I. **Minutes:** May 18, 2021 (pp. 2-3)

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

III. **Reports:**
   A. Academic Senate Chair:
      1. Introductions of new senators 2021-2022 academic year
   B. President’s Office: None
   C. Provost:
   D. Vice President for Student Affairs:
   E. Statewide Senate:
   F. CFA:
   G. ASI:

IV. **Consent Agenda:**

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
</tr>
</thead>
</table>

V. **Special Written Reports:**
   A. Ombuds Annual Written Report to the Senate: Patricia Ponce, Student Ombuds Services (p. 4)
   B. International Center Annual Written Report to the Senate: Charles Chadwell and Cari Vanderkar, International Center (pp. 5-10)

VI. **Business Items:**
   A. Resolution on Scheduling Online Assessments: John Hagen, Academic Senate Instruction Committee Chair (p. 11-13)

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

VIII. **Adjournment:**

805-756-1258 - academicsenate.calpoly.edu
Meeting of the Academic Senate Minutes
Tuesday, May 18, 2021

I. Minutes: M/S/P to approve the minutes from April 27, 2021, and May 4, 2021.

II. Communication(s) and Announcement(s): Senate Chair, Thomas Gutierrez reminded the Senate and guests of Senate rules.

III. Reports: All reports were submitted as written reports and can be found here: https://content-calpoly.edu.s3.amazonaws.com/academicsenate/1/images/sa051821.pdf.

IV. Business Items:
   A. Resolution on Creation of New Department for Computer Engineering: The resolution to create a new Computer Engineering department returned to the Senate in first reading. This resolution spurred much discussion. As a result, the resolution will return to the next Academic Senate meeting in first reading.
   B. Resolution on Updating Credit Hour Policy: Andrew Morris and Bruno Giberti, Office of Academic Programs and Planning, introduced a resolution that would update the University's credit hour counting policy to codify existing practices in first reading. This resolution will return to the next Academic Senate meeting in first reading.
   C. Resolution to Divest from Fossil Fuels: David Braun and Lisa Swartz on behalf of the Academic Senate Sustainability Committee reintroduced a resolution that recommends the Cal Poly Foundation and Cal Poly ASI Inc. to divest from fossil fuels in five year’s time in first reading. M/S/P to move the resolution into second reading. M/S/P to adopt the Resolution to Divest from Fossil Fuels.
   D. Resolution on Modifications to the Bylaws of the Academic Senate Regarding Chair Membership of Curricular Review Committees: Thomas Gutierrez, Academic Senate Chair reintroduced a resolution to prevent chairs of any academic senate curriculum committee from serving on other levels of review as a department or college curriculum committee chair in first reading and updated the Senate on the recommended changes. M/S/P to move the resolution into second reading, 2/3 vote in favor of moving to vote to adopt the resolution. M/S/P to adopt the Resolution on Modifications to the Bylaws of the Academic Senate Regarding Chair Membership of Curricular Review Committees.
   E. Resolution on UFPP 8.2: Observation of Instruction and UFPP 8.3.2: Guidance for Evaluation of Virtual Instruction: Ken Brown on behalf of the Academic Senate Faculty Affairs Committee Chair introduced a resolution that would formalize the policies for virtual classroom evaluation and offer guidance for how to do so in first reading. This resolution will return to the next Academic Senate meeting in first reading.
   F. Resolution on Scheduling Online Assessments: John Hagen on behalf of the Academic Senate Instruction Committee Chair introduced a resolution that would establish a policy for when and for how long online assessments could be scheduled in first reading. This resolution will return to the next Academic Senate meeting in first reading.
   G. Resolution to Display Sustainability Courses in the Catalog: David Braun, Academic Senate Sustainability Committee Chair introduced a resolution in first reading that would identify courses with a focus on sustainability in the catalog. This resolution will return to the next Academic Senate meeting in first reading.

V. Discussion Item(s): None.

805-756-1258 - academicsenate.calpoly.edu
VI. **Adjournment**: Meeting adjourned at 5:01.

Submitted by:

Amelia Solis Macias

Amelia Solis Macias
Academic Senate Student Assistant
Summarized below are the descriptive statistics of who used Student Ombuds Services (SOS) in 2019-2020 and key characteristics of the cases heard. SOS is a safe place where students can discuss any university related concern “off the record.” The Ombuds works to assist in identifying options for resolution. Student Ombuds Services is an alternative to formal grievance processes.

SOS adheres to the International Ombudsman Association Code of Ethics and Standards of Practice; they include Confidentiality, Informality, Impartiality, and Independence.

The conversion to remote learning due to the Coronavirus Pandemic generated an influx of cases. As a result, the over-time, trend data revealed a sizable increase by 27.69% totaling 249 cases overall in 2019-20. The charts below show that more women than men utilized Ombuds services. Engineering students used SOS most frequently followed by COSAM, CLA, CAFES, OCOB and CAED. Juniors and Seniors comprised more than half of all cases. 265 different issues were brought to SOS. The majority of cases centered on conduct, grades, and instructor interactions.
MEMORANDUM

TO: Cal Poly Academic Senate
FROM: Charles Chadwell, Ph.D., P.E.
DATE: May 24, 2021
SUBJECT: CSU IP and Academic Council for International Programs (ACIP) Year-End Report
CC: Dr. Cari Vanderkar, Director, Cal Poly International Center
Dr. Jaishankar Raman, Director, CSU Office of International Programs (OIP)

CSU IP: California State University International Programs. A vital mission of the California State University System is to encourage efforts that promote developing intercultural communication skills and international understanding among its students. The statewide vehicle for reaching this goal is the Office of International Programs (OIP) housed in the CSU Chancellor’s office. The academic overseer for the OIP is the Academic Council for International Programs (ACIP). The group in 1963 serving in this capacity were the original Regents of the CSU. In its current form, the 40-member committee is comprised of one faculty member from each of the 23 campuses, four student representatives, and a number of Campus IP Coordinators and OIP staff. The ACIP acts as an advisory council to the director of OIP (Dr. Jaishankar Raman) for the large number of programs spanning 18 different countries. The ACIP provides recommendations for student participants; participants in the summertime Faculty Seminar, the Resident Directors (RDs) in Spain, France, and Italy; continual improvements to existing programs; and strategic direction for new programs.

The ACIP contains four standing committees: AFAC (Academic and Fiscal Affairs Committee), FAC (Faculty Affairs Committee), SAC (Student Affairs Committee), and the PRC (Program Review Committee). Each standing committee has a chair and the entire body (the ACIP) has a chair. During this past year, I served as chair of the ACIP.

The biggest change for CSU IP this year (with an official launch of next academic year) is Semester Program options for students. Throughout the history of this organization, CSU IP programs have always been yearlong. This change represents a break from this long-standing fundamental cannon of CSU IP. Starting in Fall 2021, students can select semester options in Chile, China, France, Germany, Ghana, Israel, Italy, Mexico, South Africa, Spain, Sweden, and Taiwan.

2020-2021 year updates: The two general daylong ACIP meetings this year (the Fall meeting in October, 2020 and the Spring meeting in April, 2021) were virtual. Due to the pandemic and the physical shut down of CSU IP international programs, students (and RDs) did not physically participate in CSU IP nor
MEMORANDUM

did the faculty participate in the German Faculty Seminar. The Faculty Seminar is an annual CSU IP sponsored weeklong event meant to foster international collaborative faculty partnerships. While there were no students that physically participated in CSU IP during AY 20/21, there were 27 student participants in the virtual Italian international program (many of those were Cal Poly Architecture Students) and 39 students in a German virtual program in Tübingen, Germany. For the upcoming AY 21/22, there are 359 students admitted for the yearlong programs across 13 countries. Australia, Chile, China, Mexico, and South Africa did not accept applicants. For just Fall, there are 102 students admitted across seven programs: France, Ghana, Italy, Spain, Sweden, Taiwan, and the UK. The top majors are Business and Architecture. Students that identify as female make up 70% of the upcoming CSU IP cohort and 55% of the cohort will be entering juniors.

FAC: The awarded RD positions for Spain and France were pulled during the 20/21 abroad year and were differed to AY 22/23. This year’s cycle for RD interviews consisted of just Italy for AY 22/23. Dr. Jim Simon of CSU LA was selected for the post. The group deferred the Summer 2020 Faculty Seminar set to take place in Baden-Württemberg, Germany to Summer 2021 and again to Summer 2022. This group used their meeting times to work on updating their processes for RD and Faculty Seminar Selection. A discussion took place on the Faculty Seminar for Summer 2023 about the pros and cons of Taiwan, Japan, and Chile.

PRC: This standing committee finished the reviews of Italy, South Africa, and Mexico. For Italy, the PRC suggested that there be better course programmatic articulation and better student data collection. For South Africa, the PRC recommends that OIP take efforts to better advertise the program as there is ample space. This program is currently underutilized. Finally, for Mexico, the PRC recommends better support for students in country and improved course articulation. This program is also underutilized. As with many organizations, process shortcomings were identified during the pandemic. The Program Review process by the PRC was no exception. The group worked through a process map to insure that recommendations by the PRC were put as action items with a process for review (and follow up) of the action item to close the loop. Additionally, the group put forward a data checklist for OIP needed for a productive, fruitful, and defensible program review.

SAC: The Student Affairs Committee worked through their new processes of selecting students now that the CSU IP will have semester programs. The group updated the academic preparedness and faculty recommendation rubrics to be more meaningful and consistent for future committees to evaluate student applicants.

AFAC: This group reviewed their process for scholarship selection and made recommendations for future improvements as well. Additionally, Dr. Alfaro, the Senior International Officer at CSU San Diego
gave a brief discussion on a “Global Seal of Biliteracy”. The discussion in the subcommittee meeting was about leveraging this idea in the context of what does it mean to attain cultural competency and how can CSU IP play a part in that effort.

Summary: For students, it has never been more important to get beyond the confines of their own borders and culture and experience the ideas and innovations that other countries can offer. Our world is one of collaboration, globalization, and international partnership. IP Study Abroad connects students with other like minds and positions them to build relationships that may last a lifetime. COVID-19 shut down our ability to physically study abroad; but, with the start of semester opportunities in CSU IP, I foresee a roaring comeback. CSU IP is one of the most inexpensive way for our students to experience study abroad. With semesters as an opportunity, and with careful planning, our students can have this high-impact practice without slowing down path to graduation.

Please help me to encourage our students to seek this opportunity. More information for students and faculty can be found at https://csuip.calstate.edu/
The COVID-19 pandemic has affected the work of the International Center significantly. We started off the 2019-20 academic year strong with nearly 1,000 students abroad with 894 study abroad participants and 79 international trip participants. Data about destinations, types of programs, top majors and college participation for fall and winter are delineated on our website. Please take a look!

Study abroad has been canceled since spring 2020 and through July of this summer. Only programs in countries where the Department of State and CDC travel advisories are at Level 2 or lower will be allowed to run on a case-by-case basis at this point. We will be making decisions about all other programs that start in August and September by June 15. We recommend that students not make non-refundable purchases or commitments at this time and we encourage students to enroll in fall courses on campus as a back-up. Students pursuing independent options abroad for study or internships that are sponsored by Cal Poly through credit or funding must go through the International Center for appropriate approvals. Information can be found on our website pages for International Travel.

• Fall immigration guidance: The Student and Exchange Visitor Program (SEVP) guidance from March of 2020 for F-1 visa students is extended through the 2021-22 academic year. New students entering the U.S. in F-1 status for the first time will need to be enrolled in at least one in-person class. Continuing students in F-1 status as of March 9, 2020, can maintain status if they are enrolled full time, whether in or outside of the U.S., either in person or online. Please see the International Center COVID-19 page for details.

• Cal Poly employees can volunteer to support international students through the International Poly Host program. This program helps foster connections between the Cal Poly community and our new international students!
INTERNATIONAL AGREEMENTS

International Agreements: as a reminder to the campus community, all international agreements and MOUs (Memoranda of Understanding) must go through the International Center for appropriate approvals and signatories. Please find information about agreement types on our website under Faculty Opportunities.

NEW PROCESS: INTERNATIONAL TRAVEL FOR EMPLOYEES

International travel for employees not traveling with students will now go directly through the Concur system managed by Strategic Business Services (SBS). Information is available on the Poly Travel website. Travelers should allow 60 days for approvals. Faculty and staff who wish to travel abroad on group trips with students will continue to work with the International Center. Information can be found at International Travel.

DATA POINTS

INTERNATIONAL STUDENTS AND SCHOLARS

In Fall 2020, Cal Poly enrolled 327 matriculated international students.

Degree-seeking enrollment decreased 5% from Fall 2019.

International students in 2020 arrived from 61 countries.

ENROLLMENT BY COLLEGE

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG</td>
<td>161</td>
</tr>
<tr>
<td>CAED</td>
<td>83</td>
</tr>
<tr>
<td>OCOB</td>
<td>37</td>
</tr>
<tr>
<td>CSM</td>
<td>21</td>
</tr>
<tr>
<td>CAFES</td>
<td>14</td>
</tr>
<tr>
<td>CLA</td>
<td>11</td>
</tr>
</tbody>
</table>

TOP COUNTRIES

<table>
<thead>
<tr>
<th>Country</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIA</td>
<td>71</td>
</tr>
<tr>
<td>CHINA</td>
<td>40</td>
</tr>
<tr>
<td>VIET NAM</td>
<td>22</td>
</tr>
<tr>
<td>KOREA, REPUBLIC OF</td>
<td>17</td>
</tr>
<tr>
<td>CANADA</td>
<td>16</td>
</tr>
<tr>
<td>TAIWAN</td>
<td>14</td>
</tr>
</tbody>
</table>

NEW OR CONTINUING

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW STUDENT</td>
<td>94</td>
</tr>
<tr>
<td>CONTINUING</td>
<td>233</td>
</tr>
</tbody>
</table>

STUDY ABROAD

894 Study Abroad Participants

79 International Trip Participants

973 Total Student Participation

TOP DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAIN</td>
<td>303</td>
</tr>
<tr>
<td>ITALY</td>
<td>209</td>
</tr>
<tr>
<td>CZECH REPUBLIC</td>
<td>78</td>
</tr>
<tr>
<td>AUSTRALIA</td>
<td>50</td>
</tr>
<tr>
<td>UNITED KINGDOM</td>
<td>42</td>
</tr>
<tr>
<td>MULTIPLE LOCATIONS</td>
<td>35</td>
</tr>
<tr>
<td>FRANCE</td>
<td>33</td>
</tr>
<tr>
<td>JAPAN</td>
<td>30</td>
</tr>
<tr>
<td>GERMANY</td>
<td>29</td>
</tr>
<tr>
<td>MEXICO</td>
<td>25</td>
</tr>
</tbody>
</table>

COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAED</td>
<td>151</td>
</tr>
<tr>
<td>CAFES</td>
<td>142</td>
</tr>
<tr>
<td>CENG</td>
<td>113</td>
</tr>
<tr>
<td>CLA</td>
<td>217</td>
</tr>
<tr>
<td>CSM</td>
<td>89</td>
</tr>
<tr>
<td>OCOB</td>
<td>259</td>
</tr>
<tr>
<td>EXTENDED ED</td>
<td>2</td>
</tr>
</tbody>
</table>

TOP MAJORS

<table>
<thead>
<tr>
<th>Major</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS ADMIN</td>
<td>219</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>108</td>
</tr>
<tr>
<td>AG BUSINESS</td>
<td>39</td>
</tr>
<tr>
<td>COMM STUDIES</td>
<td>39</td>
</tr>
<tr>
<td>BIO SCIENCES</td>
<td>33</td>
</tr>
</tbody>
</table>
Student-Faculty Panel Presentation Raises Awareness about Civil Disobedience Movement in Myanmar

On April 15th, the International Center hosted a panel presentation in cooperation with the Burmese Student Association (BurSA). The presentation, titled “What’s Happening in Myanmar,” included a historical overview of Burmese politics by Dr. Maggie Bodemer of the History Department, as well as six Burmese students who shared their own experiences of the recent coup and ongoing Civil Disobedience Movement in the country. A student panelist reflected afterwards on the importance of raising awareness as the crisis continues: “each passing day, families are still losing their loved ones. It has been almost three months since the military took over and the death toll continues to rise each day. The lack of coverage on news channels here does not mean that the situation is resolved and over.” The event, held over Zoom, was for campus community members only out of security concerns for the student panelists. Students shared photos and information about the Civil Disobedience Movement protests as well as the violent tactics employed by the military. Those students currently in the U.S. shared the difficulty of being cut off from communicating with friends and family back home. Panelists indicated that others can get involved by writing to Senators and Congresspeople or donating to the Civil Disobedience Movement, and encouraged attendees to engage with BurSA on their Instagram page (@cpslobursa) to find more information.

> READ MORE

International Student Testimonial – Antonia Angel

My name is Antonia Angel and I am an International Student here at Cal Poly. I am currently in my 5th year of my Architecture degree and working towards my Sustainable Environments minor. I chose to attend Cal Poly because of our renowned Architecture program as well as our beautiful campus surrounded by gorgeous nature. I am very happy I made the decision to come to Cal Poly, the opportunities I have received here are immense. When I saw there was a Cal Poly Global Program for Architecture in Tokyo, I jumped at the opportunity. Being in Japan for a quarter was a transformative experience. Even though I am used to change and travel, being in Japan was the furthest I have ever been from my comfort zone. I was so proud that I had found a way to get to Japan and study architecture there, and I felt like I was actively pursuing my dreams and passions. My favorite memory of Japan is the days we spent at Naoshima Island, an island that is known for its museums, art installations, and architecture. As an architecture student, Naoshima is the holy grail; it’s what you have seen in books and magazines and always dreamed to see in person one day. Study abroad is truly a once in a lifetime opportunity and students at Cal Poly really value it as such. My desire to keep traveling and to keep expanding my knowledge of different cultures has inspired me to apply to Graduate School in Europe, in both Spain and the UK. I hope the next chapter in my life will give me even more perspective and I will continue to meet wonderful people from all kinds of different backgrounds and origins.

Antonia Angel, Medellin, Colombia

> READ MORE

VISIT THE INTERNATIONAL WEBSITE FOR MORE FEATURED STORIES
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 assessments 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.

Footnote:
1 For the purposes of this policy, assessments should be taken to mean summative assessments, not formative assessments. Formative assessments are used for feedback to students and the instructor. The students use the feedback to adjust their study methods and the instructors use it adjust their teaching. Formative assessments are typically not used to calculate the course grade or are very low-stakes. In contrast, exams, quizzes, and research papers that are used to calculate the course grade are examples of summative assessments.
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.

4. The date and time of final assessments that are given during the final week of instruction (for lab courses, activity courses, and 1-unit lecture courses) must be included in the syllabus.

During Finals Week

1. This section of the policy does not apply to the final assessments for lab courses, activity courses, and 1-unit lecture courses, as these assessments are usually given during the final week of instruction. See the section above entitled During the Instructional Period (Not including Finals Week) instead.

2. 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 assessment or the assessment availability window for the final assessments must be included in the syllabus.

3. 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.

4. Faculty are strongly encouraged to increase the assessment availability window for online final assessments to 72 hours or more.