Meeting of the Academic Senate Executive Committee
Tuesday, January 26, 2021
3:10 to 5:00pm
https://calpoly.zoom.us/j/86805968233

I. Minutes: January 5, 2021 (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office: None
C. Provost: None
D. Statewide Senate: (p. 4-6)
E. CFA: (p. 7)
F. ASI: None

IV. Business Item(s):
A. Appointments to University Committees for 2020-2022 term: (p. 8)
B. Approval of Substitution of Anastasia Teleseletsky for Bwalya Malama as the CAFES representative on GEGB for winter quarter 2021
C. Approval of Substitution of Gregg Fiegel for Hani Alzraiee as a CENG Senator on the Academic Senate for Winter Quarter 2021
D. Assigned Time for Academic Senate Business: Thomas Gutierrez, Academic Senate Chair (p. 9)
E. Resolution to Establish Area F in the General Education 2020 Template: Gary Laver, Chair, General Education Governance Board (pp. 10-12)
F. Resolution on Subject Area Guidelines for General Education Area F: Ethnic Studies: Jose Navarro, Ethnic Studies Requirement Curriculum Sub Committee (pp. 13-16)
G. Resolution on Updating the United States Cultural Pluralism (UCSP) Education Objectives: Grace Yeh, Chair, Academic Senate UCSP Review Committee (pp. 17-21)
H. [TIME CERTAIN 3:45 p.m.] Resolution on University Faculty Personnel Policies Subchapter 12.4: Sabbatical and Difference in Pay Leaves: Ken Brown, Chair, Academic Senate Faculty Affairs Committee (pp. 22-29)
I. [TIME CERTAIN 4:15 p.m.] Resolution on Timely Adoption of Course Materials: John Hagen, Chair, Academic Senate Instruction Committee (pp. 30-33)
J. [TIME CERTAIN 4:45 p.m.] MPP Consultation: Keith Humphrey, Vice President for Student Affairs

V. Discussion Item(s):
A. LMS and RPT/WPAF Integration Issues (e.g. Canvas/Interfolio): Thomas Gutierrez, Academic Senate Chair
B. Add/Drop Deadline: Thomas Gutierrez, Academic Senate Chair
C. VP of OUDI Consultative Committee: Thomas Gutierrez, Academic Senate Chair
D. CR/NC Policy for Summer/Fall 2021: Thomas Gutierrez, Academic Senate Chair

VI. Adjournment:
I. Minutes: M/S/P to approve the November 3, 2020, Academic Senate Executive Committee minutes.

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

III. Reports:
   A. Academic Senate Chair: none.
   B. President’s Office: Cynthia Jackson-Elmoore, Provost, announced that the COVID-19 Presidential Order regarding COVID-19 has been amended to update testing requirements for students. More information can be found [here](#).
   C. Provost: Cynthia Jackson-Elmoore, Provost, reported that 10 percent of winter quarter classes are offered in person and that the Academic Affair’s Frequently Asked Questions webpage is being updated with answers to commonly asked questions regarding COVID-19 and student testing requirements.
   D. Statewide Senate: Gary Laver, Statewide Senator, briefly discussed several resolutions regarding specifics of the implementation for the new Ethnic Studies requirement in general education.
   E. CFA: Lewis Call, CFA President, shared that an open letter circulated by CFA in December regarding the university’s plans to host so many students during winter quarter has gained more than 300 signatures from concerned faculty, staff, students and community members. The letter calls for a fully virtual winter quarter, a de-densified living situation in the dorms and required COVID-19 testing twice-per-week for students.
   F. ASI: Shayna Lynch, ASI President, announced that student government is working with the university to increase scholarships within ASI to improve accessibility for students to participate.

IV. Business Item(s):
   A. Appointments to Academic Senate Committees for the 2020-2022 term. M/S/P to appoint Anurag Pande, Civil and Environmental Engineering, Elena Keeling, Biological Sciences, and Matthew Cole, Economics, to the Distinguished Teaching Awards Committee.
   B. Appointments to University Committees for 2020-2022 term. M/S/P to appoint Elena Dimitrova, Mathematics, to the Disability Access and Inclusion Committee.
   C. Resolution on “Poly Access” Textbook Program. Ryan Jenkins, Philosophy, and John Hagen, Instruction Committee Chair, presented a resolution requesting the Cal Poly Bookstore utilize an opt-in program for “Poly Access” rather than the opt-out default, asking specifically “that Cal Poly be mindful of the ethically salient impacts of decisions that have the potential to significantly negatively impact student finances.” M/S/P to agendize the resolution.
   D. Resolution on New Academic Assessment Council Membership. Michael Nguyen, Academic Assessment Council, proposed a resolution revising the Academic Assessment Council’s membership in order to better “reflect campus expertise and interest in academic assessment.” Details about the updated membership can be found [here](#). M/S/P to agendize the resolution.
   E. Resolution to Set Cal Poly’s Carbon Neutrality Target Date. David Braun, Sustainability Committee Chair, shared a resolution recommending Cal Poly adopt carbon neutrality by the year 2030 or sooner by
accelerating recommendations made in the university’s 2017 Climate Action Plan to better align with the
city of San Luis Obispo and other state colleges’ courses of action with regard to reducing carbon
emissions and mitigating the harmful effects of climate change. More information about this
recommendation can be found here. M/S/P to agendize the resolution.

V. **Discussion Item(s):**
   A. **Add/Drop Deadline:** Thomas Gutierrez, Academic Senate Chair, led a brief conversation about the potential of
      shifting the deadline for adding a class to one day later than that for dropping in an effort to better fill class
      sections and lower overall costs.

VI. **Adjournment:** 5:00pm.

Submitted by,

Cade Creason
Academic Senate Student Assistant
Statewide Senate Report for Academic Senate Executive Committee meeting 1/26/21

ASCSU Chair Collins Report:
- highlights include: discussion of progress on ES with CSUCES and the CO.
- LAO: people in Sacramento have noticed LAO’s report included considerable input from the ASCSU and was valued
- CSSA: Robust Advocacy efforts from our Students in Sacramento
- The budget is looking better than what we were thinking it would look like in September

Standing Committees
- FGA: The budget increase isn’t quite as rosy as it seems as it includes money for CalPERS contributions, etc.

Other Committees
- **GEAC**: The January 2021 GEAC meeting was dominated by two major topics: (1) further work on Ethnic Studies: Area F evaluation processes as well as a discussion about how UC BOARS and CSU GEAC may work together to include ethnic studies into IGETC. (2) Credit for Prior Learning (revision to EO 1036)—AP credit, military credit, CLEP, credit from industry, etc.; [Systemwide Admission Eligibility and/or Baccalaureate Credit Awarded for External Examinations, Experiential Learning, and Instruction in Non-Collegiate Settings](#). In addition to Ethnic Studies and Credit for Prior Learning, other content touched on in the meeting included access and equity concerns vis-à-vis student success, the desirability of credit/no credit grading during COVID, the call for Articulation Officers to identify areas that could use further clarity based on their experiences with the IGETC Standards 2.0 document, a request from Cal Maritime for two of their high unit degree programs to receive an Oral Communication waiver, and an initial discussion of a math council request for further clarity in the CSU GE Guiding Notes for Area B4 (the inclusion of the Math Council “principles and guidelines” content)

CFA: CFA President Charles Toombs reported that the union met with CSU management week. Repopulation of campuses was discussed ... meet-n-confer was last week. CFA has requested immediate restoration of CPAL (Covid Paid Administrative Leave) which has lapsed. (The ASCSU’s Faculty Affairs committee will introduce a resolution on this topic.) Although they have announced their intention to return to normal operations next year, the CSU didn’t really have their ducks in a row with planning for face-to-face instruction in the fall. CFA presented plans related to the health and safety of faculty, staff and students, and they will meet with the CSU again on this topic. Bargaining: contract extended thru June 30, 2021. Proposals from CFA put forward and CSU hasn’t responded yet. See website for details of negotiations. Not bargaining on salary (yet) but if no deal by June 30, that will change. The CFA is leery of the intention tied to the Governor’s proposed budget to increase virtual teaching by ten percent. The union is also hoping that the one-minute limit on public comment to
the Board of Trustees can be modified. (The ASCSU’s Faculty Affairs committee will introduce a resolution on this topic.)

**Faculty Trustee Sabalius**: Budget comments... All told, the CSU may receive about $1.2 billion in the coming year based on the Governor’s proposed budget and the federal stimulus package (assuming the State doesn’t cut the CSU budget accordingly). $237M budget request was advocated by Gov during Sep BOT meeting. Requested $550M in Nov meeting. Jan budget proposal: $369 increase (see comments from Mark and Jerry). $175M is earmarked for deferred maintenance (although the system’s need is close to three times this amount). Among the expectations tied to the Governor’s proposal is that on-line teaching be increased and that tuition not be raised. CSU should get $840M from Feds, >33% to student assistance. Furloughs almost certainly a non-issue. No new ES development. Auxiliary (housing/dining/parking) needs due to losses may be covered. (Note: auxiliaries cannot be given but only loaned money.)

**Faculty Trustee Recommending Committee**: Committee chair Nelson reported that the committee reviewed campus nominations for Faculty Trustee Nominee (for the CSU Board of Trustees) and selected finalists to be interviewed by the ASCSU in March. Once the interviews are complete, the ASCSU in Executive Session votes on which nominees to send forward to the Governor. A minimum of two nominees must be sent to the Governor. At its January 19 meeting, the committee chose the following CSU faculty as finalists:

- Professor Edward Fink, CSU Fullerton
- Professor Tasha Howe, CSU Humboldt
- Professor Katia Karadjova, CSU Humboldt
- Professor Theresa Montaño, CSU Northridge
- Professor Romey Sabalius, San Jose State University
- Professor Darlene Yee-Melichar, San Francisco State University
- Professor Rika Yoshii, CSU San Marcos

**CSU-ERFSA**: has been able to maintain relatively stable membership and funds despite COVID. In the last cycle, they were able to award $6,000 in grants to faculty for equipment and research projects.

**EVC Blanchard**: He will be leaving the CSU to take a position as President of the University of Houston—Downtown. He mentioned the following as current system priorities: (1) Streamlining the application process between the community colleges and the CSU; (2) Following the decision of the UC, the CSU has also placed a moratorium on using the SAT for admissions decisions. This will last through the 2022–2023 academic year, so an examination of this as an ongoing policy is occurring. (3) Academic honesty policies across the campuses in the system are quite variable. Efforts will be made at some standardization. (4) The CSU overall has experienced declines in number of students as well as in unit load taken from the fall into the spring semester. (5) Campus presidents will be rolling out repopulation plans for the fall 2021 term.
**Chancellor Castro:** Introductory remarks boilerplate. “Hopes” that the majority of classes can be offered face-to-face in Fall but that depends on vaccinations and local public health assessments. “Cautiously optimistic” about the budget because of blue control at fed and state levels. Hopes the May budget revise will be continuing the swing towards a better budget. Sen McCarty’s bill for additional funding for student mental health. Castro met with Biden team recently seeking additional one-time funding ($600M) [in addition to ... or as part of ...?]. Biden’s team wants to increase PELL caps and get DACA students allowed for PELL. Vaccine plans in DC are changing so the Chancellor wants to see what happens there before we know whether campuses will be handling vaccine for faculty, staff and students. Question on Mathematics Preparation for admission and support of STEM classes for students who are, on average, not well prepared. [Personal side-note: this is a very challenging issue for lots of us.].
CFA Report to the Academic Senate Executive Committee Meeting 1/26/2021

The CSU has announced plans to resume face-to-face instruction in Fall 2021. The Chancellor's Office did not notice CFA of this proposed change in faculty working conditions, as required by our Collective Bargaining Agreement. CFA immediately demanded to Meet and Confer with the CO on this important matter.

In their meeting with management, CFA statewide leaders reviewed the impact of repopulating CSU campuses on faculty and student health and safety, and began a dialogue that will hopefully inform the next steps in planning. CFA has informed the CSU that faculty expect certain health and safety benchmarks to be firmly in place before returning to work on the campuses. Faculty need to be assured that vaccines have been made available to everyone in our campus communities. There must be clarity on prevention and outbreak protocols. Presently, there is unevenness across the campuses and a lack of direction and guidance from the CSU.

CFA is also trying to bargain an extension of the CSU’s COVID-19 Paid Administrative Leave (CPAL) program. Despite CFA's best efforts to educate the Chancellor's Office about the continued need for this important leave program, the CO is currently unwilling to extend the program. CFA is calling on CSU faculty to join the fight for extended CPAL leave. Faculty who want to participate in this important faculty rights campaign are encouraged to fill out this form with their contact information and any ideas that have about how to get the CO to change their position: https://www.calfac.org/post/demanding-continuation-covid-19-leave (This information is for internal CFA use only.)

Faculty are also encouraged to email CSU Chancellor Joseph Castro at jcastro@calstate.edu to call on him to extend the CPAL program. Faculty can use this email template, and are encouraged to add their personal stories.

Chancellor Castro,

As a faculty member at the California State University, I am calling on you to commit to an extension of the COVID-19 Paid Administrative Leave (CPAL) or similar leave program. Cases and hospitalizations continue to increase across our communities, and the lack of leadership from you and CSU management in regard to COVID-19 leave protection for myself and my colleagues is alarming. Even though Cal Poly’s Winter Quarter has already begun, there is still time for you to offer real relief to faculty who need it. We call on you to implement another leave program and demonstrate bold leadership through this difficult time.
Statements of Interest Received for
2020-2022 University Committee Vacancies
(All appointments are for 1-year unless noted below)

Academic Assessment Council - Four vacancies: CAED (2019-2022), OCOB (2020-2023) and PCS (2020-2023)

CAED (2019-2022)

Lynn Metcalf, Industrial Technology and Packaging (34 years at Cal Poly) Tenured
When assessment became important to accreditation, I was Chair, Undergraduate Programs Committee and responsible for spearheading the development of assessment processes for undergraduate programs in the Orfalea College of Business.

OCOB (2020-2023)

Disability Access and Inclusion Committee: One vacancy ARB (2020-2022)

Graduation Writing Requirement (GWR) Advisory Board: One vacancy: OCOB (2020-2022)


PCS (2019-2022)

University Union Advisory Board: One vacancy (2020-2021)
Special Assigned Time Request for Senate Business
January 2021

The Provost has approved the below allocations pending Executive Committee approval.

1) One-time 4 WTU in Spring of 2021, Thomas Gutierrez, Academic Senate Chair. Compensation for excess workload accumulating from July 2020 through AY2020-2021 stemming from unusual challenges during the pandemic. Funded through the Provost’s office.

2) One-time 4 WTU for José Navarro, Ethnic Studies Requirement Working Group, Area F Competencies Subcommittee Chair. Workload compensation for development of core competencies and learning objectives in the newly proposed GE Area F resulting from AB1460. This is the same compensation given to the GEGB Working Group managers for the GE Areas after the last EO circa 2018-2019. Funded through Academic Senate budget, which has some flexibility this year because of 1) lack of travel during AY2020-2021 and 2) no physical space expenses (e.g. UU 220) due to COVID-19 virtualization.

3) Modify the 10/6 WTU biyearly workload cycle spit for the Academic Senate Curriculum Committee members to 8/8 WTU split while on a one-year catalog cycle. This is a zero-sum budget expense over the two-year cycle.
ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-___-21

RESOLUTION TO ESTABLISH AREA F
IN THE GENERAL EDUCATION 2020 TEMPLATE

WHEREAS, The Chancellor’s Office issued a revised Executive Order in December 2020 on CSU General Education Breadth Requirements; and

WHEREAS, This Executive Order creates Area F Ethnic Studies within CSU General Education; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the creation of Area F Ethnic Studies as indicated in the attached modification to the Template for General Education 2020.

RESOLVED: That it be implemented for all students following the 2021–2022 and subsequent catalogs.

Proposed by: General Education Governance Board
Date: January ##, 2021
**Template for General Education 2020**

*revised January 2021*

**Standard GE Template**

The Standard GE Template includes the following distribution of courses:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Oral Communication</td>
<td>4</td>
</tr>
<tr>
<td>A2 Written Communication</td>
<td>4</td>
</tr>
<tr>
<td>A3 Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area A</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>B2 Life Science</td>
<td>4</td>
</tr>
<tr>
<td>B3 Laboratory Activity in B1 or B2</td>
<td></td>
</tr>
<tr>
<td>B4 Mathematics/Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division B</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-division courses in Area C must come from three different prefixes.</td>
<td></td>
</tr>
<tr>
<td>C1 Arts: Arts, Cinema, Dance, Music, Theater</td>
<td>4</td>
</tr>
<tr>
<td>C2 Humanities: Literature, Philosophy, Languages other than English</td>
<td>4</td>
</tr>
<tr>
<td>Lower-Division C Elective – Select a course from either C1 or C2</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division C</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in Area D must come from at least two different prefixes.</td>
<td></td>
</tr>
<tr>
<td>D1 American Institutions (Title 5, Section 40404 Requirement)</td>
<td>4</td>
</tr>
<tr>
<td>D2 Lower-Division D</td>
<td>4</td>
</tr>
<tr>
<td>Upper-Division D</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area F: Ethnic Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area F</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area F</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GE Electives in Area B, C, and D</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Electives – Select courses from two different areas; courses may be at either lower- or upper-division levels.</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Units in GE Electives</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**Total Units in General Education Program** 72
## GE Template for High-Unit Programs

This GE template includes the following distribution of courses for qualifying high-unit programs:

### Area A: English Language Communication and Critical Thinking

<table>
<thead>
<tr>
<th>A1</th>
<th>Oral Communication</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Written Communication</td>
<td>4</td>
</tr>
<tr>
<td>A3</td>
<td>Critical Thinking</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area A</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Area B: Scientific Inquiry and Quantitative Reasoning

<table>
<thead>
<tr>
<th>B1</th>
<th>Physical Science</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Life Science</td>
<td>4</td>
</tr>
<tr>
<td>B3</td>
<td>Laboratory Activity</td>
<td>in B1 or B2</td>
</tr>
<tr>
<td>B4</td>
<td>Mathematics/Quantitative Reasoning</td>
<td>8</td>
</tr>
<tr>
<td>B Upper-Division B Electives</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

### Area C: Arts and Humanities

*Lower-division courses in Area C must come from three different prefixes.*

<table>
<thead>
<tr>
<th>C1</th>
<th>Arts: Arts, Cinema, Dance, Music, Theater</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Humanities: Literature, Philosophy, Languages other than English</td>
<td>4</td>
</tr>
<tr>
<td>C Lower-Division C Elective – Select a course from either C1 or C2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>C Upper-Division C Electives</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Area D: Social Sciences

<table>
<thead>
<tr>
<th>D1</th>
<th>American Institutions (Title 5, Section 40404 Requirement)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>D Area D Elective – Select either a lower-division D2 or an upper-division D course</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
<td></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

### Area E: Lifelong Learning and Self-Development

| E Lower-Division E |                  | 4 |
| **Total Units in Area E** |                  | **4** |

### Area F: Ethnic Studies

| F Area F |                  | 4 |
| **Total Units in Area F** |                  | **4** |

**Total Units in General Education Program** | **72**

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1 “Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly’s definition of a high-unit program in the GE template included herein is equivalent to our definition of “engineering programs” from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.”

Source – AS-873-19: “Resolution on Template for General Education 2020”
RESOLUTION ON SUBJECT AREA GUIDELINES FOR GENERAL EDUCATION AREA F: ETHNIC STUDIES


WHEREAS, Education Code 89032 SECTION 2 SUBSECTION (b) requires that: “Commencing with the 2021-2022 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses” and

WHEREAS, AB1460/ California Education Code 89032 SECTION 2 SUBSECTION (d) states: "Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies...." and

WHEREAS, The Cal Poly Ethnic Studies Requirement Working Group and the Ethnic Studies Area F Curriculum Sub-Group, and the General Education Governance Board have reviewed the Area F criteria and educational objectives, be it

RESOLVED: That the Cal Poly Academic Senate approve the attached Subject Area Guidelines for General Education Area F: Ethnic Studies and be it further

RESOLVED: That these guidelines be used for the review of proposed General Education courses in Area F: Ethnic Studies.

Proposed by: Cal Poly Ethnic Studies Requirement Curriculum Sub Committee
Date: January 5, 2021
Subject Area Guidelines for General Education Area F: Ethnic Studies

The General Education (GE) program is compliant with CSU requirements and is uniquely tailored to our comprehensive polytechnic education. At Cal Poly all curriculum, including General Education curriculum, is designed and taught by faculty with appropriate training and disciplinary expertise. Educational objectives are expectations for student learning, the achievement of which can be periodically assessed. Course criteria are expectations for course design that will be used in the consideration of the course proposal, course modifications, and course renewal. Course criteria and educational objectives for General Education subject area F: Ethnic Studies are included below.

Ethnic Studies

Area F

Ethnic Studies in the United States is defined as an interdisciplinary and comparative study of race and ethnicity with a focus on four racial/ethnic groups of people: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans. Thus, students acquire the knowledge that helps them comprehend the histories of settler colonialism, racism, white supremacy, and ethnocentrism in the United States and its development. They will learn to distinguish between structural and individual forms of racism. They will analyze the ways in which settler colonialism and racism intersect and interlock with other forms of oppression with regard to Native Americans, African Americans, Asian Americans, and Latina and Latino Americans. Students will learn about the intellectual and cultural contributions made by Native Americans, African Americans, Asian Americans, and Latina and Latino Americans. This knowledge will prepare and enable students to contribute to society as responsible and constructive community members who work to make the promise of equality in America a reality.

Area F courses shall not be waived or substituted. Area F courses shall have an Ethnic Studies prefix. Courses without an Ethnic Studies prefix may meet this requirement if cross-listed with a course with an Ethnic Studies prefix. Courses that are approved to meet this requirement shall meet at least three of the five Council on Ethnic Studies (CES) and California State University Academic Senate (ASCSU) approved core competencies. Campuses may add additional competencies to these core competencies but must meet the minimum standard of 3 of 5 core competencies for approval. Finally, Ethnic Studies courses required in majors, minors, or that satisfy campus-wide requirements and are approved for Area F shall “double count.”

CRITERIA

GE Area F courses must fulfill all of the following criteria. The course must:

CR 1: Have an Ethnic Studies prefix.
CR 2: Meet three out of five Council on Ethnic Studies approved core competencies (educational objectives).

CR 3: Focus on one or more of the following racial/ethnic groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans in the United States.

CR 4: Emphasize the voices and contributions of Native Americans, African Americans, Asian Americans, and Latina and Latino Americans such that the course must prominently include sources written and/or produced by them.

**Lower Division Educational Objectives**

EO 1: Distinguish between individual and structural forms of racism, exclusion, and other forms of inequality as they have been historically applied to Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans.

EO 2: Describe the most significant artistic, intellectual, cultural, and/or linguistic contributions made by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans in the United States.

EO 3: Explain and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies (*CSU Council on Ethnic Studies Core Competency*).

EO 4: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society (*CSU Council on Ethnic Studies Core Competency*).

EO 5: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities (*CSU Council on Ethnic Studies Core Competency*).

**Upper Division Educational Objectives**

EO 1: Articulate and explain the most significant artistic, intellectual, cultural, and/or linguistic contributions made by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans in the United States.

EO 2: Synthesize the historical narratives and/or intellectual traditions of Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans in the United States.
EO 3: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation (CSU CES Core Competency).

EO 4: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies (CSU CES Core Competency).

EO 5: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities (CSU CES Core Competency).
WHEREAS, Cal Poly’s Diversity Learning Objectives (DLOs) currently serve as the course learning objectives for United States Cultural Pluralism (USCP) courses (AS-836-17 and AS-883-19), and

WHEREAS, Cal Poly’s Diversity Learning Objectives (DLOs) are a part of the broader framework of the University’s Learning Objectives (AS-663-08), and

WHEREAS, University Learning Objectives (ULOs) and Diversity Learning Objectives are intended to be met across the Cal Poly curriculum during a student’s progress to degree, and

WHEREAS, Cal Poly’s Diversity Learning Objectives are more expansive in their pedagogical scope than learning objectives for USCP courses and their criteria (AS-883-19), and

WHEREAS, The General Education Diversity and Inclusion Work Group determined in their 2019 report that USCP courses need educational objectives specific to these courses rather than educational objectives that were intended to be met across the university curriculum and across a student’s time at Cal Poly, and

WHEREAS, The current United States Cultural Pluralism (USCP) Committee agrees with this recommendation by the General Education Diversity and Inclusion Work Group in their 2019 report, and

WHEREAS, Expectations for lower-division and upper-division educational objectives should be differentiated in United State Cultural Pluralism courses; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly adopt the attached United States Cultural Pluralism course criteria and educational objectives.

Proposed by: Academic Senate USCP Review Committee
Date: January 26, 2021
New USCP Course Educational Objectives

All Lower Division USCP courses must meet a minimum of four (4) of the following seven (7) educational objectives:

Lower Division Educational Objectives

EO1: Identify and describe the histories of racial, gender, sexual, economic, political, and other inequities in the U.S. and how they persist

EO2: Describe the ethical concerns within one’s discipline with regard to diversity, equity, and inclusion in the United States.

EO3: Articulate and explain the most significant artistic, intellectual, cultural, and linguistic contributions, past and present, made by historically marginalized people in the United States.

EO4: Identify and define the aims of various individual, organizational efforts, and mass social movements such as the abolitionist, civil rights, feminist, and other movements that address various forms of discrimination in the United States.

EO5: Distinguish between individual and structural forms of exclusion and inequality; and, offer a structural analysis of social, economic, political, and other historical inequalities in the United States.

EO6: Understand and explain how historical narratives and other intellectual and/or disciplinary traditions are shaped by dominant groups in the United States and critically analyze their formations.

EO7: Explain and analyze how the various issues of diversity, equity, and inclusion are integral to fulfilling the core values of American institutions and American ideals such as those which guarantee freedom, equality, and democracy.

All Upper Division USCP courses must meet a minimum of four (4) of the following seven (7) learning objectives:

Upper Division Educational Objectives

EO1: Assess and Analyze individual, systemic, structural, and/or institutional forms of inequity and discrimination in the United States.

EO2: Synthesize and analyze historical narratives and other intellectual and/or disciplinary traditions in the United States.

EO3: Explain and analyze how the various issues of diversity, equity, and inclusion are integral to fulfilling the core values of American institutions and American ideals such as those which guarantee freedom, equality, and democracy.
**EO4:** Synthesize and explain the various theories about the development and maintenance of gender identities, sexualities, race/racism, ethnicity, economic inequality, and other interlocking systems of oppression in the United States.

**EO5:** Articulate and explain the most significant artistic, intellectual, cultural, and linguistic contributions, past and present, made by historically marginalized people in the United States.

**EO6:** Describe and analyze the social, behavioral, scientific, and psychological impacts of structural inequities in the United States.

**EO7:** Assess and analyze the issues related to diversity, equity, and inclusion in one’s major field of study and/or industry in the United States.

**USCP Criteria**

*Note: These were criteria adopted by AS-883-19 “Resolution on Updating the United States Cultural Pluralism (USCP) Criteria” on December 3, 2019.*

USCP courses must fulfill all of the following criteria:

- **CR1:** Focus on one or more diverse groups (identified in the Cal Poly Statement on Diversity) whose contributions to American society have been impeded by cultural, legal, economic, and political conflict or whose social, cultural, legal, economic, and political opportunities have been restricted in the United States;
- **CR2:** Cover the historical and/or contemporary social issues resulting from conflict or restricted opportunities that include but are not limited to problems associated with discrimination based on age, ethnicity, gender, nationality, abilities, religion, sexual orientation, socioeconomic status, or race in the United States;
- **CR3:** Address the diverse intellectual, philosophical, and cultural perspectives of historically marginalized people in the United States;
- **CR4:** Emphasize the voices and contributions of historically marginalized groups in the United States such that the course content must prominently include sources written and/or produced by historically marginalized people;
- **CR5:** Foster critical thinking skills by using intersectional frameworks of analyses that are necessary for adequately understanding and analyzing various social issues related to diversity and equity in the United States;
- **CR6:** Require students to examine critically their own beliefs, attitudes, and potential biases related to historically marginalized people in the United States.
BACKGROUND INFORMATION:

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

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

AS-663-08 Resolution on Diversity Learning Objectives establishes the four Diversity Learning Objectives as a collective addendum to the ULOs.

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


Currently, there are no existing USCP learning objectives (LOs).

Diversity Learning Objectives

According to the University Learning Objectives (ULO), “all students who complete an undergraduate or graduate program at Cal Poly should be able to make reasoned decisions ... based on a respect for diversity,” as defined in the Cal Poly Statement on Diversity. The Diversity Learning Objectives (DLOs) were established in 2008 as an addendum to the ULOs.

The following revised DLOs were approved by the Academic Senate on June 4, 2019:

All Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world;
2. Understand the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and across the world;
4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world; and, identify those that offer redress for these issues;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines;
6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and across the world.

Source: Academic Senate Resolution AS-882-19
(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.
WHEREAS, University academic personnel policies are established by shared governance and included in "University Faculty Personnel Policies" (UFPP); and

WHEREAS, Sabbatical and difference in pay leaves are academic personnel policies that are not currently in UFPP; and

WHEREAS, University sabbatical and difference in pay leave policies warrant updating in light of practices in faculty units (e.g. colleges) that have reasonably deviated slightly from formerly established procedures; and

WHEREAS, For the past two years a pilot process of sabbatical leave review that dispenses with interviews has been successfully implemented in the College of Liberal Arts; and

WHEREAS, The policies contained in the report “Proposed Subchapter of University Faculty Personnel Policies Document: SUBCHAPTER 12.4: Sabbatical and Difference in Pay Leaves” reflect the abovementioned changes; therefore be it

RESOLVED: The policy included in the report “Proposed Subchapter of University Faculty Personnel Policies Document: SUBCHAPTER 12.4: Sabbatical and Difference in Pay Leaves” be included in UFPP, and be it further

RESOLVED: Colleges and the Library revise their personnel policy documents by Fall 2021 to include their implementation of the policies in UFPP 12.4 in their personnel policy documents.
Proposed by: Academic Senate Faculty Affairs Committee
Date: [Sometime in 2020]

(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 Subchapter of University Faculty Personnel Policies Document:
SUBCHAPTER 12.4: Sabbatical and Difference in Pay Leaves

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 including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. Using this process, FAC updates UFPP on an as-needed basis.

FAC proposes to the Senate individual chapters or subchapters of UFPP, each covered by its own Senate resolution. FAC may also recommend that the Senate Executive Committee place non-controversial updates to personnel policies on the Senate consent agenda.

FAC is proposing to move sabbatical and difference in pay policies into UFPP and proposes some revisions to the existing policies on such leaves. The proposed policy revision is included in this document, preceded by a summary of its content, impact, and implementation, and a summary of the consultation with faculty units on this proposed chapter.

Summary of SUBCHAPTER 12.4: Sabbatical and Difference in Pay Leaves

This subchapter covers sabbatical and difference in pay leaves. Its policies are drawn from the memo sent annually from the Provost to the colleges, library, and counseling services stating longstanding university policies on sabbatical and difference in pay leaves. That memo presents university level policy, guidance for procedures in the colleges, library, and counseling services, and provides the relevant articles from the Collective Bargaining Agreement (CBA) for reference.

The policies in this subchapter state general principles, and provide requirements for sabbatical and difference in pay applicants and evaluators. Procedural details based on these policies would continue to be expressed in the memo from the Provost, as usual, but with references to UFPP in addition to the CBA. Colleges, the library, and counseling services shall adapt the policies and procedures expressed in the Provost’s memo into their own policies and procedures for sabbatical and difference in pay leaves.

Impact on Existing Policy

The policies in UFPP serve as a university level expression of policy based on the requirements and allowances in the CBA.

Most of the longstanding policies about sabbatical and difference in pay leaves remain as they were, with a few notable exceptions.

Colleges, the library, and counseling services must specify in their personnel policies document the criteria, policies and procedures relevant to sabbatical and difference in pay leave, in conformity with UFPP 12.4. Colleges, the library, and counseling services may implement additional requirements on their Professional Leave Committees (PLC), and if so, such additional requirements must be specified in their personnel policies documents.

Faculty Affairs Committee, Winter 2021
Proposed Subchapter of University Faculty Personnel Policies Document:

SUBCHAPTER 12.4: Sabbatical and Difference in Pay Leaves

Previously the Professional Leave Committee (PLC) at the college level and at the library and in counseling services required interviews of all leave with pay applicants. The proposed policies allow a PLC to continue to include interviews with all applicants in their review procedures, or else entirely remove the interviews from the PLC procedures, but this choice has to be stated in the relevant personnel policies for the college, library, or counseling services. When a PLC interviews its applicants, the committee must report to the dean the impact of the interviews on the rank ordering of leave applicants.

The CBA requires department tenured faculty to review difference in pay leaves in the department. College level PLC review of sabbatical leaves is sufficient to comply with requirements that tenured faculty review sabbatical leaves without a lower level department committee review. The proposed policy clarifies discretion at the department level for evaluation of sabbatical leaves along with difference in pay leaves, and discretion at the college level for evaluation of difference in pay leaves, so long as the department and college policies specify these procedures. (Library and counseling services only make use of one faculty committee as their PLC.)

Previous university policies on PLCs required their members to serve two-year terms. This is no longer required.

Previously the dean would rank order of leave applicants for the Provost, and do so in two separate lists. The PLC policies required a rank ordering of the applicants they evaluated in their report to the dean. The proposed policies separate sabbatical and difference in pay leave applicants into two distinct lists in PLC rank orderings for the dean for colleges who assign their PLC to review both sabbatical and difference in pay leaves.

Implementation

The establishment of UFPP by the Academic Senate obliges the Colleges and Library to restructure their faculty personnel policy documents into the same chapter division as UFPP. When the Academic Senate approves changes to UFPP and when those changes are ratified by the President, the Colleges and the Library will now have a focused area of revised policy that they must consult and, if necessary, use to revise their documents accordingly.

Colleges and the library need to place any of their policies on sabbatical and difference in pay leaves into chapter 12 (the chapter on Workload) of their personnel policy documents and conform their policies and procedures to the approved university level policy ahead of the next academic year.

If this policy is approved by the Senate and the President, colleges, the library, and counseling services need to decide whether to continue with the practice of interviewing all leave applicants, or else abandon interviews, and revise their policy documents accordingly. Colleges would also need to address the other matters explicitly left to their discretion, such as the scope of department leave committees to review sabbatical applications, and of the College PLC to review difference in pay leaves.

Faculty Affairs Committee, Winter 2021
The memo from the Provost should continue to be the main means of distribution of university policy and procedure concerning sabbatical and difference in pay leaves. That memo should cite the relevant sections of this subchapter of UFPP for reference, or extract the text of this subchapter in its entirety as an appendix alongside the articles of the CBA that are standardly provided in that memo.

Consultation with Faculty Units about UFPP

When proposing personnel policies, FAC consults with faculty units about the proposed change so the faculty units may offer feedback on the proposal. FAC then considers this feedback when revising the proposed policy and sending it to the Senate. FAC sent draft of the subchapter to the deans of the colleges and library, and asked Academic Personnel to consult with counseling services as well.

FAC receive minimal feedback, mainly general concurrence. The removal of the requirement that PLC members serve two-year terms arose from this feedback. CLA suggested that PLCs should include something like the Employment Equity Facilitators that are required to be included in faculty and staff recruitment committees. Any such innovation should be developed in colleges interested in doing so, with subsequent feedback to FAC about how that project works.

More feedback can be channeled through Senators as the policy undergoes standard Senate review.

What follows is the proposed text of the chapter...
12.4. Sabbatical and Difference in Pay Leaves

12.4.1. [Chapter 12.4 was established by Academic Senate Resolution AS-XXX-21]

12.4.2. Sabbatical and difference-in-pay leaves are intended to provide a benefit to the university through research, scholarly and creative activity, instructional improvement, or faculty retraining.

12.4.3. Deans or appropriate administrators are responsible for notifying eligible faculty and advising them of the application deadline.

12.4.4. Sabbatical Leave Eligibility

12.4.4.1. Full-time faculty unit employees, except coaches, are eligible to take an approved sabbatical leave after completing six academic years of full-time service within the past seven years, or at least six years after a previous sabbatical or difference-in-pay leave. Service credit granted towards the completion of the probationary period for tenure-track faculty shall also apply towards fulfilling the eligibility requirement for a sabbatical.

12.4.4.2. Eligible academic year faculty unit employees may apply for a sabbatical leave of one quarter in length at full pay, two quarters at 75% pay, or three quarters at 50% pay.

12.4.4.3. Applications for three-quarter sabbatical leaves shall meet the criteria set forth in CBA 27.5-27.8, including consideration of the quality of the proposal, effect on the curriculum and the operation of the department, other campus program needs, and campus and college budget implications.

12.4.4.4. Current 12-month faculty who are granted leave with pay may remain in 12-month status for the duration of the approved leave. Eligible 12-month faculty unit employees may apply for a sabbatical leave of 3 months in length at full pay, 6 months at 75% pay, or 9 months at 50% pay. The start date of a sabbatical leave for a 12-month faculty employee with instructional responsibilities shall coincide with the start date of the appropriate academic term.

12.4.4.5. Faculty employees serving as department chair/head (class codes 2481 or 2482) shall be assigned to the equivalent instructional faculty classification (2360 or 2361) for the duration of the sabbatical, and will not receive the department chair/head stipend while on sabbatical leave.

12.4.4.6. Grant-related instructional faculty (GRIF) must be converted to instructional faculty classifications for the duration of leave.

12.4.5. Difference-in-Pay Leave Eligibility

12.4.5.1. The initial eligibility requirement for a difference-in-pay (DIP) leave is the same as for sabbatical leaves (six years of full-time service within the past seven years).

12.4.5.2. For a subsequent DIP leave, faculty unit employees become eligible after serving full-time for three academic years following the last sabbatical or DIP leave.

12.4.6. Sabbatical and DIP leave applications must include clearly stated outcomes that benefit the university or CSU. It is critically important that those involved in reviewing leave applications recommend approval only of those applications that satisfy departmental, college and university criteria and meet the requirements of Articles 27.5-27.7 and 28.7-28.9 of the CBA.

12.4.7. Colleges, the library, and counseling services shall formalize sabbatical and difference in pay leave policies and procedures consistent with those in UFPP. Any refinement of the relevant criteria for sabbatical and DIP leaves, in conformity with the general principles stated in UFPP 12.4.2., shall be included in the college, library, or counseling services personnel policies document. Any enhancements to the policies, procedures,
and responsibilities in a college, the library, or counseling services shall be included in its personnel policies document.

12.4.8. Department Leave Committee (DLC)

12.4.8.1. As per CBA 28.7, difference in pay leave requires review by a Department Leave Committee (DLC). DLC members shall be elected by tenured and probationary faculty from that department. Faculty members eligible for membership are tenured, and not applying for a leave with pay. The DLC shall review all DIP leave applications and make a recommendation based on the quality of the leave proposal. The recommendation of the DLC is included in the application sent to the department chair/head.

12.4.8.2. Departments may choose to have their DLC review applications for sabbaticals. If so, the composition of the committee and its responsibilities are the same as for review of DIP leave applications. Departments choosing to have the DLC review sabbatical applications shall specify this process in their personnel policies.

12.4.9. Department Chair/Head Recommendations

12.4.9.1. Department chairs/heads shall state in a candidate’s application whether the department has adequate resources to replace faculty members, and whether such a leave, if approved, would cause undue hardship to offer the department’s program(s), and how the department will meet their teaching and other needs.

12.4.9.2. If an applicant is the current department chair/head, the appropriate associate dean shall make the equivalent recommendation.

12.4.10. Professional Leave Committees (PLC)

12.4.10.1. Each college, the library, and counseling services shall each convene their own Professional Leave Committees (PLC). As per CBA 27.5, PLC members shall be composed of tenured faculty who are not applying for a sabbatical or DIP leave.

12.4.10.2. The PLC shall review its leave applications to form recommendations to the dean or appropriate administrator based on the quality of the proposals. The Colleges, the Library, and Counseling Services may include PLC interviews of applicants as part of their formal application review process. Sabbatical leave applicants and DIP leave applicants may be separated in any college, library, or counseling services policies on inclusion of PLC interviews in their application review process.

12.4.10.3. The PLC shall rank order all recommended sabbatical leave applications, and separately rank order any DIP leave applications under the scope of its review. The PLC report shall clearly state to the dean or appropriate administrator the reasons for recommending denial of an application, and this report should be forwarded to the dean or appropriate administrator along with the leave applications.

12.4.10.4. College Professional Leave Committee (CPLC) members shall be elected from each department in the college. Tenured and probationary faculty in the department elect one departmental representative to the CPLC. The CPLC shall elect one of its members as chair of the CPLC. Colleges may include in their CPLC policies and procedures allowances that the CPLC also review DIP leave applications within the college.

12.4.10.5. The Library PLC (LPLC) shall consist of at least two tenured faculty librarians elected by all faculty librarians. The LPLC shall review all sabbatical and DIP leave applications from library faculty.

12.4.10.6. The Counseling Services PLC (CSPLC) shall include at least two tenured SSP-AR counseling faculty or tenured faculty librarians. Counseling services policies shall
determine the appropriate faculty to vote for CSPLC membership. The CSPLC shall review all sabbatical and DIP leave applications from counseling faculty.

**12.4.11. Dean Recommendations**

12.4.11.1. Deans shall review all sabbatical and DIP leave applications in their faculty units and make recommendations to the provost. The director of counseling services shall serve the equivalent role of dean for purposes related to sabbatical and DIP leaves.

12.4.11.2. Deans shall consider at least the following points when making recommendations for sabbatical and DIP leaves:
- Benefit of the leave to the university
- Merit of the proposal
- Recommendations of the prior levels of review
- Program needs
- Campus budget implications.

12.4.11.3. Deans should be aware that faculty members from small departments should not be disadvantaged from obtaining a sabbatical or DIP leave.

12.4.11.4. Deans shall verify that post-leave reports have been completed for all previous sabbatical and DIP leaves prior to recommending approval.

12.4.11.5. Deans shall rank order all sabbatical leave applications that are being recommended (including all one, two- and three-quarter sabbatical applications). Deans shall separately rank order all DIP leave applications that are being recommended.

**12.4.12. Provost Decision**

12.4.12.1. The Provost is the final level of administrative evaluation for sabbatical and DIP leave.

12.4.12.2. The Provost shall review the candidate’s materials and reports from all levels of evaluation.

12.4.12.3. The Provost’s letter to the candidate constitutes the final decision on sabbatical and DIP leave.

12.4.13. A copy of the completed leave application form with all appropriate signatures and a copy of the leave abstract and detailed leave proposal shall be placed into the candidate’s Personnel Action File (PAF).

12.4.14. Leave recipients shall submit a post-leave report to the college dean or appropriate administrator (with a copy to the department chair/head) within two months of their return from leave. The college dean or appropriate administrator is responsible for requesting and ensuring that the required post-leave report is obtained from each faculty member who took sabbatical or DIP leave upon the faculty member’s return to teaching. Upon receipt, the post-leave report shall be filed in the faculty member’s PAF.

12.4.15. Following the conclusion of faculty sabbatical or DIP leaves, the CBA articles 27 and 28 require recipients to return service to the CSU equivalent to the period of leave taken. Faculty who fail to return to Cal Poly employment will be required to repay the university for the amount of salary and benefits earned for the duration of their leave.
Impact on Existing Policy: This resolution supersedes Academic Senate Resolution 654-07.

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) also require all courses to be accessible to all students; and

WHEREAS, Cal Poly is committed to the principles of accessibility and inclusion, as demonstrated by the Accessible Technology Initiative and stated in Cal Poly’s Statement on Diversity, University Statements on Diversity and Inclusion; and

WHEREAS, Accessible course materials must be provided in a timely manner to be useful for students; and

WHEREAS, Production of course materials in alternative formats by the DRC requires time; and

WHEREAS, Cal Poly is also committed to the use of affordable course materials; and

WHEREAS, Students need time to find the most affordable option for their course materials; therefore, be it

RESOLVED: Textbooks, course-packs, and lab manuals will be selected and submitted to the bookstore by deadlines specified in the attached policy, and be it further
RESOLVED: This policy will be effective beginning October 2021 for Winter 2022 course material

Proposed by: The Academic Senate Instruction Committee
Date: January 26, 2021
Timely Adoption Policy

Background
This policy is intended to move toward two goals that we have for our students: textbook accessibility and textbook affordability.

Accessibility
Early adoption of textbooks and other course materials is necessary to comply with federal law and CSU executive orders, which require that students who need alternative formats, such as texts in braille or in audiobook, have them on the first day of class. These alternative course materials take time to acquire or produce, and so course materials need to be ordered much earlier than they were in the past.

Affordability
The cost of course materials present a barrier to students without financial means. This barrier is counter to the Cal Poly community’s goal of accessibility and inclusion. One tool for lowering this barrier is the use of open educational resource (OER) course materials, but these may not be available for every course. When students must acquire non-OER course materials, they need to know the potential cost when planning their course registration; early notice gives them time to make an informed choice and to seek lower cost options, such as a used text or a loan from another student.
Table 1: Example Dates from Academic Year 2020-2021

<table>
<thead>
<tr>
<th>Registration</th>
<th>System Open for Student Viewing</th>
<th>Faculty Textbook Adoption Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>25 June*</td>
<td>11 June*</td>
</tr>
<tr>
<td>Winter</td>
<td>19 October</td>
<td>5 October</td>
</tr>
<tr>
<td>Spring</td>
<td>4 February</td>
<td>21 January</td>
</tr>
<tr>
<td>Summer</td>
<td>5 April</td>
<td>22 March</td>
</tr>
</tbody>
</table>

* Note that this date was unusually late due to COVID contingency planning. In normal years these dates would be in April.

1. The deadline for faculty of record to submit selections of textbooks, course-packs, and lab manuals to the bookstore will be two weeks before the class schedule opens for student viewing. Recent dates are given above as examples; faculty should consult the Registrar’s website for current dates. Reminder emails with a table of the deadlines for the next three quarters will be sent out to faculty and to each department by the Office of the Registrar at the beginning of each academic quarter.

2. If course materials are not chosen by the deadline in clause 1 above, or if no faculty have been assigned as the instructor of record, responsibility for submitting the course materials will shift to the department that offers the course. The deadline for the department to submit a selection will be one week before the scheduling system opens for student viewing.

3. If course materials are not chosen by the deadline in clause 2 above, the course materials used in the most recent instance of the course will be automatically selected by the bookstore.