Meeting of the Academic Senate  
Tuesday, October 20, 2020  
https://calpoly.zoom.us/j/98221515277

I. Minutes: September 29, 2020 (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
   1. Questions/Answers to EPP Questions from last senate meeting: (p. 4)
   2. Questions/Answers on COVID update from last senate meeting: (pp. 5-7)
C. Provost: (pp. 8-9)
D. Vice President for Student Affairs: (p. 10)
E. Statewide Senate: None
F. CFA: (p. 11)
G. ASI: (p. 12)

IV. Special Reports:
A. Registrar’s Report: Cem Sunata, Registrar
B. Ethnic Studies Workgroup Update: Jose Navarro: https://academicsenate.calpoly.edu/task-forces
C. Annual Program Review Update: Bruno Giberti, Academic Programs and Planning (pp. 13-14)
D. Multi-Factor Authentication Project Written Report: Doug Lomsdalen (p. 15)

V. Business Items:
A. Resolution on Faculty Choice of Virtual Modality: Thomas Gutierrez (p. 16)

VI. Discussion Item(s):

VII. Adjournment:
I. **Minutes:** None

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

III. **Reports:**
   A. **Academic Senate Chair:** Tom Gutierrez, Academic Senate Chair, gave an update on Academic Senate Executive Committee activities over the summer and presented an orientation for new senators. The presentation can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Senate%20Orientation%202020_draft_3.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Senate%20Orientation%202020_draft_3.pdf)
   B. **President’s Office:** See Special Reports
   C. **Provost:** Jackson-Elmoore thanked the group for their flexibility during these uncertain times. She updated the group on the temporary policy for observations of virtual instruction, the provisions made during the Senate Retreat have been approved and the memo has been disbursed, however it will only be in effect for this academic year. Questions about the memo can be directed to Academic Personnel or Faculty Affairs Committees. She updated the Senate on Cal Poly’s Ethnic Studies work group, that was formed this summer, to attend to AB-1460, to ensure a robust ethnic studies requirement. Cal Poly has submitted their temporary authorization of stance education for Winter and Spring 2021, to ensure the continuing of online learning due to COVID-19. She updated the group that all study abroad plans that do not have a virtual nature are suspended for Winter and Spring 2021.
   D. **Vice President for Student Affairs:** Keith Humphrey, Vice President for Student Affairs, updated the group on the required self screenings for campus visitations, current numbers in regards to students quarantining on campus, and the University’s mission in responding in an educational manner towards COVID cases.
   E. **Statewide Senate:** Gary Laver, Statewide Senator, announced Dr. Joseph Castro will be the next Chancellor of the CSU. Laver also discussed fund reductions from the CSU in response to COVID-19 and the implementation of AB-1460, the ethnic studies requirement. Steve Rein, Statewide Senator, also announced the Chancellor’s Office does not wish to impose a tuition increase at this time, which will result in a larger tuition increase later down the line. CFA: Lewis Call, CFA President, discussed the current MOU, and the provision to extend virtual teaching into spring has yet to be finalized. He also announced a new bargaining provision that would allow a separation date of December 5th or later so that faculty can receive their severance in 2021.
   F. **ASI:** Shaya Lynch, ASI President, reminded the group of the ongoing efforts to increase voter registration on campus. Please reach out to asivicengagement@calpoly.edu if you would like a class presentation or any information about voter registration efforts.

IV. **Consent Agenda:**

<table>
<thead>
<tr>
<th>Item 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>AEPS 360 Nut Crop Production (4), 4 lectures, 1 laboratory</td>
<td>Reviewed and recommended for approved 5/22/20.</td>
<td>On the 9/29/20 consent agenda</td>
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<tr>
<td>BIO 447 Spatial Ecology (4), 3 lectures, 1 laboratory</td>
<td>Reviewed 4/23/20; additional information requested from department.</td>
<td>On the 9/29/20 consent agenda</td>
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<tr>
<td>BIJS 468 Blockchain in Business (4), 4 lectures</td>
<td>Recommended for approved 5/21/20.</td>
<td>On the 9/29/20 consent agenda</td>
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<tr>
<td>DATA 472 Data Science Seminar (1), 1 seminar</td>
<td>Reviewed and recommended for approved 9/19/19; additional information requested from department.</td>
<td>On the 9/29/20 consent agenda</td>
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<tr>
<td>NR 394 Agroecology (4), 3 lectures, 1 laboratory, GE B Upper-division B</td>
<td>Reviewed and recommended for approved 5/22/20.</td>
<td>On the 9/29/20 consent agenda</td>
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V. **Special Reports:**
A. **President’s Report:** Jeff Armstrong, President, Aydin Nazmi, Presidential Faculty Fellow for COVID-19 Response and Preparedness, Anthony Knight, Director of Emergency Management, and Tina Hadaway-Mellis, Infectious/Communicable Disease Response Director gave a report on University updates in response to COVID-19. A transcript of this report can be found here.

VI. **Business Items:**
A. **Resolution on Temporarily Suspending Virtual Learning Review:** Thomas Gutierrez, Academic Senate Chair, introduced a resolution on behalf of the Academic Senate Executive Committee which proposed suspending the requirement of curricular review for online courses for faculty who wish to teach virtually during the 2021-2022 academic year due to ongoing uncertainties in the status of COVID-19. M/S/P to move the Resolution on Temporarily Suspending Virtual Learning Review to second reading. 2 abstained. M/S/P to pass the Resolution on Temporarily Suspending Virtual Learning Review.

B. **Resolution on Faculty Choice of Virtual Modality:** Thomas Gutierrez, Academic Senate Chair, presented a resolution which would allow instructional faculty teaching virtually to choose whether to teach their classes in a synchronous, asynchronous or hybrid modality while online course review is suspended during the 2020-2021 academic year due to the COVID-19 pandemic. The Resolution on Faculty Choice of Virtual Modality 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
EEP Question:

Here is the response from Jennifer Haft, Director of Operations in AFD regarding the question from an EC member on the EEP

Since the EEP is meant to save the university money, it was my understanding that part of the savings is because the position vacated will then be eliminated or at least remain unfilled for the foreseeable future. The EEP was implemented to help address the University’s $35 million budget deficit. The intent is that positions will be eliminated as a result of this program. However, we understand that some positions will need to be refilled due to their critical nature.

If an MPP decides to retire from a position and the administration plans to fill it, perhaps because it is deemed mission critical, is the retiring person still eligible for the EEP? If an employee has already established a retirement date on or before September 1, 2020, or is in the process of separating from Cal Poly on or before that date, they are ineligible for this program. However, if the employee has not established a retirement date or is not in the process of separating from Cal Poly they would be eligible for the EEP. It is important to note that an employee does not have to retire after separating from Cal Poly through the EEP. Eligibility to participate only requires that an employee be CalPERS retirement eligible but there is no requirement to retire.

If they are, should (must?) the administration find cost savings by filling the position internally and then not filling or consolidating MPP positions? Or could the lack of cost savings have to ultimately be offset by other staff or faculty layoffs?" As part of the University’s budget strategy all Divisions were assigned a budget reduction target. The total divisional reduction target is approximately $15 million. The Divisions were given the flexibility to incorporate the estimated savings from the EEP as part of their reduction plans. The goal is to achieve the $15 million reduction target through a combination of both the EEP and the reduction plans.
Questions/Comments:

Please provide a clear timeline of testing that clarifies what forms of testing are in place or confirmed with a set start date, and what is currently aspirational and contingent

- Update: For the surveillance testing set to begin on Saturday, Oct. 3: will that include all students frequently on campus (~10-11,000) or just students living in campus housing (~4500)? How long will it take to cycle through these populations (i.e., how long between surveillance tests)?

Ongoing asymptomatic testing has been underway since August. Over 7,000 tests have been administered. All on campus students were offered to be tested last week with over 2,000 attending the weekend long on campus testing event. Results come back on a daily basis (M-F) from our contracted laboratory partner. Several thousand students were tested this weekend, and testing will continue through November 20. For additional answers to all questions regarding ongoing testing please refer to https://coronavirus.calpoly.edu/ongoing-testing.

Please make models public.

We created only draft versions of models based on a recent research study (whose assumptions were somewhat, but not exactly, in line with the situation at Cal Poly) early in the summer to help inform planning for screening and isolation capacity. These models were not developed past the draft phase.

Please provide clear statement of contingency plans: what will Cal Poly do in the event of large-scale outbreaks?

Any decisions that Cal Poly makes regarding responses to public health incidents involve consultation with SLO County Public Health. Our response plan to a large-scale outbreak is one that manages the positive cases that come from such an outbreak via utilization of the 180 isolation spaces on campus as well as the 165 spaces in the Alternate Care Site in the Recreation Center. If the positive cases could not be managed through those facilities, the university would have to make a decision about pivoting to all virtual operations in consultation with SLO County Public Health.

We would like to see an improved dashboard that includes students/staff/faculty who are tested off-campus and that tracks data over time (instead of just last 24 hours)

Dashboard improvements are planned and moving forward. We are currently working with SLO County Public Health to align data streams and identify on-campus expertise to help inform and create the visuals and webpage. Currently, the university does not have access to SLO County Public Health data of students/staff/faculty who are tested off-campus and the results. These results are included in the general SLO County results.
Please provide clear communication about notification of exposure (for example, under what conditions will faculty who teach in person be notified?)

Medical privacy laws prevent SLOPH or Cal Poly from sharing the health-related details of an individual student. Should a student attending an in-person class test positive for COVID-19, the San Luis Obispo County Department of Public Health (SLOPH) has the responsibility to notify the faculty and other enrolled students if their contact tracing determines there is a risk of exposure. SLOPH may request that Cal Poly make that notification on their behalf. The response from SLOPH can include quarantine orders for the faculty or individual students, a suspension of in-person operations of the course for a 14-day period, and/or self-monitoring for COVID-19 symptoms for all involved. It can also include follow-up testing for all individuals, including the faculty, that are in the course.

The student who tests positive will be directed to isolate, either at their off-campus residence or at isolation facilities on the Cal Poly campus and their Qualtrics daily screening pass will default to a red “x” for the period of recovery and viral shed as determined by SLOPH. Medical privacy laws prevent SLOPH or Cal Poly from sharing the health-related details of an individual student. Should a student with a red “x” try to attend your course, please notify the Office of Student Rights and Responsibilities immediately. A red “x” does not necessarily mean the student has tested positive for COVID-19, but it does mean that they should not be attending class.

As an instructor, what should I do if I am informed a student in my in-person class has tested positive?

These and many other questions are answered in the FAQs on the Academic Affairs website.

It is the responsibility of the San Luis Obispo County of Public Health (SLOPH) to notify you and the other enrolled students in your class if they determine there is a risk of exposure through their contact tracing process. A student that tests positive and is in isolation will have the responsibility to reach out to their instructors for accommodations, as will any students directed to quarantine by SLOPH.

The instructor should follow their standard practice to accommodate students with medical absences during the term and determine if and how they can provide alternate assignments for the students. If the student is unable to continue to do the academic work and complete it by the end of the term, the instructor may award an Incomplete grade until the student is able to complete the course, and at that time process a change of grade request to the assigned grade. The description of when an Incomplete can be used is included below. (An Incomplete signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons and that there is still a possibility of earning credit.)

There have been reports of a “backlog” in processing the results from the initial testing required of students before arrival. Is this accurate?
Every test submitted had to be reviewed and verified by a medical provider, to ensure that the tests submitted were accurate and compliant with the public health recommendation. This did take several days to complete as our medical providers were balancing reviewing submitted tests with direct service to students. This process has been complete for several weeks.

What plans are in place, if any, for testing RAs and addressing their professional and health-related concerns?

RAs will be tested along with other students and live-in staff members on an ongoing basis. Student Affairs and University Housing leaders have been meeting regularly with RAs to develop solutions to concerns that RAs are raising about the nature of their role during the pandemic.
Thank you to everyone for all that you are and have been doing. I hope that you are doing well and finding ways to rejuvenate yourselves. Everything that you are doing on behalf of students, faculty, staff and our broader community matters, so thank you for your continuing dedication to all that makes us Cal Poly.

**Enrollment Summary**

100% or local qualified applicants were selected (compared to 54.4% of all qualified applicants)

**Point-In-Time Graduation Rates**

- Graduation rates for 2020 are not yet final, but current preliminary rates look promising in some areas, while we likely will not reach our 2020 goals in other areas.

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<tbody>
<tr>
<td><strong>Four-year FTF</strong></td>
<td>48.1%</td>
<td>57.2%</td>
<td>58.6%</td>
<td>58.2%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Six-year FTF</strong></td>
<td>83.1%</td>
<td>83%</td>
<td>84.6%</td>
<td>86.9%</td>
<td>92%</td>
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<tr>
<td><strong>Two-year NTR</strong></td>
<td>37.2%</td>
<td>38.5%</td>
<td>37.9%</td>
<td>38.1%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Four-year NTR</strong></td>
<td>85%</td>
<td>88.1%</td>
<td>88.7%</td>
<td>88.2%</td>
<td>93%</td>
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- 2020 graduation rates for URM, Pell, First Gen, CP Scholars, non-resident cannot be pulled until the official reporting is completed by the Office of Institutional Research.
- We anticipate the official report later this month and once final processing of transcripts that were submitted late by spring and summer graduates are completed, there will likely be a jump in grad rates.

**Office of Student Research**

- The Office of Student Research is excited to share that 11 Cal Poly students & recent alums are presenting 8 posters/talks at the upcoming “National Diversity in STEM Conference” organized by the Society for the Advancement of Chicanos/Hispanics and Native Americans in STEM (SACNAS). The conference (10/19 to 10/24) is the “largest multidisciplinary and multicultural STEM diversity event in the country” and is designed “to equip, empower, and energize participants for their academic and professional paths in STEM.” This is the most students that Cal Poly has ever “sent” to SACNAS. Learn more here: https://www.2020sacnas.org/

**Strategic Research Initiatives (SRI)**

- Academic Affairs, University Development, and Research, Economic Development & Graduate Education selected and launched the first round of Strategic Research Initiatives (SRIs) at Cal Poly in Summer 2020. So far, 57 individual students have had the opportunity to work side-by-
side with Cal Poly faculty on these projects to gain hands-on experience to support their educational and professional development, and create new knowledge that answers real-world questions and contributes to solutions to problems that face the Central Coast, California, the U.S. and the world. Learn more about the SRIs here: https://research.calpoly.edu/strategic-research-initiatives
Student Affairs
Report to Academic Senate
October 20, 2020

- As ongoing testing is identifying asymptomatic positive students, more residential communities are being placed on quarantine. This will have an impact on student’s ability to come to class if their floor is on quarantine. Thank you to all the faculty who are working to support these students who need to sit out of in-person classes for two weeks.

- Students currently living on campus this fall must decide if they wish to return or defer winter housing by November 21. Students who are deferring to study from their permanent residence next quarter must completely check out, including removing all belongings, by the time the halls close at 5pm on November 21. Different this year for all students: every student must turn in their keys before leaving in November. Housing has communicated all of these details with students, as well as options to remain in housing over the break. Deferral of housing is only eligible for students returning to their permanent residence.

- Information about elections and the Election Guide is available at: https://deanofstudents.calpoly.edu/election

- Here are some statistics from our second-ever virtual Career Fair:
  - Overall Student Attendance: 3,018
  - Overall Companies/Organizations: 206
  - Overall Employer Representatives: 1,054
  - Overall 1:1 Sessions: 7,397
  - Overall Group Sessions: 441 group sessions
  - Highest number of individual student points of contact with employers (1:1 and groups): 22
  - Average number of student contacts with employers (1:1 and groups): 5
CFA Senate report for 10/20/2020:

Management has agreed to extend the provision of our local MOU that pertains to virtual teaching through Spring 2021. CFA SLO held two chapter meetings last week, and distributed notes on the topics discussed at the meetings to CFA members. CFA SLO provided more details about the Early Exit Program (EEP). The only lecturers who are eligible for EEP are lecturers who hold FULL-TIME three-year appointments under Article 12.12 or 12.13 of the CBA. An EEP participant could come back to teach part-time as a rehired annuitant, up to 50% of full-time. An EEP participant must retire within 120 days of their separation date in order to retain health benefits. HR is responding promptly to EEP applications; applicants may expect to hear back from HR a few days after they submit their application.
From the Board:

- This year, the ASI board of directors will be reviewing an expanded student leader scholarship policy after hearing concerns from the majority of the board last year. The Business and Finance committee and Internal review committee have begun reviewing necessary pieces of this policy. The proposed policy would create scholarships Student government-wide, creating a more accessible space for students.

- October 19th wraps up our Flex Your Right Voter Registration Campaign. We will be moving into our Know Your Vote campaign to educate students about what they will be seeing on the ballot this year and things they need to know in order to safely vote during a pandemic.

- Every other Monday we are hosting Sustainability Roundtables with Green Campus where students from across campus are coming together to work on improving sustainability across the university. This has been an ongoing event for the past 2 years so we are excited to continue it virtually.

- The Student-Community Liaison Committee is a group who facilitates conversations between students, the city, community members and the county to help build relationships. The group hears presentations from SLO Police Department, Cal Poly administrators and community members about items ranging from noise violations to bike lights, and every in between. This year the committee is working extra hard to communicate with each other due to the pandemic and the worries it creates. If you have any topic happening in the city or at Cal Poly you think the community members should be aware of, please reach out to Shayna Lynch (sglynch@calpoly.edu).

- This month is Domestic Violence Awareness Month. Last year the ASI Board of Directors passed resolution 20-02 on October 30th pushing for Cal Poly to officially recognize this month. That resolution came after Safer reported a 167% increase in intimate partner violence cases from Cal Poly students from the 2017-2018 academic year to the 2018-2019 academic year. If you are interested in learning about how you can support survivors on our campus and raise awareness, please check in with Safer's social media accounts.
## AY 2019-20 Internal Reviewers and Program Accolades

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<thead>
<tr>
<th>Program</th>
<th>Internal Reviewer</th>
<th>Visit Dates</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>BA Comparative Ethnic Studies (ES)</strong></td>
<td>Internal Reviewer: Robert Flores, Ph.D.</td>
<td>10/21/19 – 10/22/19</td>
<td>Students have a tremendous opportunity to Learn by Doing in the senior capstone project. This provides them both the opportunity to work closely with a faculty member and to apply the methods and training they have acquired while at SLO. In addition, students are afforded the chance to lead independently developed seminars, which they design under the tutelage of a faculty member. These experiences can be transformative for undergraduates and affect their future career success.</td>
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<tr>
<td><strong>MA Educational Leadership &amp; Administration (ELAP)</strong></td>
<td>Internal Reviewer: Marni Goldenberg, Ph.D.</td>
<td>5/18/20 – 5/19/20</td>
<td>This a very solid master’s degree program in educational leadership. The curriculum is representative of other educational leadership programs across CA. However, what distinguishes it is the small-cohort “FastTrack” program that emphasizes the field research component and direct involvement of the faculty with students. This program has a clear sense of its identity and purpose. Review of the CTC accreditation report aligns with the overall assessment of the ELAP program. “The theoretical approach reflects the Cal Poly learn-by-doing philosophy and commitment to diversity, equity, and inclusion (DEI), with these core approaches embedded across all courses.”</td>
</tr>
<tr>
<td><strong>BS Journalism (JOUR)</strong></td>
<td>Internal Reviewer: Lynn Metcalf, Ph.D.</td>
<td>1/26/20 – 1/29/20</td>
<td>The unit chair is credited with returning collegiality to the unit and increasing its respect on campus. She engages with the unit’s students, staff, and faculty on a regular basis. She is highly respected by her peers in the college as well as other campus administrators. The unit is small and closely-knit and encourages mutual support among students, staff and faculty. The unit has strong alumni and industry connections, including an engaged advisory board. The unit has an award-winning, highly regarded campus media organization, The Mustang Media Group, that exemplifies the university’s motto of Learn by Doing.</td>
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<tr>
<td><strong>MS Special Education (SPED)</strong></td>
<td>Internal Reviewer: Marni Goldenberg, Ph.D.</td>
<td>5/18/20 – 5/19/20</td>
<td>The M.S. in Special Education Program is a rich and intensive cohort model with a high level of academic rigor, and is closely aligned with the university’s ‘Learning by Doing’ Philosophy. The Educations Inquiry Project is an outstanding example of an innovative and integrated tool that serves the MS program participants well in understanding the practicalities of case design research. The Mock Individualized Education Program Meeting Project prepares special education candidates with an exercise that emphasizes that collaboration among all educators in the K-12 school system is essential in meeting the needs of all students.</td>
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AY 2019-20 Action Plans:
Common Themes

Curriculum and Student Success
- Revisit PLOs and/or CLOs
- Improved scheduling/course planning
- Work on flexibility in curricula
- Address bottlenecks and high fail rate courses
- Review culminating experience
- Implement or improve first-year experience/orientation courses
- Focus on internships and career readiness
- Address under-enrolled programs and courses
- Strategically consider opportunities for new degrees (undergraduate and graduate)
- Devote attention to transfer students and their unique issues
- Increase and improve advising efforts such as cohort advising and/or more proactive advising
- Investigate not currently enrolled and dismissed populations
- Increase student support to meet GI 2025

Diversity and Inclusion
- Connect with CTLT and OUDI for diversity-related training
- Establish and effectively utilize college-level diversity and inclusion committee/council
- Targeted support programming (e.g., Multicultural Program for Student Engagement and Inclusion, Multicultural Business Program)
- Recruit and retain more diverse faculty, staff, and students
- Approach gaps in strategic and targeted ways
- Develop DEI module for faculty and staff on-boarding
- Consider mandatory DEI training

Facilities and Resources
- Increase office space
- Increase and improve instructional space
- Increase and update research space, labs
- Modernize research and teaching equipment
- Support undergraduate research
- Increase tenure-density
- Support faculty research/scholarship

Other Issues
- Eliminate “silo” thinking
- Align department and college goals with Cal Poly Strategic Plan
- Develop more robust connections with alumni and industry
- Improve advancement efforts
Improving Cal Poly's Security with Multi-Factor Authentication

In May, Information Technology Services (ITS) presented our plan to the Academic Senate to better protect Cal Poly’s data by more broadly implementing multi-factor authentication (MFA) with the Duo app. Currently, Duo MFA is only used to verify users’ identities when they are logging into LastPass, Virtual Computer Labs, Virtual Private Network (VPN) and the Common Financial System. We are moving forward with the project, and after December 4 (the last day of fall quarter), Duo will be required for all students, faculty and staff to access Cal Poly’s web-based services, including the My Cal Poly Portal. Individuals who are already using Duo will notice that they are being prompted to authenticate more frequently after October 25. Individuals who are not already using Duo will need to enroll a device before December 4 to maintain access to critical campus technology services. Questions or concerns regarding any of the information above can be directed to Cal Poly’s Information Security Officer, Doug Lomsdalen, via email at dlomsdal@calpoly.edu.
RESOLUTION ON FACULTY CHOICE OF VIRTUAL MODALITY

Impact on Existing Policy:¹

WHEREAS, AS-895-20 suspended the requirement for an eLearning addendum for faculty who wished to teach courses virtually in Academic Year of 2020-2021; and

WHEREAS, Ongoing uncertainties in the status of COVID-19 and its impact on faculty workload significantly impact decisions about how to conduct virtual instruction; and

WHEREAS, Faculty require flexibility in choosing their virtual mode of instruction during this pandemic; therefore be it

RESOLVED: During the period that online course review is suspended due to COVID-19, instructional faculty who are teaching virtually may choose to teach their courses in either a synchronous or asynchronous mode of instruction, or combination thereof.

Instructional faculty who are teaching virtually may choose, during the period that online course review is suspended due to COVID-19, to teach their courses in either a synchronous, asynchronous, or a combination of synchronous and asynchronous modality.

Proposed by: Academic Senate Executive Committee
Date: September 3, 2020

¹ (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.