I. **Minutes**: May 19, 2020 and May 26, 2020 minutes: (pp. 2-3)

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

III. **Reports**:
A. Academic Senate Chair:
B. President’s Office: None
C. Provost: None
D. Vice President for Student Affairs: None
E. Statewide Senate: None
F. CFA: None
G. ASI: (p. 4)

IV. **Special Reports**:
A. [TIME CERTAIN 3:30 p.m.] Registrar’s Report: Cem Sunata, Registrar

V. **Business Items**:
A. **Resolution on Posting Accessible Course Materials**: John Hagen, Instruction Committee Chair, first reading (pp. 5-7)
B. **Resolution on the Marketing of Cal Poly’s Educational Identity and Goals**: Gary Laver, first reading (pp. 8-9)
C. **Resolution on Recognizing and Supporting Faculty Efforts and Activities Towards Diversity, Equity, and Inclusion**: Marilyn Tseng, Academic Senate Diversity Committee, second reading (pp. 10-11)
D. **Resolution on Suspending Credit/No Credit Grading Restrictions for Fall Quarter 2020 in Response to COVID-19**: Dustin Stegner, first reading (pp. 12-13)

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

VII. **Adjournment**
I. **Minutes:** M/S/P to approve the minutes from the May 19, 2020 Academic Senate meeting.

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

III. **Reports:**

A. Academic Senate Chair: Dustin Stegner, Academic Senate Chair, presented each of the Caucus Chairs to introduce Faculty who will be joining the Academic Senate for the 2020-2021 year. Tom Gutierrez, Academic Senate Vice Chair, presented Dustin Stegner with a resolution thanking him for his service on the Academic Senate as Chair. This resolution was approved by acclamation.

B. 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/sa_052620.pdf

IV. **Consent Agenda:**

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
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<tbody>
<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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<tr>
<td>AGED 350 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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<tr>
<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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</tr>
</tbody>
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V. **Special Reports:**

A. **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 gave a report to the Academic Senate on the Budget of 2019/2020 academic year and future projections. This report can be found at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/presentations/2019-2020/Budget%20Presentation%20-%20Academic%20Senate%202020.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). M/S/P to move the Resolution on University
Personnel Policies Subchapter 8.4.5: Student Evaluation Results to second reading. M/S/P to approve the Resolution on University Personnel Policies Subchapter 8.4.5: Student Evaluation Results. 12 Opposed, Two Abstentions.

B. **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.

C. **Resolution on the Marketing of Cal Poly’s Educational Identity and Goals**: Gary Laver, Statewide Senator, presented a resolution on behalf of the Academic Senate Executive Committee requesting that Cal Poly branding be modified to promote the university’s faculty endorsed educational identity and goals. This Resolution will return in first reading status at the next Academic Senate meeting.

D. **Resolution on Recognizing and Supporting Faculty Efforts and Activities Towards Diversity, Equity, and Inclusion**: Marilyn Tseng, Academic Senate Diversity Committee, introduced a resolution asking that all colleges formally recognize professional development efforts in the areas of diversity, equity, and inclusion as criteria when considering retention, promotion and tenure. This Resolution will return in first reading status at the next Academic Senate meeting.

E. **Resolution on Suspending Credit/No Credit Grading Restrictions for Fall Quarter 2020 in Response to COVID-19**: Dustin Stegner, Academic Senate Chair, proposed a resolution addressing the University’s credit/no credit policies during the Covid-19 pandemic and virtual learning period. This Resolution will return in first reading status at the next Academic Senate meeting.

VII. **Discussion Item(s)**: None.

VIII. **Adjournment**: 4:58 pm

Submitted by,

Francesca Tiesi
Academic Senate Student Assistant
ASI President Report:

- **ASI Board Meeting** – At its last meeting, the ASI Board of Directors passed the following actions:
  - Resolution #20-08: Resolution to Support Students Living Off-Campus During Covid-19 Pandemic
  - Resolution #20-09: Resolution Regarding Students Left Out of the Coronavirus Aid, Relief, and Economic Security Act (“Cares Act”)
  - Approval of the FY 2020-21 ASI Budget
  - Proposal to Implement ASI Dreamer Scholarship

- **Thank you!** – The minute I stepped foot on Cal Poly’s campus, I had already applied and been accepted as a student assistant for the Academic Senate. For four years, I have attended almost every Academic Senate meeting, either as a student assistant or student government member. I believe the conversations in this room really sparked a passion in me for advocacy and public service. I want to give a special shoutout to Gladys Gregory and Sarah Best, both of whom have been amazing bosses and mentors throughout my years at Cal Poly. I’ll also give a shoutout to Past Chair Gary Laver and Chair Dustin Stegner for putting up with my many emails asking to review the minutes. Lastly, shoutout to all those I have worked with in the Senate office. Thank you all!
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.
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 colleges, departments, and other faculty entities 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 existing personnel policies, procedures, and criteria for retention, promotion, and tenure at the University, college, and department levels be revised to incorporate formal recognition of professional development efforts in diversity, equity, and inclusion as applied to teaching, research, and service; and be it further
RESOLVED: that the Academic Senate encourages college- and department-level peer review committees 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
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