Affairs, first reading (pp. 6-11)
B. Resolution on Posting Accessible Course Materials: John Hagen, Instruction Committee Chair, first reading (pp. 12-14)
C. Resolution on the Marketing of Cal Poly’s Educational Identity and Goals: Gary Laver, first reading (pp. 15-16)
D. Resolution on Recognizing and Supporting Faculty Efforts and Activities Towards Diversity, Equity, and Inclusion: Marilyn Tseng, Academic Senate Diversity Committee, second reading (pp. 17-18)

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E. Resolution on Suspending Credit/No Credit Grading Restrictions for Fall Quarter 2020 in Response to COVID-19: Dustin Stegner, first reading (pp. 19-20)

VII. Discussion Item(s):

VIII. Adjournment:
Meeting of the Academic Senate
Tuesday, May 19, 2020
https://calpoly.zoom.us/j/141758168

I. Minutes: M/S/P to approve of the May 5, 2020 Academic Senate minutes.

II. Communication(s) and Announcement(s): None.

III. Reports: All reports were submitted in writing at the request of the Senate Chair. The reports can be found at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa051920.pdf

IV. Consent Agenda:

<table>
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<th>ITEMS TO BE CONSIDERED BY ACADEMIC SENATE</th>
<th>ASCC</th>
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<td>Other</td>
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<td>EDUC 410 Social, Historical and Ethical Perspectives on Teaching and Learning (3), 3 lectures</td>
<td>Reviewed and recommended for approval 4/23/20.</td>
<td>On 5/19/20 consent agenda</td>
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<td>KINE 265 Introduction to Community and Public Health (3), 3 lectures (existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 4/23/20.</td>
<td>On 5/19/20 consent agenda</td>
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<td>KINE 450 Worksite and University Health Promotion Programs (4), 4 lectures (existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 4/23/20.</td>
<td>On 5/19/20 consent agenda</td>
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<td>MK 311 Engineering Principles In Everyday Life (4), 4 lectures GE Upper-Division B</td>
<td>Reviewed and recommended for approval 4/9/20</td>
<td>On 5/19/20 consent agenda</td>
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<td>PHIL 336 Feminist Ethics, Gender, Sexuality and Society (4), 4 lectures, GE Upper-Division C and USCP (existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 4/23/20.</td>
<td>On 5/19/20 consent agenda</td>
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V. Special Reports:

A. MPP Annual Report: President Armstrong, Cindy Villa, Senior Vice President for Administration and Finance and David Valadez, Director of Budget and Finance, Angie Kraetsch, Associate Vice President Financial Services, gave a report to the Senate on MPP hires from 2019. They also informed the Senate of the vacancies of MPP positions during the current pandemic would remain vacant unless deemed necessary by the President. More information is available at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/2019-2020/f19_MPP_Report.pdf

B. COVID-19 Emergency Transition Survey: Michael Nguyen, Director of Academic Assessment and Kevin Grant, Director of Student Affairs Assessment & Research, presented the information about a survey that will be sent out to students and employees of the University in the following week to gain further insights on the impact of COVID-19. More information is available at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/2019-2020/COVID-19_Transition_Presentation.pdf

VI. Business Items:

A. Resolution on University Faculty Personnel Policies Subchapter 8.4.5: Student Evaluation Results: Ken Brown, Faculty Affairs Committee Chair, presented a resolution which established guidelines for Subchapter 8.4.5: Student Evaluation Results in the University Faculty Personnel Policies (UFPP). This resolution will return in first reading status at the next Academic Senate meeting.

B. Resolution on Online Teaching and Learning: Brian Greenwood, Academic Senate Online Teaching and Learning Task Force, proposed a resolution which introduced an updated online teaching policy including information on quality control, faculty training, and technical support. M/S/P to move the Resolution on Online Teaching and Learning to
second reading, Nine Against, Four Abstentions. M/S/P to approve the Resolution on Online Teaching and Learning, Twelve Against, Nine Abstentions.

C. Resolution on Posting Accessible Course Materials: John Hagen, Instruction Committee Chair, proposed a resolution requesting faculty upload course materials to the learning management system (LMS) on Canvas in order to increase accessibility. The resolution also establishes trainings to help faculty through the process. This resolution will return in first reading status at the next Academic Senate meeting.

VII. Discussion Item(s): None.

VIII. Adjournment: 5:00 pm

Submitted by,

Francesca Tiesi
Academic Senate Student Assistant
Commencement is coming! Graduates were surveyed on their preferred modality for a ceremony and over 3,000 June 2020 graduates responded, with 87% of those responses favoring an in-person ceremony at a future date.

All June 2020 graduates will receive several special deliveries from Cal Poly during the week leading up to commencement. On June 8 or 9 graduates will receive a grad gift pack at their home addresses with Cal Poly celebratory materials, letter from the President, and other gifts. On June 12, graduates will receive a video in their Cal Poly email that is celebratory in nature and suitable for playing at a family celebration. It will include speeches from campus leaders, student leaders, and Deans.

Additional celebratory materials and videos will be delivered from the Alumni Association and the cultural commencement committee.

Students living in the residence halls this year that left personal belongings prior to the shelter in place have received communication about options to collect their belongings via a reservation date and time (to promote social distancing), or have them packed and shipped/stored at their own expense.
RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 8.4.5: STUDENT EVALUATION RESULTS

Impact on Existing Policy: This resolution establishes new policy. Its impact on existing practice is described in the attached report.\(^1\)

1 WHEREAS, Student evaluation data are collected and used for the purpose of providing student feedback as part of the evidence considered in the evaluation of teaching in periodic and performance evaluations of instructional faculty; and

2 WHEREAS, Cal Poly has no policies on the disposition of student evaluation data beyond their practical use in the evaluation of teaching performance as part of periodic and performance evaluations of instructional faculty; and

3 WHEREAS, Colleges and departments have established their own varied practices of removing out of date student evaluation data from faculty Personnel Action Files (PAF); and

4 WHEREAS, University policy on document storage and disposition of student evaluation results would eliminate variation across campus about how student evaluation results are maintained in the PAF; and

5 WHEREAS, Electronic storage of student evaluation data has changed the practices of document disposition without any consideration by the Academic Senate about the value of standardizing longstanding practice of disposition of student evaluation results from the PAF; therefore be it

25 RESOLVED: The policy document contained at the end of the attached report “Proposed University Faculty Personnel Policies Subchapter 8.4.5: Student Evaluation Results” be established as university policy, and be it further
RESOLVED: Colleges and the Library revise their personnel policy documents prior to Fall 2020 to conform with subchapter 8.4.5 of UFPP.

Proposed by: Academic Senate Faculty Affairs Committee
Date: April 28, 2020

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1. Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
2. Indicate if this resolution supersedes or rescinds current resolutions.
3. If there is no impact on existing policy, please indicate NONE.
Proposed University Faculty Personnel Policies
SUBCHAPTER 8.4.5: Student Evaluation Results

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to create and revise personnel policies to UFPP on an as-needed basis.

In creating UFPP FAC has adopted a guiding principle that, as far as possible, the migration of existing personnel policies from the former governing personnel policies document, University Faculty Personnel Actions (UFPA), into UFPP shall not change those policies as they are in UFPA, but instead just reformulate them into the new style and structure of UFPP. Once the policies previously in UFPA are in place in UFPP, FAC may then visit them for subsequent revision in the form of presenting to the Academic Senate revisions to chapters and sections of UFPP. FAC may also propose wholly new policies to be included in UFPP.

This report explains and justifies a proposed new personnel policy. The proposed new polices are addenda to the policies already in UFPP 8.4.5.

FAC engaged in consultation with the colleges about the proposed policy, presenting two options for the proposed policy. The policy presented here arose from the one option universally preferred by those who provided feedback.

Summary of Subchapter 8.4.5 Student Evaluation Results

Per article 15.15 of the Collective Bargaining Agreement (CBA), results of student evaluations are stored as an electronic extension of a faculty member’s Personnel Action File (PAF). Student evaluation reports comprise part of the body of evidence relevant to the evaluation teaching performance in faculty evaluation processes. Results of student evaluations contribute to the assessment of the faculty member’s teaching performance as recorded in the AP109 form used by the Department Peer Review Committee and Department Chairs/Heads. These AP109 forms remain in the PAF forming a history of faculty evaluation, including the evaluation of teaching performance.

The proposed policy defines student evaluation results as the reports generated for each course evaluated, including a complete accounting of the quantitative responses and all the student comments from a given class section of a course. Filing and storage of student evaluation results amounts to filing and storage of these reports. The remaining policy text addresses the disposition of those reports beyond the period of their utility. Some background about the utility of these reports of student evaluation results is in order.

Given the validation of the quality of teaching inherent in the granting of tenure and post-tenure promotion, and in issuance and renewal of lecturer faculty contracts, the continued evaluation of
teaching beyond these personnel actions is in reference to the summary assessment of teaching covered in the evaluation reports that recommended those personnel actions. The evidence of teaching under consideration in a subsequent post-tenure evaluation is assessed in reference to prior assessments of teaching performance in the reports issued from prior evaluations, but the evidence in support of those prior summary assessments is not something to revisit in subsequent evaluations.

When student evaluations were conducted with paper forms, student evaluation records consisted of summary reports of the quantitative results and the original paper forms containing each student’s comments collected in the student evaluation process. Both those summary reports and the original paper forms with student comments were, by the CBA, considered to be part of the PAF. The summary reports were standardly filed in the PAF secured in the dean’s office, while the original paper forms were typically stored in department offices, officially by the CBA as an extension of the PAF.

The storage of the original student evaluation forms provided practical limitations on how long those paper documents would remain available as an extension of a PAF. To make room for storage of recent student evaluation forms, ones no longer relevant to the active cycles of faculty evaluation would routinely be returned to the faculty member, and thus be purged from the PAF. In the absence of any policy on the disposition of student evaluation documents the purging of original student evaluation data including student comments varied across campus. Yet, the practice, in some form or other, of purging the data from the PAF was widespread.

The use of electronic storage of student evaluation data, and especially the electronic collection of such data across campus since Fall 2016, has allowed student evaluations to remain in an electronic extension of a faculty member’s PAF virtually in perpetuity, and therefore beyond the period of their utility in evaluating faculty teaching quality. The absence of university policy governing the disposition of such data coupled with the elimination of any storage based need to purge outdated student evaluation data, in effect, creates a change away from accepted practice, and amounts to the construction of new policy by mere omission of prior policy, and without any action by the Academic Senate.

FAC therefore recommends that university policy establish that student evaluation reports be retained for the period of their utility in faculty evaluation, and then removed from the PAF as they lose that utility.

This recommendation is limited to the official reports of student evaluation results including the entire body of student evaluation data and the comments from students for a given class taught by that faculty member. Colleges and departments may summarize student evaluation results and record those summaries in other documents (e.g. comprehensive records of teaching assignments) that remain in the PAF independent of any provision of the proposed policy options under consideration.

This proposed policy requires a faculty member’s PAF to be purged of student evaluation reports after six academic years. That period of time covers the normal probationary period for tenure-track faculty, overlaps with the standard period of post-tenure evaluation, covers the standard period of evaluation
prior to the establishment of a three-year contract for lecturer faculty, and overlaps the period of two successive three-year contracts.

In certain cases there may be some utility in retaining student evaluation data for longer periods. The CBA allows faculty to place items in their own PAF, and allows administrators to place items in a faculty member’s PAF. The decision of a faculty member, or of a department chair/head or dean, to retain student evaluation results for a longer period is therefore allowed. But, the default in the absence of a positive action to retain the data would be to purge it after six academic years.

Impact on Existing Policy

The proposed policy governs how Deans serve as the custodians of a faculty member’s PAF. The policy conforms with existing CSU policies about document retention and disposition. Student evaluation reports are documents with legal standing as elements of personnel files. CSU policies about document disposition of legal files as well as the secure deletion of data would prevail in the execution of the provisions of this policy.

The proposed policy conforms with the Collective Bargaining Agreement which specifies that results of student evaluations be placed in the PAF, and that this placement may be in the form of electronic storage. The CBA is silent about how long such results must remain in the PAF. The CBA allows for filing and removal of items from the PAF both from the faculty member and administrators.

In framing our ideas about how to draft the new policy, FAC considered similar policies that have been in place for a while at SDSU.

Implementation

This policy would go into effect the next academic year. Its implementation requires the purge of obsolete student evaluations from the PAFs of all those faculty who have met the conditions for the purge of those documents. The exact process and timing of document disposal amounts to an administrative task. It should happen in summer so the student evaluation data are fixed for the upcoming academic year. Further clarification of the administrative side of implementing this policy may warrant additions or revisions to this subchapter down the line.

What follows is the text of UFPP subchapter 8.4.5.1 and 8.4.5.2, which remain as they are, followed by new policy starting at 8.4.5.3. ...
8.4.5. **Student Evaluation Results**

8.4.5.1. Placement of student evaluation results in Personnel Action Files is governed by CBA 11.1, 15.15, 15.17.

8.4.5.2. Results of student evaluations shall be stored in electronic format and incorporated by extension into the Personnel Action File. The dean is the custodian of the PAF and will provide secure access to this information.

8.4.5.3. Results of student evaluations consist of reports generated for each course evaluated, including a complete accounting of the quantitative responses and all the student comments from a given class section of a course. Policies about filing, storage, and disposition of student evaluation results concern only these reports of student evaluation results.

8.4.5.4. Colleges and departments may summarize or extract selected quantitative student evaluation data into other reports about the teaching history of a faculty member that the college or department may require to be included in the PAF. Any extraction of student evaluation data into other reports for the PAF must be defined in the college or department personnel policies.

8.4.5.5. Results of student evaluations shall only be retained in the PAF for the prior six complete academic years.

8.4.5.6. Results of student evaluations from classes taught earlier than the prior six complete academic years shall be removed from the PAF, following standard CSU procedures for legal document disposition. The removal of results of student evaluations from the PAF shall normally occur in summer.
RESOLUTION ON POSTING ACCESSIBLE COURSE MATERIALS

Impact on Existing Policy: NONE

WHEREAS, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 require that universities make courses accessible to all students; and

WHEREAS, California State University Executive Orders 926 (2005) and 1111 (2018) call for all courses to be accessible to all students; and

WHEREAS, Cal Poly’s commitment to diversity, equity and inclusion encompasses providing equitable access to education to all students regardless of disability status; and

WHEREAS, Accessible course materials are an important component of education and student success at Cal Poly; and

WHEREAS, Continual measurement and remediation are necessary for the university to sustain continuous improvement in accessibility; and

WHEREAS, The Canvas LMS is itself accessible, and it will include a tool, Ally, for evaluating the accessibility of posted course materials and suggesting possible steps for remediation; and

WHEREAS, The accessibility of web pages within Cal Poly Drupal can also be determined by the site administrators, facilitating remediation

WHEREAS, Some faculty may need help moving course materials to the LMS; therefore be it

RESOLVED: Faculty are strongly encouraged to post course materials within the LMS, and be it further
RESOLVED: Faculty are strongly encouraged to post any course materials not posted within the LMS on a Cal Poly Drupal site, and be it further

RESOLVED: The university will provide training and support for faculty moving teaching materials into the LMS.

Proposed by: Academic Senate Instruction Committee
Date: April 28, 2020
Summary
The purpose of this resolution is to ensure that the university can collect data on the overall accessibility of course materials at Cal Poly. Achieving a universally high level of accessibility is a worthy long-term goal, but one that cannot be achieved with a single resolution. This resolution is only a small step towards that goal. However, it will accomplish two things, one of which requires immediate action. First, it will facilitate measurement of our progress. Second, by demonstrating our commitment to accessibility, it may shield the university from legal action as detailed below.

Background
Many of our students have disabilities; course materials can be designed in such a way that they don’t put unnecessary barriers between those students and their learning. Two examples may be helpful.

- A properly designed table can be parsed by a screenreader for student who is blind.
- Captions can make videos accessible for a student who is deaf.

Providing equitable access to learning is consistent with Cal Poly’s shared values. It is also required by law and by the policy of the California State University system.

Law
The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. Universities that aren’t complying with these laws have been targeted for lawsuits by student plaintiffs. A sampling of these cases can be found here.

CSU Policy
The CSU Chancellor issued Executive Orders 926 (2005) and 1111 (2018), which established CSU policy for compliance with disability law. The Accessible Technology Initiative has more detailed information about implementation at the CSU system level. The Cal Poly ATI website has information specific to our campus.

Canvas Ally Tool
The Ally tool within the Canvas LMS will allow instructors to gauge the accessibility of the items that they have posted on their courses. It will also allow the university to see the overall level of accessibility of course materials posted at Cal Poly. Collecting this data will allow the university to gauge the effectiveness of its efforts to improve the overall accessibility of posted course materials at Cal Poly. However, this data will be meaningful only if most faculty post their course materials on the LMS.

Faculty Workload
Converting all of one’s teaching materials from inaccessible to accessible could be for many faculty members an arduous task, a task that should not fall to individual faculty members as an unfunded mandate. This resolution does ask that of them. Instead, it is a request to post materials on the LMS, with aid supplied by the university, so that the Cal Poly can measure progress towards accessibility of the university as whole.
Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-___-20
RESOLUTION ON THE MARKETING OF CAL POLY’S EDUCATIONAL IDENTITY AND GOALS

WHEREAS, The voice of the faculty is integral to framing Cal Poly’s educational identity and goals;
and

WHEREAS, The WASC Commission Action Letter from 2010 asked that Cal Poly “identify more clearly the aspirational goals of the institution, and the role of faculty in helping to shape possible changes in the institution’s identity”; and

WHEREAS, The Report of the WASC Visiting Team: Capacity and Preparatory Review from the last full accreditation review by WASC in 2010 cited the “need for a measurable definition of the signature pedagogy of Cal Poly, that of Learn-by-Doing”; and

WHEREAS, The Report of the WASC Visiting Team in 2012, “recommended that additional attention be given to clearly: a) defining what is meant by the term “comprehensive polytechnic university””; and

WHEREAS, Cal Poly’s faculty have spoken through Academic Senate resolutions on the definition of Learn by Doing (AS-727-11) and the adoption and definition of Cal Poly’s identity as a comprehensive polytechnic (AS-650-06); and

WHEREAS, In our WASC Capacity and Preparatory Review Report (December 2009), Cal Poly recognized the combination of our Learn by Doing pedagogy, our adoption of the teacher-scholar model, our intention to provide “a meaningful reply to the fractured nature of higher education,” and our commitment to the “development of vigorous programs in the arts, science, and humanities” in reaffirming our identity as a “comprehensive polytechnic university”; and

WHEREAS, One foundation of President Armstrong’s Vision 2022 affirms Cal Poly as a “comprehensive polytechnic university”; and

WHEREAS, Recently developed Cal Poly marketing/branding policies and documents, though since corrected after feedback from the Academic Senate, originally contained a description of Cal Poly as a “holistic polytechnic” and a definition of Learn by Doing that differed from and ignored previously adopted definitions of these concepts; therefore, be it

RESOLVED: That Cal Poly’s marketing/branding policies and materials include references to and definitions of Cal Poly’s educational identity and goals based only on those documents which have received both faculty endorsement via the Academic Senate and approval by the President; and be it further
RESOLVED: That Cal Poly’s Academic Senate be consulted through all stages of future efforts to modify marketing/branding policies and materials intended to promote Cal Poly’s educational identity.

Proposed by: Academic Senate Executive Committee
Date: April 28, 2020
WHEREAS, diversity, equity, and inclusion are critical aspects of Cal Poly’s Vision and among the priorities in the Strategic Plan guiding Cal Poly’s growth and evolution; and

WHEREAS, Cal Poly has demonstrated its prioritization of the values of diversity, equity, and inclusion through changes in the leadership structure, changes in hiring decisions and evaluation processes, the provision of resources to support campus-wide scholarly activities, discussions, and mentoring, and provision of resources to support faculty professionally and personally in these areas; and

WHEREAS, a large number of faculty at all levels engage in these efforts through their teaching, research, and service to the University; and

WHEREAS, not all academic programs formally recognize these efforts in personnel policies; and

WHEREAS, personnel policy documents are periodically updated to reflect changes in university priorities; and

WHEREAS, increasing recognition of the value of efforts towards diversity, equity, and inclusion is already evident in individual College Peer Review Committee deliberations and individual faculty members’ Professional Development Plans; therefore, be it

RESOLVED that the Academic Senate urges Cal Poly to continue facilitating and supporting efforts and committing the resources needed to promote diversity, equity, and inclusion among the campus community; and be it further

RESOLVED that the Academic Senate recommends that all colleges incorporate formal recognition of professional development efforts in diversity, equity, and inclusion
as applied to teaching, research, and service in their personnel policies, procedures, and criteria for retention, promotion, and tenure; and be it further

RESOLVED that the Academic Senate encourages colleges and individual faculty members to acknowledge efforts in diversity, equity, and inclusion during review procedures for retention, promotion, and tenure even when such efforts have not yet been incorporated into official personnel policies.

Proposed by: Academic Senate Diversity Committee
Date: May 12, 2020
Adopted:

ACADEMIC SENATE

of

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, CA

AS-__-20

RESOLUTION ON SUSPENDING CREDIT/NO CREDIT GRADING RESTRICTIONS FOR FALL QUARTER 2020 IN RESPONSE TO COVID-19

Impact on Existing Policy: Temporary suspension of AS-479-97/CC "Resolution on Credit / No Credit Grading" during Fall 2020.

WHEREAS, the Chancellor's Office, in response to the COVID-19 pandemic, issued a communication regarding possible considerations and options regarding Credit/No Credit grading that could be implemented without violating Title 5 requirements or Cal State University Executive Orders, and

WHEREAS, Cal Poly, following the recommendation of the (?) Academic Senate Executive Committee, suspended the 16-unit limit for Credit / No Credit grading as well as the 4-unit limit for General Education Courses in Spring and Summer Quarters 2020, and

WHEREAS, colleges, in consultation with academic departments, determined which major and support courses would be exempt from the Credit / No Credit unit limits, and

WHEREAS, Cal Poly's administration has announced that approximately 85% or more of courses will be offered virtually in Fall Quarter 2020, and

WHEREAS, faculty and students will be in a virtual course environment because of state and local health guidelines and thereby separated from their typical campus settings for learning; therefore, be it

RESOLVED: that any courses taken in Fall Quarter 2020 not be counted toward the 16-unit limit as specified in "Resolution on Credit / No Credit Grading" (AS 479-97), and be it further

RESOLVED: that the 4-unit Credit/No Credit limit for General Education courses be suspended for Fall Quarter 2020, and be it further
RESOLVED: that any changes to the 4-unit Credit/No Credit limit regarding major or support courses shall continue to be determined by the individual academic programs, and be it further.

RESOLVED: that Cal Poly include a notation on all transcripts about COVID in order to provide context to Fall Quarter 2020 grading.

Proposed by: Academic Senate Executive Committee
Date: May 16, 2020