I. Minutes: None

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

III. Reports:
A. Academic Senate Chair: None
B. President’s Office: None
C. Provost: None
D. Vice President for Student Affairs: (p. 4)
E. Statewide Senate: (p. 5)
F. CFA: (p. 6)
G. ASI: (pp. 7-8)

IV. Special Reports:

V. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
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Meeting of the Academic Senate
Tuesday, February 23, 2021
https://calpoly.zoom.us/j/81598262305

805-756-1258 - academicsenate.calpoly.edu
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
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<tbody>
<tr>
<td>BUS 220</td>
<td>Business Basics for Entrepreneurs (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
<td>On the 2/23/21 agenda.</td>
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<tr>
<td>BUS 310</td>
<td>Introduction to Entrepreneurship (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
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<td>BUS 320</td>
<td>Federal Income Taxation for Individuals (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
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<td>On the 2/23/21 agenda.</td>
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<td>BUS 346</td>
<td>Principles of Marketing (4), 2 lectures, 2 discussions</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
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<td>BUS 363</td>
<td>Database Systems in Business (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
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<td>BUS 412</td>
<td>Advanced Managerial Accounting (4), 4 lectures</td>
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<td>BUS 422</td>
<td>Accounting for Government and Not-for-Profit Entities (4), 4 lectures</td>
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<td>BUS 423</td>
<td>Digital Marketing Metrics and Management (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
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<td>BUS 436</td>
<td>Entrepreneurial Finance (4), 4 seminars</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
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<td>BUS 497</td>
<td>Business Analytics (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
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<td>CD 102</td>
<td>Orientation to the Child Development Major (2), 2 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
<td>On the 2/23/21 agenda.</td>
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<td>GRC 404</td>
<td>Data Management, Estimating and Visualization in Graphic Communication (4), 3 lectures, 1 laboratory</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
<td>On the 2/23/21 agenda.</td>
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<td>GSA 554</td>
<td>Advanced Spreadsheet Modeling for Accounting (4), 4 lectures</td>
<td>(existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 1/21/21.</td>
<td>On the 2/23/21 agenda.</td>
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<td>GSA 555</td>
<td>Database Modeling and Analysis for Accounting</td>
<td>Reviewed and recommended for approval</td>
<td>1/21/21</td>
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<td>(4), 4 lectures</td>
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<td>GSB 503</td>
<td>Collaborative Industry Project (1-8), Supervision</td>
<td>Reviewed and recommended for approval</td>
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<td>GSB 510</td>
<td>Data Visualization and Communication in Business</td>
<td>Reviewed and recommended for approval</td>
<td>1/21/21</td>
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<td>GSB 512</td>
<td>Quantitative Analysis (4), 4 seminars</td>
<td>Reviewed and recommended for approval</td>
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<td>GSB 530</td>
<td>Data Analytics and Mining for Business (4), 4</td>
<td>Reviewed and recommended for approval</td>
<td>1/21/21</td>
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<td>GSB 575</td>
<td>Career Readiness in Data Analytics (1), 1 lecture</td>
<td>Reviewed and recommended for approval</td>
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<td>PSY 102</td>
<td>Orientation to the Psychology Major (2), 2 lectures</td>
<td>Reviewed and recommended for approval</td>
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**VI. Business Items:**

A. **Resolution on New Academic Assessment Council Membership:** Michael Nguyen, Academic Assessment Council, second reading (pp. 9-11)

B. **Resolution on Updating the United States Cultural Pluralism (UCSP) Education Objectives:** Grace Yeh, Chair, Academic Senate UCSP Review Committee, first reading (pp. 12-16)

C. **Resolution on Faculty Choice of Modality:** Thomas Gutierrez, Academic Senate Chair (p. 16)

D. **Resolution on “Poly Access” Textbook Program:** Ryan Jenkins, Philosophy Department and John Hagen, chair, Academic Senate Instruction Committee, first reading (pp. 17-20)

E. **Resolution to Set Cal Poly’s Carbon Neutrality Target Date:** David Braun, Academic Senate Sustainability Committee Chair, first reading (pp. 21-22)

F. **Resolution to Establish Area F in the General Education 2020 Template:** Gary Laver, Chair, General Education Governance Board, first reading (pp. 23-25)

G. **Resolution on Subject Area Guidelines for General Education Area F: Ethnic Studies:** Jose Navarro, Ethnic Studies Requirement Curriculum Sub Committee, first reading (pp. 26-29)

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

**VIII. Adjournment:**
Student Affairs
Report to Academic Senate
February 17, 2021 (for 2/23/2021 meeting)

- Ongoing support for the AEPi fraternity members and the broader Jewish community and their allies including a safe space discussion hosted by Fraternity and Sorority Life and follow-up meetings hosted by the Dean of Students.
- Please encourage students who have extra campus dining dollars to donate them to the Mustang Meal Share program to help students who are food insecure.
- Tomorrow evening at 5pm is the State of LGBTQ Communities, hosted by Student Diversity and Belonging. Please consider setting aside time to hear the experiences of members of this community.
- The housing application for all non-required continuing students opens March 2. Continuing students should apply early to obtain their preferred apartment location.
- All Student Affairs offices remain open with a staff member maintaining a physical presence on campus for students who need support. The majority of services remain virtual.
Statewide Senate Report for February 23, 2021

Chancellor says that the Governor has increased the CSU base budget for the 2021-2022 year by the amount it was dropped for the 2020-2021 year and that there still is a small increase on top of that.
CFA has launched a statewide campaign demanding COVID leave for faculty parents and caregivers. Cal Poly faculty were invited to a statewide CFA Town Hall about the campaign that took place on Wednesday, February 17.

Faculty are encouraged to write letters to Chancellor Castro, explaining the urgent need for COVID leave. Faculty can send their letters via this web form, which includes talking points that can be used in the letters, and faculty are invited to add their personal stories: https://actionnetwork.org/letters/tell-chancellor-joseph-i-castro-we-need-covid-relief-for-parents-and-caregivers/

Faculty are also encouraged to discuss this important issue on social media. Please use hashtags #CSUHaveAHeart and #CFAcares. On Twitter, please tag Chancellor
General Updates:

- As we informed you all before, ASI’s Executive Director, Marcy Maloney, has announced her retirement after 31 years working to serve students in ASI. On Wednesday, February 17th (02/17), the ASI Board of Directors will be voting on the recommendation to appoint Michelle Crawford to serve as the Interim ASI Executive Director.
- Filing for the 2021-22 ASI Board of Directors and ASI President is open!
- Our ASI diversity, equity, and inclusion working group recently completed a review and approval of DEI related requisition questions for use on all future job applications. This will be implemented for all from student employees through the executive director position. They also completed a review and approval of DEI related questions that will be standardized and implemented on all future interview questionnaires.

From the Board:

- In the ASI Board of Directors meeting on the 3rd of February, they approved a proposal from the ASI Officers to reallocate $35,000 of ASI Club Funding to Cal Poly Cares for the 2020-21 FY in order to better support students’ needs at this time.
- The Board will be discussing a proposal to donate funds to the Cal Poly Food Pantry for the next three years in their meeting on the 3rd of March.
- The board will soon be considering a proposal to reinstate lobby corps on campus as an external advocacy body.

University Union Advisory Board Update:

- UUAB is working on an Accessibility Assessment of ASI facilities. They have met with representatives from the DRC, students with dependents, and Food Pantry to understand the needs of the campus. The ideas gathered from these meetings will be synthesized into a holistic package.

Executive Cabinet:

- Our Secretary of Wellbeing has worked with PULSE to put on a Mental Health Awareness Week which will run from February 22nd through the 26th. During this week ASI Events is hosting a Conversation with Michael Phelps about mental health on Wednesday, February 24th at 7 pm.
- The Secretary of Health is in the process of working to have a Donations for Citations program on campus. With this program, individuals with their first parking citation could have an alternative option from paying the citation in full to instead paying a reduced fee and donating select items to the Food Pantry.
- Our Secretary of Community Relations has been contacting local businesses and developing a campaign to increase student awareness of local SLO businesses and encouraging them to shop locally.

Cal State Student Association (CSSA):
CSSA hosted a plenary the weekend of February 13th - 14th. Here are a couple of items that we covered in this meeting:

- The Systemwide Affairs committee discussed many resolution:
  - Inclusion of Caste in Anti-Discrimination Policy for the CSU
  - Inclusion of SWANA to Cal State Apply
    - Student trustees have met about this and the Chancellor’s Officer is very open to this.
  - Institutional Support for Mental Health Services
  - Divestment of Fossil Fuels in the CSU
  - Reforming University Police Departments Systemwide
    - Many students came to speak in favor of this resolution at our public comment.
  - Support of making the CSU Tuition Free by 2030

- The Board of Directors voted on:
  - Position on AB 245: Educational Equity (Student Records: Name and Gender Changes)
    - Took a support stance on this bill
  - Position on AB 53: Election Day Holiday (moving from president’s day when it’s an even numbered year)
    - Voted to postpone the vote until March plenary in order to have more clarification from author of bill if this would for sure apply to the CSU as it was not explicitly listed in the bill
  - Voted on recipient of Legislator of Year
    - The Board voted on Shirley Weber as the recipient this year.

- CSSA’s March plenary will only be one day because we will have our California Higher Education Student Summit (CHESS) that weekend. CHESS is an advocacy effort to the state of California and will be virtual this year.
WHEREAS, Cal Poly’s Academic Senate approved the Resolution on Coordinated Campus Assessment Efforts (AS-735-11); and

WHEREAS, the “Membership and Appointment Procedures” section does not currently reflect campus expertise and interest in academic assessment; therefore, be it

RESOLVED: that the Academic Senate of Cal Poly approve the attached Revised Membership for Cal Poly’s Academic Assessment Council; and furthermore, let it be

RESOLVED: that the Revised Membership be put into effect immediately upon approval.

Proposed by: Academic Assessment Council
Date: January 5, 2021
Revised Membership for Cal Poly’s Academic Assessment Council

The Academic Assessment Council (AAC) shall be composed as follows:

Part I – Academic representatives from each academic unit appointed by the respective deans (8 total)

- College of Agriculture, Food and Environmental Sciences
- College of Architecture and Environmental Design
- College of Engineering
- College of Liberal Arts
- College of Science and Mathematics
- Orfalea College of Business
- Graduate Education
- University Library

Part II – Faculty representatives appointed by the Academic Senate Executive Committee (8 total).

- College of Agriculture, Food and Environmental Sciences
- College of Architecture and Environmental Design
- College of Engineering
- College of Liberal Arts
- College of Science and Mathematics
- Orfalea College of Business
- School of Education
- Professional Consultative Services

Part III – Non-academic administrative representatives appointed by the respective heads of the departments (8 total).

- Academic Programs and Planning
- Center for Teaching, Learning and Technology
- Director of Academic Assessment (Academic Affairs)
- Director of Research and Assessment (Student Affairs)
- Information Technology Services
- Office of Institutional Research
- Office of University Diversity and Inclusion
- Office of Writing and Learning Initiatives
Part IV – Academic Senate committee representatives appointed by the Senate Executive Committee (2 total).

- General Education Governance Board
- Academic Senate Curriculum Committee

Part V – Student representatives appointed annually by the ASI president (2 total).

All representatives will be voting members.

The committee shall select its own chair, which shall be two (2) years long.

Term limits shall be for three (3) years and are renewable.
RESOLUTION ON UPDATING THE UNITED STATES CULTURAL PLURALISM (UCSP)
EDUCATIONAL OBJECTIVES

Impact on Existing Policy: This Resolution Supersedes AS-883-19 to Include Educational Objectives Specific to United States Cultural Pluralism (USCP) Courses

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
RESOLUTION ON FACULTY CHOICE OF MODALITY

Impact on Existing Policy: This resolution augments AS-903-20 and AS-904-20

WHEREAS, AS-903-20 suspended curricular review for courses offered virtually due to COVID-19 through Spring of 2022; and

WHEREAS, AS-904-20 permitted faculty teaching virtually to select their virtual modality in that same period; and

WHEREAS, Because of ongoing uncertainties about the status of the pandemic, and given the wide variation in personal and professional circumstances that may arise in that context, faculty require additional flexibility in choosing their teaching modalities into the foreseeable future; therefore be it

RESOLVED: Instructional faculty may select their teaching modality as face-to-face or virtual through Spring 2022; and be it

RESOLVED: Faculty should inform their departments of their decisions in a timely fashion and are encouraged to discuss the matter with their Department Chairs or Heads before finalizing their decisions.

Proposed by: Academic Senate Executive Committee
Date: February 16, 2021

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(1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
RESOLUTION ON “POLY ACCESS” TEXTBOOK PROGRAM

Impact on Existing Policy: None.

WHEREAS, Follett’s Immediate Access (“Poly Access”) program was adopted without consultation with the Academic Senate, nor significant consultation with faculty nor students; and

WHEREAS, The “Poly Access” program profoundly shifts the nature of the relationship between student and bookstore; and

WHEREAS, Many students will be able to purchase books at lower cost because of the volume purchasing which Poly Access enables; and

WHEREAS, The Poly Access program raises serious concerns about increasing out-of-pocket costs for students by hundreds of dollars per quarter by automatically debiting their accounts for the cost of textbooks without sufficient notice and opportunity to opt-out; and

WHEREAS, Automatically opting students into such a system obviates their consent and threatens to undermine their autonomy by requiring them to opt-out of each textbook separately, each quarter; and

WHEREAS, Many Cal Poly students are of lower income or experience food insecurity, exacerbating these burdens; and

WHEREAS, These costs accrue to students’ state accounts, which can result in registration holds or failure to graduate; and

WHEREAS, Students are well-equipped to make informed decisions when shopping for textbooks to reduce their out-of-pocket costs; and

WHEREAS, An opt-in system, whereby students must take the deliberate action of choosing to receive their textbooks through the Poly Access program, would avoid the most serious concerns with the current system; and
Resolved: That the Academic Senate urges the Cal Poly Bookstore to change its "Poly Access" program to an opt-in program rather than an opt-out program, without requiring students to pay for textbooks by default, and be it further.

Resolved: That Cal Poly engage in more mindful and diligent consultation with faculty and student representatives when the Cal Poly bookstore implements changes to its interaction between itself and students or faculty, and be it further.

Resolved: That Cal Poly be mindful of the ethically salient impacts of decisions that have the potential to significantly negatively impact student finances without students' knowledge or sufficient notice.

Proposed by: Ryan Jenkins (Associate Professor, PHIL)
Date: January 5, 2021
RESOLUTION ON "POLY ACCESS" TEXTBOOK PROGRAM

Impact on Existing Policy: None.

1  WHEREAS, Follett's Immediate Access ("Poly Access") program was adopted
2  without consultation with the Academic Senate, nor significant
3  consultation with faculty nor students; and
4
5  WHEREAS, The "Poly Access" program profoundly shifts the nature of the
6  relationship between student and bookstore; and
7
8  WHEREAS, Many students will be able to purchase books at lower cost because of
9  the volume purchasing which Poly Access enables; and
10
11  WHEREAS, The Poly Access program raises serious concerns about increasing
12  out-of-pocket costs for students by hundreds of dollars per quarter by
13  automatically debiting their accounts for the cost of textbooks without
14  sufficient notice and opportunity to opt-out; and
15
16  WHEREAS, Automatically opting students into such a system obviates their
17  consent and threatens to undermine their autonomy by requiring
18  them to opt-out of each textbook separately, each quarter; and
19
20  WHEREAS, Many Cal Poly students are of lower income or experience food
21  insecurity, exacerbating these burdens; and
22
23  WHEREAS, These costs accrue to students' state accounts, which can result in
24  registration holds or failure to graduate; and
25
26  WHEREAS, Students are well-equipped to make informed decisions when
27  shopping for textbooks to reduce their out-of-pocket costs; and
28
29  WHEREAS, An opt-in system, whereby students must take the deliberate action of
30  choosing to receive their textbooks through the Poly Access program,
31  would avoid the most serious concerns with the current system; and
WHEREAS, The Follett Canvas shell "Follett Access" is automatically populated into all courses by default appears to entangle the endorsement of a private company by instructors; therefore be it

RESOLVED: That the Academic Senate urges the Cal Poly Bookstore to change its "Poly Access" program to an opt-in program rather than an opt-out program, without requiring students to pay for textbooks by default, and be it further

RESOLVED: That the Academic Senate urge Cal Poly to remove the Follett Access Canvas shell from being automatically included in every course’s Canvas shell by default, and be it further

RESOLVED: That Cal Poly engage in more mindful and diligent consultation better consultation with faculty and student representatives when the Cal Poly bookstore implements changes to its interaction between itself and students or faculty, and be it further

RESOLVED: That Cal Poly be mindful of the ethically salient impacts of decisions that have the potential to significantly negatively impact student finances without students’ knowledge or sufficient notice.

Proposed by: Ryan Jenkins (Associate Professor, PHIL)  
Date: October 25, 2020

Commented [RJ1]: It is my understanding that it is impossible to remove this shell as a global change, so this is moot.

Commented [RJ2]: It is my understanding that it is impossible to remove this shell as a global change, so this is moot.
RESOLUTION TO SET CAL POLY’S CARBON NEUTRALITY TARGET DATE

WHEREAS, President Armstrong made Cal Poly a Charter Signatory to the Climate Leadership Commitment in 2016, establishing a goal for Cal Poly to achieve net zero carbon emissions from all sources as soon as possible (currently set for 2050); and

WHEREAS, The United Nations Intergovernmental Panel on Climate Change (IPCC) has determined that we have less than ten years to make urgent and unprecedented changes to our carbon emissions to avoid the worst impacts of climate change; and

WHEREAS, The Cal Poly Statement on Diversity seeks to develop awareness and empathy for global communities, including people who are from historically and societally marginalized and underrepresented groups; and

WHEREAS, Failure to reduce carbon emissions will result in increased risk of devastating hurricanes, flooding, droughts, fire, and food scarcity for hundreds of millions of people, especially for marginalized and underrepresented global populations most vulnerable to the impacts of climate change; and

WHEREAS, A 2050 target date arrives too late to prevent needless adverse impacts; and

WHEREAS, The City of San Luis Obispo has set a Carbon Neutrality date of 2035; and

WHEREAS, Cal Poly’s carbon emissions link inextricably with the carbon emissions of the City of San Luis Obispo; and

WHEREAS, The entire University of California system has set a target of 2025 for carbon neutrality, and at least six CSU campuses have all set goals for carbon neutrality by 2030 or sooner, all of which are consistent with the targets of the IPCC report on climate change; and
WHEREAS, Including all on and off campus Cal Poly operations in Cal Poly's scope 1, 2, and 3 GHG inventory--including for example the Swanton Pacific Ranch, the Bartleson Ranch property, and the Technology Park--increases options for carbon neutral or carbon negative operations and development, commitment to high performance building standards, on-site renewable energy generation, and carbon sequestration in soils through the use of regenerative land management practices; and

WHEREAS, By accelerating the recommendations made in the Cal Poly Climate Action Plan dated April 26, 2017, the campus can achieve Carbon Neutrality in 2030; therefore be it

RESOLVED: That the Academic Senate recommends Cal Poly adopts carbon neutrality by 2030 or sooner.

Proposed by: Sustainability Committee
Date: January 5, 2021
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 26, 2021
## Standard GE Template

The Standard GE Template includes the following distribution of courses:

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

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

### Area B: Scientific Inquiry and Quantitative Reasoning

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

### Area C: Arts and Humanities

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

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

### Area D: Social Sciences

*Courses in Area D must come from at least two different prefixes.*

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>American Institutions (Title 5, Section 40404 Requirement)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Lower-Division D</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Upper-Division D</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
<td><strong>4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area F: Ethnic Studies

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Area F</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Units in Area F</strong></td>
<td><strong>4</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### GE Electives in Area B, C, and D

*GE Electives – *Select courses from two different areas; courses may be at either lower- or upper-division levels.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Units in GE Electives</strong></td>
<td><strong>8</strong></td>
<td></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:

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

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

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

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

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

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

**Total Units in General Education Program** 72

---

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 & the General Education Governance Board (GEGB)
Date: January 26, 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).