Meeting of the Academic Senate Executive Committee  
Tuesday, May 11, 2021  
3:10 to 5:00pm  
https://calpoly.zoom.us/j/82887126222

I. Minutes: April 20, 2021 (pp. 2-3)

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

III. Reports:  
A. Academic Senate Chair:  
B. Provost: (pp. 4-7)  
C. Statewide Senate: None  
D. CFA: None  
E. ASI: (p. 8) 

IV. Special Report(s):  
A. [TIME CERTAIN 3:15pm] HR Restructure and Appointment: President Jeffery Armstrong 

V. Business Item(s):  
A. Appointment of Siroj Pokharel, Animal Science, to the Diversity Committee for the 2021-2023 term (p. 9)  
B. Approval of 8 WTU’s for Academic Senate USCP Chair, Grace Yeh, for 2021-2022 Academic Year  
C. Approval of Instruction Committee’s Recommendations for the Fall 2022 Academic Calendar: John Hagen, Academic Senate Instruction Committee Chair (p. 10-12)  
D. Resolution on Updating Credit Hour Policy: Andrew Morris and Bruno Giberti, Office of Academic Programs and Planning (pp. 13-16)  
E. VP of OUDI Consultative Committee: Thomas Gutierrez, Academic Senate Chair (pp. 17-18)  
F. Resolution on Scheduling Online Assessments: John Hagen, Academic Senate Instruction Committee Chair (p. 19-21)  
G. Resolution on Modifications to the Bylaws of the Academic Senate Regarding Chair Membership of Curricular Review Committees: Thomas Gutierrez, Academic Senate Chair (pp. 22-23)  
H. [TIME CERTAIN 4:40pm] Resolution on UFPP 8.2: Observation of Instruction and UFPP 8.3.2: Guidance for Evaluation of Virtual Instruction: Ken Brown, Academic Senate Faculty Affairs Committee Chair (pp. 24-29)  
I. Resolution to Display Sustainability Courses in the Catalog: David Braun, Academic Senate Sustainability Committee Chair (p. 30) 

VI. Discussion Item(s):  

VII. Adjournment:
Meeting of the Academic Senate Executive Committee
Tuesday, April 20, 2021
3:10 to 5:00pm

I. Minutes: M/S/P to approve the March 30, 2021 and April 6, 2021 Executive Committee minutes.

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

III. Reports:
A. Academic Senate Chair: none.
B. President’s Office: none.
C. Provost: none.
D. Statewide Senate: none.
E. CFA: none.
F. ASI: none.

IV. Business Item(s):
A. Resolution to Divest from Fossil Fuels: David Braun and Lisa Swartz, Academic Senate Sustainability Committee, proposed a resolution for Cal Poly to divest from fossil fuel companies and reinvest at least 5% of the endowment into green energy. This implementation is recommended to also be CSU-wide to reduce carbon emissions 45% by 2030. More information can be found here. M/S/P to agendize the resolution.
B. University Faculty Personnel Policies Consent Agenda Revision: Greg Starzyk, Faculty Affairs Committee, shared a revision to oblige the Colleges and Library to restructure their faculty personnel policy documents into the same chapter division as UFPP. M/S/P to place on the consent agenda.
C. Resolution on Suspending Credit/No Credit Grading Restrictions: Thomas Gutierrez, Academic Senate Chair, presented a resolution to extend existing policy that suspends restrictions on credit/no credit grading for Summer 2021 in response to Covid-19, allowing students to change their grading basis until the last day of instruction. M/S/P to agendize the resolution.
D. Resolution on Modifications to the Bylaws of the Academic Senate: Thomas Gutierrez, Academic Senate Chair, offered a resolution to avoid the perception of conflict of interest in the curricular review workflow by not allowing chairs of any Academic Senate Curriculum Committees serve on other levels of review as either a chair or committee. M/S/P to agendize the resolution.
E. Resolution on Switching to a One-Year Cycle of Catalog Review: Greg Bohr, Chair, Academic Senate Curriculum Committee, shared a resolution to make permanent the one-year catalog review to allow departments and programs to more rapidly propose and implement desired changes without the requirement to do a curricular review every year. M/S/P to agendize the resolution.

V. Discussion Item(s): none.

VI. Adjournment: 5:02pm
Submitted by,

Cade Creason
Academic Senate Student Assistant
Curricular Review Clarification

If a department, in consultation with the instructor, has decided to schedule a F2F course in virtual modality, no curriculum modification is required through spring 2022. Language included on page three of the Fall 2021 Planning Guide (attached) that only referred to fall was intended to guide near-term planning. The intention of that specific language was to affirm AS-903-20 which campus leadership fully supports.
Fall 2021 Planning Guidelines and Strategies

The health and safety of our community remains our highest consideration as we plan for fall 2021 and hold firm in our commitment to student success. We continue to monitor public health conditions and vaccination processes in our community in close coordination with San Luis Obispo County Public Health.

We are planning for a majority of our courses and services to be in-person for the fall quarter. This scenario assumes that the vaccine has been distributed, that faculty, staff, and students are protected, that K-12 schools are back in person, and that there are minimal to no physical distancing requirements that unduly limit our classroom capacity.

If public health conditions, and associated federal, state, local guidance dictate, we will pivot to virtual operations as necessary. Even in the most positive health conditions that allow for greater in-person courses and services, there may still be students, staff, and faculty who cannot participate in person for health reasons. We will ensure that these members of our community are accommodated.

To prepare for the courses and experiences that are the hallmark of our educational experience, it is necessary to be intentional in scheduling. Building the course schedule should be informed by what we have learned with respect to various teaching modalities and the corresponding impact on students, faculty and staff over the past year. Department heads and chairs should work with the deans on specific course and scheduling questions. Deans will, similarly, work through questions with the provost.

Planning for fall 2021 can be another step towards longer term discussions of how we continue to innovate our Learn by Doing approach to education and provide accessible, cutting edge learning and teaching experiences. A key consideration in scheduling for fall 2021 should be how could or should this course be taught to optimize student learning and success in a Learn by Doing environment? Another key question is what can we do to ensure that every student who wants to attend some classes in person will have the opportunity to do so across the curriculum?

Timeline: Our goal is to maintain the typical May timeframe for student registration for the fall quarter to provide some measure of course scheduling stability for students. **We are asking all departments to develop their fall instructional plans based on the following guidelines and provide those plans to University Scheduling no later than March 5, 2021.** Please note that this is a one-week extension beyond the original date.

Planning Strategies: The choice of face-to-face, online/virtual, or hybrid teaching modalities should be informed by pedagogy and best practices that provide for the greatest opportunities...
to enhance student success. It will be important to have a mix of course modalities within departments and colleges. We request that department heads and chairs, in consultation with their faculty, engage in discussions about and plan for fall 2021 instruction using the following considerations to guide their mix of face-to-face, virtual/online, and hybrid courses. We will explore ways to better inform students of the anticipated modality for each class so that they can make appropriate planning that supports their success.

Modalities

- **Face-to-Face**: Begin with courses that should meet in person for pedagogical reasons and build these into the schedule first. These might include, but are not limited to, labs, hands-on activities courses, studio courses, performance courses, major seminars, special cohorts, HIPs, FYEs, courses required for graduation and key pipeline courses required for progress to degree.

- **Virtual/Online**: Then consider which courses worked well for students in online or virtual format over the past year. This determination should be linked to assessment data to the extent possible. This might include courses that the experiences over the past year have shown can be taught effectively virtually. These may be courses for which there are innovative ways to approach in virtual format and contribute to overall student success. In light of experiences the past few quarters and AS-904-20, we encourage faculty and departments to prioritize synchronous content delivery whenever possible. Similarly, we advise that when asynchronous course offerings are considered, that this be done in close coordination between departments and the deans’ offices. Asynchronous course offerings should provide students numerous opportunities to connect directly with faculty.

- **Hybrid**: Consider which courses could be effectively delivered in a hybrid format that provides students with some components of the course in-person and other components of the course in a virtual format. In designing these courses, it will be helpful to make note of the relative mix of in-person and virtual content delivery in descriptions and the syllabi. This can also be an option for courses intended to be face-to-face, if there are physical distancing requirements that require decreased room capacity.

The following types of courses might be privileged for face-to-face or Hybrid delivery. If physical distancing necessitates decreased room capacity, then consider hybrid models where groups of students alternate face-to-face and virtual activities.

- 100-level courses or courses for first-year students, especially in math, English, and first-year learning communities
• Introductory, lower-division courses in the major for first year and second year students
• Laboratory and field-based courses
• Fine arts courses with a performance component
• Graduate classes, especially those with experiential components
• Courses that must be in-person to promote on-time graduation or completion of graduation requirements or required learning experiences
• Other courses with material which cannot be taught in solely online modes

Courses with multiple sections would be good candidates for offering at least one section in a virtual or hybrid format.

Large lecture classes (>70 planned enrollment) would be good candidates for offering virtually/online or in hybrid mode.

A few additional assumptions to help guide planning:
• Student success, pedagogy, course goals, and our experiences over the past several quarters should guide the planning process.
• Course schedules should be set within the context of typical department offerings, student access, and course availability to meet students’ academic needs for timely progress to degree.
• Decisions about course scheduling are the responsibility of the department chair and ultimately the dean, who will approve the plans or request further revisions, should it not be clear how or why the modalities are balanced as proposed.
• We can use classrooms/facilities at normal capacity without physical distancing, or with minimal physical distancing. If necessary, we will adjust classroom/facility capacity per health and safety standards, with adjustments to schedule and notice, prior to fall.
• Campus Leadership will extend, through this fall, the special ability of faculty to teach a course virtually without going through the online course approval process. This is consistent with the spirit of AS-903-20 which suspended curricular review for courses offered virtually due to COVID-19 through spring 2022. Thus, the planning parameters here assume such permission.
• That our accrediting body (WSCUC) will extend its temporary authorization of distance education through fall. We are awaiting updated guidance from WSCUC.
From the Board of Directors

- The board voted in favor of Resolution 21-03, calling for Cal Poly to establish a safe parking program, and Resolution 21-04, calling for the CSU to support students with dependents through formalized data collection. Both resolutions can be found on the ASI website.
- The board also approved the ASI FY 2021-22 Operating Budget.
- The final ASI Board meeting will take place on May 19th at 5pm. The board will look at resolutions in support of transfer students, and divesting from Fossil Fuels.

From UUAB

- UUAB is wrapping up recommendations for an accessibility assessment within the UU and rec center.
- Alena Robinson was elected as the 2021-22 Chair.

Exec Cab

- Recruitment is open for the Exec Cab 2021-22 year, please encourage students to apply.
- Buck the Stigma, focusing on mental health awareness launched this week.
Statements of Interest Received for
2020-2022 Academic Senate Committee Vacancies by College
(All appointments are for 2-years unless noted below)

**College of Architecture and Environmental Design**
Faculty Affairs (2021-2023)
Fairness Board 2020-2022
Grants Review 2021-2023
Instruction Committee 2021-2023
Research, Scholarship and Creative Activities 2020-2022

**College of Agriculture, Food and Environmental Sciences**
Distinguished Scholarship Award Committee 2021-2023
Diversity Committee (2021-2023)

*Siroj Pokharel, Animal Science (3 years at Cal Poly) Tenure Track – Incumbent*

This is my second year serving on the Diversity Committee. I am applying again for the same position as my interest grows in the nature of the job we are accomplishing. The sole motivation is to serve the campus community through diversity, inclusion & equity. My two years of service in the committee taught me different set of skills, guide me through diversity, equity and inclusion and its importance for the betterment of the University. Excitingly enough, I am also serving in the CAFES diversity committee, thus getting connected in all forms of activities from the department and college level to the University level. Being there in the committee means helping out on related tasks such as evaluating the University's policies and procedures, making recommendations to the Academic Senate committee, drafting resolutions, and working closely with diverse collaborators. I am willing to serve and support the Diversity Committee on various tasks that have been or will be identified in the years to come. Thank you so much for your time!

**College of Engineering**
Budget and Long-Range Planning Committee 2021-2023

**College of Liberal Arts**
None

**College of Science and Math**
None

**Orfalea College of Business**
Distinguished Scholarship Award Committee 2020-2022
GE Governance Board 2020-2023
Fairness Board 2021-2023

**Professional Consultative Services**
Budget and Long-Range Planning Committee 2021-2023
Curriculum Committee 2021-2023
Distinguished Scholarship Award Committee 2021-2023
The Academic Senate Instruction Committee voted to recommend adopting option 3 for the Fall 2022 Academic Calendar.
### Fall Quarter 2022

**Campus Administrative Policy for consideration:**
- Per CAP 211.1, “Whenever possible, the first day of instruction each quarter shall be a Monday with a 48-day minimum per quarter (49-day minimum spring quarter) and the last day of instruction each quarter shall be a Friday.”
- Per CAP 211.1, “In calendar years in which the first Monday of a quarter falls on a major religious or cultural holiday, it is recommended that instruction shall begin on Tuesday of that week.”
- Per CAP 211.2, “Whenever possible, quarter breaks should include no less than five calendar days between the last day of final examinations and the beginning of the subsequent quarter.”

<table>
<thead>
<tr>
<th>Fall 2022</th>
<th>Break between Summer &amp; Fall terms</th>
<th>First Day of Classes</th>
<th>Academic Holiday</th>
<th>Last Day of Classes</th>
<th>Final Exam Period</th>
<th>Break between Fall &amp; Winter terms</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1</td>
<td>5 calendar days</td>
<td>Fall Conference starts Sept. 8, Thursday Classes start Sept. 15, Thursday</td>
<td>November 11, Friday November 21-25, Monday – Friday</td>
<td>December 2, Friday</td>
<td>December 3, Saturday Common Final Option December 5-9, Monday - Friday</td>
<td>4 weeks</td>
<td>Instructional Days = 51</td>
</tr>
<tr>
<td>Option 2</td>
<td>12 calendar days</td>
<td>Fall Conference starts Sept. 15, Thursday Classes start Sept. 22, Thursday</td>
<td>November 11, Friday November 21-25, Monday – Friday</td>
<td>December 9, Friday</td>
<td>December 10, Saturday Common Final Option December 12-16, Monday - Friday</td>
<td>3 weeks</td>
<td>Instructional Days = 51</td>
</tr>
<tr>
<td>Option 3</td>
<td>9 calendar days</td>
<td>Fall Conference starts Sept. 12, Monday Classes start Sept. 19, Monday</td>
<td>November 11, Friday November 21-25, Monday – Friday</td>
<td>December 2, Friday</td>
<td>December 3, Saturday Common Final Option December 5-9, Monday - Friday</td>
<td>4 weeks</td>
<td>• With this option, an Evaluation Day will be required on Monday, December 12 (fall) and Monday, March 27 (winter) to account for total number of faculty work days. Instructional Days = 49</td>
</tr>
</tbody>
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**Fall 2022 Option 1: (Classes start on Thursday, September 15)**

<table>
<thead>
<tr>
<th>September 2022</th>
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<th>November 2023</th>
<th>December 2023</th>
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<td>16 17 18 19 20 21 22</td>
<td>20 21 22 23 24 25 26</td>
<td>18 19 20 21 22 23 24</td>
</tr>
</tbody>
</table>

- **Academic Holiday**
- **Fall Conference**
- **First Day of Classes**
- **Common Finals Option**
- **Final Examination Period**
- **Commencement Day**
### Fall 2022 Option 2: (Classes start on Thursday, September 22)

**51 Instructional Days:**

<table>
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<th>September 2022</th>
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<th>November 2023</th>
<th>December 2023</th>
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<td>25 26 27 28 29 30</td>
<td>30 31</td>
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</tbody>
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**Common Finals: Final Examination | Academic Holiday | Fall Conference**

**First Day of Classes | Common Finals Option | Final Examination Period**

**Option Period | Commencement Day | Evaluation Day**

### Fall 2022 Option 3: (Classes start on Monday, September 19)

**49 Instructional Days:**

<table>
<thead>
<tr>
<th>September 2022</th>
<th>October 2023</th>
<th>November 2023</th>
<th>December 2023</th>
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<tr>
<td>25 26 27 28 29 30</td>
<td>30 31</td>
<td>27 28 29 30</td>
<td>25 26 27 28 29 30</td>
</tr>
</tbody>
</table>

**Common Finals: Final Examination | Academic Holiday | Fall Conference**

**First Day of Classes | Common Finals Option | Final Examination Period**

**Option Period | Commencement Day | Evaluation Day**
RESOLUTION ON UPDATING CREDIT HOUR POLICY

Impact on Existing Policy:

(1) This resolution does not change existing credit hour policy, but does formalize and routinize program-, college-, and university-level policies that communicate and ensure the application of credit hour policy as specified by the federal government, WSCUC, and CSU.

(2) This resolution cites AS-838-17 “Resolution on Review of Courses with Condensed Time Schedules” and AS-896-20 “Resolution on Online Teaching and Learning” but does not supersede or rescind them.

WHEREAS, the California State University uses the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement and that is also consistent with requirements of our accreditor, the WASC Senior College and University Commission (WSCUC); and

WHEREAS, Cal Poly will host a WSCUC Accreditation site visit in April 2022; and

WHEREAS, WSCUC’s Credit Hour Policy (revised November 2020) states that peer review teams will now examine documentation on “1. The adoption of a policy on credit hour for all courses and programs at the institution.

2. The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate, reliable, and consistently applied;” and

WHEREAS, a CSU Chancellor’s Office memo of December 2020 states that “For purposes of accreditation, all CSU campuses are required to develop, communicate and implement procedures for regular, periodic review of this credit hour policy to ensure that credit hour assignments are accurate, reliable and consistently applied;” and
WHEREAS, this same CSU memo continues, “Campuses will be responsible (effective summer 2021) for publishing a clearly stated practice or process that ensures they are in compliance with the student credit hour definition;” and

WHEREAS, AS-838-17 “Resolution on Review of Courses with Condensed Time Schedules” helps explicate and apply credit hour policy to courses offered outside of the conventional ten-week quarter format; and

WHEREAS, AS-896-20 “Resolution on Online Teaching and Learning” helps to clarify how credit hour equivalents can be calculated for all modes of face-to-face and online course delivery; and

WHEREAS, the curricular review process as supervised by the faculty and the course scheduling process as instituted quarterly by the Office of the Registrar both provide a rigorous assurance of the credit hour policy; therefore be it

RESOLVED: Cal Poly updates and unifies its credit hour policy as per the attached “Updated Credit Hour Policy (proposed April 2021).”

Proposed by: Office of Academic Programs and Planning, Academic Senate Curriculum Committee
Date: May 11, 2021

\(^{(1)}\) 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.
**Updated Credit Hour Policy (proposed April 2021)**

Historically, the CSU has used the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement. The credit hour measure has also been consistent with requirements of the accreditor, the WASC Senior College and University Commission.

Federal law requires all accredited institutions to comply with the federal definition of the credit hour. CSU practice is consistent with this federal definition.

For all CSU degree programs and courses bearing academic credit, the credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A credit hour is assumed to be a 50-minute (not 60-minute) period.

Classroom time and credit hours per week correspond to different course modes as follows:

<table>
<thead>
<tr>
<th>Course Mode</th>
<th>Weekly hours of classroom or direct faculty instruction per unit</th>
<th>Weekly minimum hours of out-of-class student work per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Seminar</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Activity</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Laboratory</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Courses offered in shorter time frames (less than ten weeks) must provide the equivalent required number of classroom or contact hours.

For courses in which “seat time” does not apply, such as those offered online, or forms of experiential learning, like internships, a credit hour may be measured by an equivalent amount of work, as required by paragraph (2) of the definition. Thus, the credit hour policy applies to all instructional modes and modalities, as well as to courses at the bachelor’s and master’s levels.

Faculty are encouraged to acknowledge this policy in course syllabi so that students understand the conventional expectations for work outside the classroom.

**Review Processes.** The application of this policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to the degree level, and conforming to commonly accepted practices in higher education, is assured by the following:
• the New Course Proposal form, which, in order to “maintain accreditation standards and quality curricular control,” asks the proposer to specify the number of hours of direct synchronous and asynchronous instruction and the number of hours of out-of-class work;

• the curricular review process as supervised by the faculty, in which the approval of any course includes evaluations by the department, college, and Academic Senate curriculum committees of the course credit hours assigned;

• the course scheduling process as instituted quarterly by the Office of the Registrar, which specifically checks and confirms the correspondence between credit hour assignment and class meeting times;

• regular communications from the provost and college deans on university academic policies, which reinforce instructional faculty members’ understanding of the credit hour policy;

• the academic program review process, during which each department or area should ensure the currency of course syllabi.

Sources.
Academic Senate Resolution AS-838-17: “Resolution on Review of Courses with Condensed Time Schedules.”
Academic Senate Resolution AS-896-20: “Resolution on Online Teaching and Learning.”
California State University Coded Memorandum AA_2011-14: “CSU Definition of Credit Hour” (revised October 2011).
California State University Office of the Chancellor, “Update to Federal Definition of the Student Credit Hour,” official memorandum (December 21, 2020).
WSCUC (WASC Senior College and University Commission), “Credit Hour Policy” (revised November 2020).
VP OUDI Consultative Committee  
Executive Committee Recommendation to the President (draft)

Proposed VP of OUDI Consultative Committee process (draft):

There are no policies for how to populate this committee that we could find in CAP or CAM. The below framework is based on a modified version of CAM 315.7 and the recent AY2019-20 Provost search process (see Appendix A and B below). The Executive Committee feels that, while the VP of OUDI is not formally an “academic” position, it is entangled with all aspects of academic life on campus in a way that is unique to most MPP positions. Using the Provost (Vice President for Academic Affairs/Senior Vice President) baseline from CAM seemed like a good first step in populating a Consultative Committee that represented voices across campus for such a singularly important role. This is an initial senate proposal-in-discussion and ASI will have ample opportunity to work with the Executive Committee, Senate Chair, and the administration on a final recommendation to the President.

Proposed method:

We recommend an external agency like Isaacson Miller is used to facilitate rigorous vetting rather than in-house.

Voting:

Secure eVoting (e.g. using Office 365 Forms or equivalent in-house technology) was necessary during COVID-19 in AY 2020-21 and proved efficient and secure. eVoting will be used for senate business going forward when appropriate to cut down on paper and staff workload. eVoting will be used for faculty voting to populate consultative committees from pools of nominees (see below).

Nomination and signature collection:

Faculty and PCS nominees require ten signatures as outlined in CAM 315.7. Because of COVID-19 in AY 2020-21 and beyond, signatures can be obtained electronically using AdobeSign or by submitting emails with appropriate email signatures. Emails should come from Cal Poly with a clear signature line identifying the eligible nominator with contact information including: name, title, department/unit, email, and phone number. Faculty nominators for the college nominee must be tenured faculty from their college. The text of the email should state “I nominate [nominee] to serve on the consultative committee for the Vice President of OUDI.” The ten emails from nominators should be submitted by the nominee along with the nomination documentation.

Proposed Consultative Committee for VP OUDI in AY 2021-22:

- One faculty member from each of the instructional colleges elected by the faculty of each college (6)
- One academic member representing librarians nonteaching academic employees elected by academic from appropriate areas (PCS) (1)
- The Academic Senate Chair (or designee) (1)
- One at-large faculty or academic member selected by the President (1) [optional]
- ASI President (or designee) (1)
- ASI Chair of Board of Directors (or designee) (1)
- Up to seven four MPP/staff/division members selected by the President (2-4)
- Director of Academic Employment/ The VP of Academic Personnel (1)
- Two at-large students selected by the ASI President (2)
- One at large faculty selected by the Academic Senate Chair (1)
- One at large student selected by the President (1)
- Director of Academic Employment (and Employment Equity Facilitator) as an ex officio nonvoting member (1)
- The VP of Academic Personnel (or Director HR) or designee will serve as an ex officio member to the committee (1)
Appendix A:

Below is the version in CAM in section 315.7 that outlines the makeup of the Consultative Committee for Provost and (some of the language is outdated). It is generally for “Vice President for Academic Affairs/Senior Vice President”:

- One faculty member from each of the instructional elected by the faculty (6)
- One academic member representing librarians nonteaching academic employees elected by academic from appropriate areas (PCS) (1)
- Two students selected by ASI President and confirmed by student senate (2)
- The academic senate chair (or designee) (1)
- One at-large faculty or academic member selected by the President (1)
- Three staff members …., selected by the President (3)
- The Affirmative Action Director as an ex officio nonvoting member (1)
- The Director of Personnel and Employee Relations will serve as a staff member to the committee (1)

Appendix B:

Below is the membership of the recent Consultative Committee for Provost in AY 2019-20:

- One faculty member from each of the instructional elected by the faculty (6)
- One academic member representing librarians nonteaching academic employees elected by academic from appropriate areas (PCS) (1)
- The academic senate chair (or designee) (1)
- One at-large faculty or academic member selected by the President (1)
- ASI President (or designee) (1)
- ASI Chair of Board of Directors (or designee) (1)
- One at-large student selected by the President (1)
- Seven MPP/staff/division members appointed by the President:
  - Dean of Engineering
  - Senior Vice President, Administration and Finance
  - Vice President, Student Affairs
  - Assistant Vice President, Academic Affairs
  - University Diversity and Inclusion Representative
  - Associate Vice President and Chief of Staff
  - Staff member at large
- Two ex officio members
  - Assistant Vice Provost, Admission and Enrollment (appointed by the President)
  - Director of Academic Employment and Employment Equity Facilitator
RESOLUTION ON SCHEDULING ONLINE ASSESSMENTS

Impact on Existing Policy: None

WHEREAS: The COVID-19 pandemic necessitated a transition to online instruction and since March of 2020 most exams, quizzes and other types of assessments have been conducted online; and

WHEREAS, Cal Poly strives to create an equitable educational environment which aims to avoid disadvantaging some students compared to others; and

WHEREAS: Some students have been required to complete online assessments at a date and time that is not during a regularly scheduled class meeting and/or within a short assessment availability window; and

WHEREAS: Some classes scheduled for asynchronous online delivery are requiring students to take assessments synchronously at a specific date and time and/or with a short assessment availability window; and

WHEREAS: These practices create conflicts for students when they are required to complete an assessment at the same time they have a scheduled class meeting for another course and/or other scheduled obligations; therefore be it

RESOLVED: The scheduling of assessments administered online will align with the guidance provided in the “Policy for Scheduling Assessments Administered Online”, and be it further

RESOLVED: The policy will be effective 21 June 2021.

Proposed by: the Academic Senate Instruction Committee
Date: May 11, 2021
Policy for Scheduling of Online Assessments

Background
Prior to the rapid transition to online instruction necessitated by the COVID-19 pandemic, most exams, quizzes and other types of assessment were administered in person during regularly scheduled class meetings; the final exam was administered during the scheduled final exam time. Since March of 2020, most assessments have been conducted online. While Cal Poly plans to return to predominantly in-person instruction for the 2021-22 academic year, we anticipate that online assessments will be used more frequently than in the pre-pandemic era.

When most Cal Poly classes were scheduled to meet in-person, students were better able to plan their schedules so that other responsibilities would not conflict with their classes and the assessments given in those classes. Since the switch to online instruction, some students have been required to complete online assessments, at times with a short assessment availability window, outside of the regularly scheduled class time. Some classes scheduled for asynchronous online delivery have required students to take assessments synchronously at a specific date and time within a short assessment availability window. In some instances, the assessment availability window has been as short as 30 – 60 minutes. These practices have created conflicts for students required to complete an assessment at the same time that they had other scheduled obligations such as a scheduled class meeting for another course, employment, family care responsibilities, or a school-related event. This could compromise student success if students have to choose between taking their quiz, or missing another class, or having to take time off of work.

Faculty can avoid creating these conflicts by adhering to the following policy.

Policy

Availability Window Definition
For the purposes of this policy, the assessment availability window is the time period during which a student can choose to complete an exam, quiz, or other assessment. This is not the same as the time limit for the assessment. For instance, an exam with a 90-minute time limit to complete, could be available from Monday at 6 AM until Tuesday at 6 PM. The student could start the exam anytime in the 36-hour assessment availability window, but would have to finish within 90 minutes of beginning the exam.

During the Instructional Period (Not including Finals Week)
1. For classes with a scheduled meeting time, assessments administered online must be offered during the regularly scheduled class meeting time or have an assessment availability window of at least 24 hours; assessment availability windows can include weekend days, but at least 24 hours of the window must be on a weekday.
2. For classes without a scheduled meeting time, assessments administered online must have an assessment availability window of at least 24 hours; assessment availability windows can include weekend days, but at least 24 hours of the window must be on a weekday.
3. Faculty are strongly encouraged to increase the assessment availability window
for online assessments to 36-48 hours; at least 24 of those hours must be on a weekday.

**During Finals Week**

1. For classes with a scheduled meeting time, final assessments administered online must be offered during the time posted in the final exam schedule or have an assessment availability window of at least 48 hours during final exam week (Monday-Friday). The day and time of the final exam or the assessment availability window for the final exam must be included in the syllabus.

2. For classes without a scheduled meeting time, final assessments administered online must have an assessment availability window of at least 48 hours during final exam week (Monday-Friday) and the assessment availability window for the final assessment must be included in the syllabus.

3. Faculty are strongly encouraged to increase the assessment availability window for online final assessments to 72 hours or more.
RESOLUTION ON MODIFICATIONS TO THE BYLAWS OF THE ACADEMIC SENATE REGARDING CHAIR MEMBERSHIP OF CURRICULAR REVIEW COMMITTEES

WHEREAS, The curricular review process requires independent levels of review that should be devoid of conflict of interest; and

WHEREAS, To avoid the perception of conflict of interest in the curricular review process, chairs of any Academic Senate Curriculum Committees shall not serve on other levels of review as department or college curriculum committee chair; therefore be it

RESOLVED: That the Bylaws of the Academic Senate be modified as shown on the attached copy.

Proposed by: Academic Senate Executive Committee
Date: April 20, 2021
BYLAWS OF THE ACADEMIC SENATE

VIII. COMMITTEES

B. MEMBERSHIP

No person shall be assigned concurrent membership on more than one standing committee except for Executive Committee members, who may serve on the Executive Committee and one other Senate committee, and Academic Senate Curriculum Appeals Committee members, who may serve on one other standing committee. Eligible Academic Senate Curriculum Appeals Committee members may not serve on the Curriculum Appeals committee if they have participated in the curricular review process relevant to the particular appeal, and they must recuse themselves from such cases.

Academic Senate Curriculum Appeals Committee members may not serve concurrently as the chair of any curriculum committee in the curricular process relevant to a particular curricular appeal and must recuse themselves from such cases.

C. COMMITTEE CHAIRS

8. Chairs of any of the Academic Senate Curriculum Committees (for example, but not limited to, the Curriculum Committee, General Education Governance Board, and the USCP Review Committee) shall not serve on other levels of review as a department curriculum committee chair or college curriculum committee chair. Other Positions: These positions must be resigned before assuming the role of the chair of any of the Academic Senate Curriculum Committees.

I. COMMITTEE DESCRIPTIONS

3. Curriculum Appeals Committee

(a) Membership
At least two members from “List 1” and at least one member from “List 2” – three total.

List 2

- Former GE Directors/Chairs who served for a minimum of two catalog cycles (4 consecutive years)
- Former GE Committee/Board members who served for a minimum of two catalog cycles (4 consecutive years)
- Former USCP Review Committee Chairs who served for a minimum of two catalog cycles (4 consecutive years)
RESOLUTION ON UFPP 8.2: OBSERVATION OF INSTRUCTION AND UFPP 8.3.2: GUIDANCE FOR EVALUATION OF VIRTUAL INSTRUCTION

Impact on Existing Policy: The policies in UFPP 8.2 supersede all prior university policies on observation of instruction. The policies in UFPP 8.3.2 are new. ¹

WHEREAS, University academic personnel policies are established by shared governance and included in “University Faculty Personnel Policies” (UFPP); and

WHEREAS, Various forms of virtual instruction will be among the standard modes of instruction in academic year course offerings; therefore be it

RESOLVED: The policies included in the report “UFPP 8.2: Observation of Instruction, and UFPP 8.3.2 Guidance for Evaluation of Virtual Instruction” be included in UFPP, and be it further

RESOLVED: Colleges and the Library revise their personnel policy documents as and if necessary by Fall 2021 to include their implementation of the policies in UFPP 8.2 and 8.3.2 in chapter 8 of their personnel policy documents.

Proposed by: Academic Senate Faculty Affairs Committee
Date: May 11, 2021

¹ (1) Describe how this resolution impacts existing policy on educational matters that affect the faculty. Examples include curricula, academic personnel policies, and academic standards.
(2) Indicate if this resolution supersedes or rescinds current resolutions.
(3) If there is no impact on existing policy, please indicate NONE.
8.2. Observation of instruction

8.2.1. As part of faculty evaluation processes faculty subject to evaluation shall have their instruction of their students observed by evaluators including department peer review committee (DPRC) members and/or department chairs/heads.

8.2.2. Observation of classes is an unobtrusive observation of the instructional environment for the class, which may include any of the following:
- Classrooms, laboratories, studios or any location where classes are normally scheduled.
- Online meetings of the class.
- The current state of online instructional materials as students would encounter them.

8.2.3. Course materials rendered into items included in a faculty member’s Working Personnel Action File (WPAF) are not equivalent to the instructional environment. Such materials in the WPAF should be carefully reviewed by evaluators, but such review is not an alternative to observation of the instructional environment.

8.2.4. Per CBA 15.14, class observation requires at least five (5) calendar-day notice of observation coordinated between candidate and evaluator.

8.2.5. Observation of synchronous virtual distance learning conducted in regularly scheduled virtual class sessions may be conducted by attendance of the evaluator of the virtual class session, or, if mutually agreeable between the instructor and evaluator, by the viewing of a recording of a virtual class session.

8.2.6. Observation of Asynchronous Online Instruction

8.2.6.1. Observation of asynchronous online instruction should be conducted within a predetermined timeframe established by consultation between the instructor and the evaluator.

8.2.6.2. The evaluator should observe the current instructional environment as students would see it. Evaluators should be granted access to the instructional environment in a mode equivalent to the way students encounter the class and not as the instructor encounters the instructional environment.

8.2.6.3. The instructor may provide the evaluator a guided tour of the instructional environment, and this guided tour may be prerecorded and made available to multiple evaluators. The instructor may grant the evaluator limited access to the online environment of the course so the evaluator may see how students encounter the course on a given occasion for accessing the online instructional environment (e.g. granting the evaluator “observer” status in the learning management system for a mutually agreeable period sufficient for the observation).

8.2.6.4. Other reasonable means of observing the online instructional environment may be negotiated by the instructor and evaluator.

8.2.7. Observation of classes taught in hybrid modalities should include observation of each of the modalities of instruction.

8.2.8. Colleges shall specify in their personnel policy documents any further requirements or allowances about observation of teaching.

8.3. Guidance for Evaluation of Instruction

8.3.1. General Guidance for the Evaluation of Instruction

8.3.1.1. [Reserved for future use]

8.3.2. Guidance for Evaluation of Virtual Instruction
8.3.2.1. Faculty evaluating virtual instruction should use the approved online learning curriculum for the course as a guide for evaluating the effectiveness of virtual instruction.

8.3.2.2. Faculty undergoing evaluation are strongly encouraged (though not required) to include in their Working Personnel Action File (WPAF) a 1-2 page narrative document to guide their evaluators through the examination of their virtual instructional materials for their courses and aid evaluators in observing virtual instruction. Useful topics to cover in this narrative document include the following:

- Description of the nature of virtual instruction that evaluators would observe.
- Description of course materials from courses taught using virtual instruction from prior or current terms included in WPAF among other appropriate teaching materials.
- Explanations of the nature of the instructor’s preparation for virtual instruction.
- The conformity of their course design to curricular definitions of virtual instructional modalities for the course.
Proposed University Faculty Personnel Policies:
UFPP 8.2: Observation of Instruction, and
UFPP 8.3.2: Guidance for Evaluation of Virtual Instruction

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 policies pertaining to virtual instruction as subchapters of UFPP 8: Evaluation of Teaching and Professional Services. These policies concern observation of instruction in general with a specific focus of observation of classes conducted in whole or in part in various virtual modalities. We also propose a subchapter on Guidance for the Evaluation of Instruction and propose in it some guidance specifically about the evaluation of virtual instruction. More policies on the evaluation of instruction and of the evaluation of professional services for non-instructional faculty are needed in chapter 8, but not proposed here.

Summary of 8.2: Observation of Instruction, and 8.3.2 Guidance for Evaluation of Virtual Instruction

The policies proposed here are derived from ad hoc policies applied to evaluations in AY 2020-21. Those policies addressed the need for guidance about evaluation of instruction given the forced shift to emergency virtual distance learning. Those ad hoc policies included various exceptions for observation of teaching and minimal expectations for quality of virtual instruction. Those ad hoc policies were only in effect through AY 2020-21, and now we need appropriately revised permanent policies.

The policies and guidance provided here are more forward looking given the inevitable place of various forms of virtual instruction in normal operations in the coming academic years. These policies provide accommodations for observation of instruction for the full scope of instructional modalities, all conforming with contract requirements for observation of classes.

These policies define classroom observation and distinguish it from collections of class materials included in the WPAF. The requirements and recommendations concerning observation of virtual instruction is neutral about the nature of the virtual learning environment, while easily adaptable to the current use of Canvas as our campus-supported learning management system. The various requirements and allowances for observation of instruction are adaptable to the variety of in-person and virtual instructional modalities and any hybrid of them.

Faculty Affairs Committee, Spring 2021
Proposed University Faculty Personnel Policies:
UFPP 8.2: Observation of Instruction, and
UFPP 8.3.2: Guidance for Evaluation of Virtual Instruction

UFPP 8.3 will cover guidance for evaluation of instruction. Guidance for evaluators in addressing specifically virtual instruction in UFPP 8.3.2 are proposed here. UFPP 8.3 leaves room for forthcoming guidance about evaluation of instruction in general that would be in 8.3.1, and that is why that section is reserved for future use.

The guidance for the evaluation of virtual instruction in 8.3.2 is directed at the way in which the candidate’s course meets curricular definitions of the course. This guidance provides an objective source for criteria of instructional effectiveness since all faculty would have access to course curriculum and its allowance of virtual modalities for instruction. Faculty who are candidates for evaluation who have virtual instruction as part of their academic-year teaching assignments are recommended to provide their evaluators with a narrative guide to their instructional materials in their WPAF, descriptions of the nature of virtual instruction that would be observed in the evaluation cycle, accounts of how their course meets curricular definitions for virtual instruction, and of the nature of their training in the development and delivery of virtual instruction.

Impact on Existing Policy

Policies in UFPP supersede any conflicting college or department policies. Colleges and departments wishing to implement additional policies on observation of instruction or guidance about evaluating virtual instruction need to place those policies in chapter 8 of their personnel policy documents.

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.

If approved in Spring these policies would go into effect for evaluations in the AY 2021-22 cycle. Colleges and departments would need to update their personnel policies with any citations of UFPP policies or statements of additional policies in conformity with UFPP 8.2 and 8.3.2 ahead of AY 2021-22.

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.
Proposed University Faculty Personnel Policies:
UFPP 8.2: Observation of Instruction, and
UFPP 8.3.2: Guidance for Evaluation of Virtual Instruction

For these proposals feedback from the colleges will be gathered as the proposal also enters the Senate workflow. Feedback from the colleges can be directed to FAC or channeled through Senators as the policy undergoes standard Senate review.

What follows is the proposed text of the subchapters...
WHEREAS, Resolution AS-688-09, “Resolution on Sustainability Learning Objectives”, defines Cal Poly’s Sustainability Learning Objectives; and

WHEREAS, Resolution AS-787-14, “Resolution on Sustainability,” directs the Academic Senate Sustainability Committee to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives; and

WHEREAS, Resolution AS-792-15, “Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives,” identifies the process used to identify courses listed in the Sustainability Catalog (SUSCAT) now found online at http://suscat.calpoly.edu/; and

WHEREAS, Resolution AS-887-20, “Resolution on Adding Sustainability Option to Schedule Builder,” supported by ASI Board of Directors Endorsement #20-02 passed the Senate on February 11, 2020 and awaits implementation; and

WHEREAS, The 2014 CSU Sustainability Policy states, “The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process;” and

WHEREAS, CSU and other campuses use systems to visually identify sustainability courses in their course catalogs or online registration systems; and

WHEREAS, The Cal Poly catalog database already includes sustainability course attributes; and

WHEREAS, The Second Nature Climate Commitment and the Association for the Advancement of Sustainability in Higher Education/Sustainability Tracking, Assessment & Rating System (AASHE/STARS) programs include curriculum components; therefore be it

RESOLVED: That the Academic Senate recommends identifying Sustainability Focused and Sustainability Related courses in all catalog versions beginning Fall 2021; and be it further

RESOLVED: That the Academic Senate recommends adding to Schedule Builder a “Show Sustainability Classes” option to at least one of the Filter Options or Course Options.

Proposed by: Sustainability Committee
Date: May 11, 2021