Meeting of the Academic Senate
Tuesday, April 18, 2023
UU 220, 3:10 to 5:00 pm

I. Minutes: March 14, 2023 (pp. 2-3)

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

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost:
D. Vice President for Student Affairs:
E. Statewide Senate:
F. CFA:
G. ASI:

IV. Special Report:
A. Ombuds Written Report: Patricia Ponce, Student Ombuds (pp. 4-9)

V. Consent Agenda:
A. Consent Agenda: (pp. 10-12)

VI. Business Items:
A. Resolution on the General Faculty Status of Part Time Lecturers: Steve Rein, Academic Senate Statewide Senator, first reading (pp. 13-15)

VII. Discussion Item(s):
A. [TIME CERTAIN 3:45 P.M.] Discussion on Including A+ as a Future Possible Assigned Grade Code at Cal Poly: Brennan Brown, Student

VIII. Adjournment:
I. **Minutes:** M/S/P to approve the minutes from February 28, 2023.

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

III. **Reports:**
   A. Academic Senate Chair: None.
   B. President’s Office: Cheryl May, President’s Office Representative reported that a delegation of senior administrators visited UC Santa Cruz on February 27. She also shared that the U.S. Department of State’s Bureau of Educational and Cultural Affairs named Cal Poly a top producer of Fulbright Scholars for the 2022-2023 academic year. Lastly, she shared that President Armstrong will be participating in the CSU STEM-NET conference.
   C. Provost: None
   D. Vice President for Student Affairs: Keith Humphrey, Vice President for Student Affairs, reported that housing continues to offer spaces in the continuing student housing communities for continuing students. He also shared that Campus Career Services is accepting gently used professional clothing for their professional clothing closet.
   E. Statewide Senate: Gary Laver and Steve Rein, Statewide Senators, reported that Statewide will meet in plenary on the coming Thursday and Friday, and that the standing committees will get together to talk about their resolutions. They also brought attention to a new piece of legislation, AB 1390.
   F. CFA: Lisa Kawamura, CFA SLO President reminded the senate to fill out the bargaining survey. She also clarified that Cal Poly chapter of the statewide CFA-sponsored student club SQE (Students for Quality Education), is no longer affiliated with CFA and has been put on pause.
   G. ASI: None

IV. **Consent Agenda:**
   All items on Consent Agenda Pass.

V. **Business Items:**
   A. **Resolution on Graduate Curriculum for Semester Conversion:** Greg Bohr, Academic Senate Curriculum Committee Chair, reintroduced in first reading a Resolution on Graduate Curriculum for Semester Conversion. This resolution introduces amendments to blended programs, unit totals, and double counting. M/S/P to move resolution to second reading. M/S/P to adopt Resolution on Graduate Curriculum for Semester Conversion.
B. **Resolution on the General Faculty Status of Participants in the Faculty Early Retirement Program**: Steve Rein, Academic Senate Statewide Senator, reintroduced in first reading a Resolution on the General Faculty Status of Participants in the Faculty Early Retirement Program. This resolution states that Faculty Early Retirement Program participants reserve the right to be voting members of the General Faculty of Cal Poly. **M/S/P to move resolution to second reading. M/S/P to adopt Resolution on the General Faculty Status of Participants in the Faculty Early Retirement.** This will come to the General Faculty as a referendum in the spring.

VI. **Discussion Item(s)**: None.

VII. **Adjournment**: This meeting was adjourned at 4:00 pm.

Minutes submitted by:

[Signature]

Shefali Mistry
2021-2022 STUDENT OMBUDS SERVICES
ANNUAL REPORT

Student Ombuds Services Mission
To foster a conflict healthy living and learning campus environment where all members thrive.

Goals:
- Promote effective communication and conflict wellness
- Advocate for fair processes and procedures
- Honor individual perspectives
- Ensure students are and feel heard
- Encourage agency to manage and resolve concerns

Student Ombuds Services (SOS) is a resource for listening to student concerns and assisting them with identifying options and solutions.

Student Ombuds Services is in alignment with the International Ombuds Association Standards of Practice and Code of Ethics. They include:
- Confidentiality
- Informality
- Impartiality
- Independence

Introduction
The 2021-2022 academic year marks the 12th year of Student Ombuds Services at Cal Poly. This essential resource is available to students exclusively. One important role of the Ombuds is to report patterns and trends of issues brought to the office annually, and in doing so, provide the university with an opportunity to address challenges faced by the student body. What follows in this report is an overview of the users, colleges they represent, and the number and types of issues they experienced during the 2021-2022 academic year.

Ombuds Services
Student Ombuds Services is a safe place that students can access with confidence knowing that all communications are held with the greatest privacy to protect their identity and preserve their anonymity. Only in cases of imminent risk of serious harm to self or others or issues of sexual misconduct will the Ombuds breach confidentiality.

The ombuds is not a student advocate, investigator, or decision-maker, but rather an independent and neutral party who respectfully discusses concerns with the goal of identifying options and solutions acceptable to the student.
Student Characteristics

Described below are the descriptive characteristics of students, though imperfect due to missing data, who used Student Ombuds Services during the 2021 – 2022 academic year. It is common that students do not always complete the intake form in its entirety. Additionally, the virtual format, which students frequently prefer, is not as conducive to collecting data since the primary focus is on establishing rapport for dialog.

More females (51%) than males (46%) utilized SOS. Though the usage is nearly even, it is a reversal shift (female 48%, men 52%) from the previous year.

When reviewing student usage by class level, the data reveals Seniors (28%) as the largest user group followed by Juniors (21%) and First Year Students (20%). The remaining groups used the service less; Sophomores (15%), Graduate students (13%), Parents (2%) and consultations with colleagues (1%). Interestingly, the distribution is a near match to the previous year. The percentages differ slightly; however, the grouping order is identical.
Students from the College of Engineering (24%) were the most frequent users, likely because it has the largest student enrollment. The second largest student users were from the smallest college, Architecture and Environmental Design (15%) and the College of Liberal Arts (15%). Usage frequency followed equally from the Colleges of Science and Math (13%) and Business (13%). The smallest percentage of users came from the College of Agriculture, Food, and Environmental Sciences (7%). Thirteen percent of the cases did not indicate college affiliation.

Nature of the Issues

Tracking the nature of issues presented to the ombuds office can potentially inform the university of areas that may warrant attention. The data exposed 20 different types of issues that surfaced across several categories. The broad categories are Academic, Administrative, and Student Services. The issues that were most frequently raised were professor interactions (32%), grade disputes (28%), other academic issues (28%) and conduct issues (12%). Other repeated concerns that emerged had to do with advising, classroom environment, housing on and off campus, registration, and financial aid. Overall, 214 individual issues were raised.
Response Categories

When working with a student and their issue, the way in which the ombuds responded can be classified into 5 general categories: Feedback and conflict coaching, intervention, policy clarification, problem solving, and referrals. Feedback and conflict coaching involve skill development. The student describes the conflict and the ombuds provides information, guidance, and practice to enhance communication skills to manage difficult conversations that can address the issue. Intervention is when the ombuds intervenes in a matter, such as calling a campus office or department, to gather information that can help address the concern. Policy Clarification encompasses researching if a policy applies to a given situation and explaining to the student the policy application. Problem Solving comprises the identification of the issue and reviewing all the data and facts associated with it and then considering several options to formulate an action plan. Referrals involve the ombuds suggesting that the student reach out to a specific individual, office, or department that may directly address the given issue.

The most frequent ombuds responses are clarifying policy and referring students to the entity that can best address the concern; followed by problem solving and feedback with conflict coaching. Because much of the ombuds work is focused on informing and educating students so that they are best equipped to act on their own behalf, intervention is the least common response.

Contact Type

The pandemic dramatically shifted the way in which SOS served students. Most cases were addressed over the telephone, followed by Zoom meetings. While the campus gradually opened to in-person interactions, this was a less common contact type. Cases are rarely addressed via email; therefore, this was the smallest form of contact. Nearly all cases were addressed during the initial meeting, hence only a small number of cases required follow-up.
Historical Cases

The historical trend data illustrates the number of cases over time. In the 2021-2022 academic year, 188 cases were heard. This caseload is a decline from previous years. It is uncertain why, perhaps the pandemic fatigue squelched initiative to address concerns. Further, outreach efforts that informed students of this resource were more challenging to deliver given the pandemic’s impacts. Consequently, current students may be less aware of the resource than in past years.

Recommendations

Student Ombuds Services supports President Armstrong’s Vision 2022 goal of “Student Success” as well as the University Strategic Plan Strategic Objective characterized as “Enhance Student Success.” Fundamentally, SOS is attentive to student needs, values their experience, and works to address concerns with the intention of contributing to a healthier and more inclusive campus experience. In the spirit of continuous improvement, as cited in Vision 2022, Student Ombuds Services identified issues from the 2021-2022 data that may warrant attention and offers the following general recommendations.

1. Professor interactions – appeared strained perhaps due to the stress of the pandemic. It may have caused tensions in the learning environment given new teaching modalities, new classroom policies, and faculty enforcement expectations. Consider: enhancing communications between instructors and students and encourage provisions of clearer, more descriptive course and classroom expectations on course syllabi and Canvas. Also, perhaps refresh instructor expectations as stated in the Faculty Handbook that,
“Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.” And that “They respect the confidential nature of the relationship between professor and student.”

2. Grade disputes – Consider: enhanced descriptions regarding grading policies on course syllabi. Clarify processes in which students can discuss concerns with the instructor. Ensure all faculty are familiar with grading guidelines provided by the Office of the Registrar including appropriate use of “I”, “RP,” and “RD” grades.

3. Student Conduct – Consider: placing university academic integrity expectations and faculty policy obligations to report breaches to the Office of Student Rights and Responsibilities on course syllabi. Discuss thoroughly to ensure students fully understand the serious consequences of academic missteps. And invite and encourage students to discuss academic concerns with the instructor.

4. While the AS-644-06 resolution on Course Syllabi clearly states, “instructors are required to spend a portion of the first meeting of the class discussing the course syllabus,” intentionally and widely remind faculty of this requirement to ensure students fully and explicitly understand course expectations specifically regarding the issues noted above.

Conclusion

The pandemic impacted students, the university, state, and world in numerous ways, so many that we may not fully understand the effects for years to come. Despite the adversity and challenges, students who did utilize the ombuds services demonstrated their commitment to their education with strength, tenacity, and perseverance. It was my honor to hear their experiences and serve them in ways that I hope fully addressed or alleviated at least a portion of their challenges.

I believe our university has the capacity to build a conflict healthy community rooted in equity and fairness; a campus where we listen to understand and learn and are open to exploring creative avenues for addressing issues.

I am grateful to the many offices, departments, and colleagues on campus who worked with me to support our students’ success in reaching their goals to grow as humans and to obtain a Cal Poly higher education.

Submitted by:
Dr. Patricia Ponce
Student Ombuds
Cal Poly
April 2023
CATALOG/COURSE REVIEW: Following the practice implemented in previous years, summaries of all course or catalog proposals sent by the Academic Senate Curriculum Committee to the Senate for consideration are posted on the web. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee. The URL for the proposals appearing on the April 18, 2023 consent agenda is provided here:

http://registrar.calpoly.edu/status-proposals

[click second link on page entitled "Status of Proposals, Academic Year 2022-2023 Review (Academic Senate 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>
<tbody>
<tr>
<td>ASCI 304 Animal Genomics (3), 3 lectures</td>
<td>Reviewed by ASCC and recommended for approval 3/16/23</td>
<td>On the 4/18/23 consent agenda.</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASCI 340 Animal Welfare and Ethics (4), 4 lectures</td>
<td>Reviewed by ASCC and recommended for approval 3/2/23</td>
<td>On the 4/18/23 consent agenda.</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASCI 363 Undergraduate Seminar (2), 2 seminars</td>
<td>Reviewed by ASCC and recommended for approval 3/2/23</td>
<td>On the 4/18/23 consent agenda</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMS 316 Intercultural Communication (4), 4 lectures, GE Upper-Division D, USCP</td>
<td>Reviewed by ASCC and recommended for approval 3/2/23</td>
<td>On the 4/18/23 consent agenda</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 310 Hip-Hop, Poetics and Politics (4), 4 lectures, GE Upper-Division D, USCP</td>
<td>Reviewed by ASCC and recommended for approval 3/16/23</td>
<td>On the 4/18/23 consent agenda</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 330 The Chinese American</td>
<td>Reviewed by ASCC</td>
<td>On the 4/18/23</td>
<td></td>
<td>Summer 2023</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Hours</td>
<td>GE Requirement</td>
<td>Consent Agenda</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>----------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Experience (4), 4 lectures, GE Upper-Division D, USCP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 335 The Filipina/o American Experience (4), 4 lectures, GE Upper-Division D, USCP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES 381 The Social Construction of Whiteness (4), 4 lectures, GE Upper-Division D, USCP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FPE 570 Selected Advanced Topics (4), 4 lectures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSN 305 Nutrition &amp; Exercise for Health &amp; Disease Prevention (4), 4 lectures, GE Upper-Division B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(existing course proposed to be offered online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSN 551 Medical Nutrition Therapy Practicum I (1-4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSN 552 Medical Nutrition Therapy Practicum II (1-4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSN 553 Medical Nutrition Therapy Practicum III (1-4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Issues, concerns, and questions regarding this curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item be removed from the Consent Agenda by April 11, 2023.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned..."
departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."
Resolutions on the General Faculty Status of Part Time Lecturers

Impact on Existing Policy: None

WHEREAS, members of the General Faculty as defined in our Constitution are allowed to vote for who represents them in the Academic Senate; and

WHEREAS, part-time lecturers (some 15% of our FTE faculty, about 1/3 by headcount) in our academic senate are represented by a single representative because they are not members of the General Faculty according to our Constitution; therefore, be it

RESOLVED: that the Academic Senate supports and sends to the full faculty for a vote in Spring 2023 to change a portion of, the Constitution be changed in Article III, Section 1, part (c) to read:

"Part-time lecturers in an academic department/teaching area and part-time employees in Professional Consultative Services, other than those who are members of the General Faculty as defined in Article I, will be represented by one up to seven voting members in the Senate, of which no more than one will be from any college or from Professional Consultative Services"

; and be it futher

RESOLVED: that should the General Faculty approve of this change to the Constitution, the Bylaws of the Academic Senate will be revised at the start of the 2023-2024 academic year in section II, part A, section 3 to read:

"A The voting members of the Academic Senate representing part-time academic employees shall be elected by vote of all university part-time academic employees during fall quarter of at the same time as election of other senators each academic year. Such representative must have an academic year appointment in
the year they are elected and they must maintain a part-time
academic position in the following year in order to serve in this
position.

and the Bylaws section III, part B, section 7 to read:

“Election of representative for part-time academic employees:
(a) during the first weeks of fall quarter January, the
Academic Senate office shall solicit nominations for the
position of Academic Senate representative for part-time
academic employees for the following year.
(b) after nominations have been received, election to this
position shall be conducted. A runoff election, if needed,
shall be conducted the week following the conclusion of
the election. Said position shall be elected by vote of all
university part-time academic employees with 12.12
status at the time of the vote unless only one nomination
to this position is received, in which case the Executive
Committee of the Academic Senate shall have the
authority to appoint said nominee to the position.
(c) the term of the any elected members shall start
immediately after the election and serve until elections
are held the following academic year”

and the Bylaws in section I, part B, section 5 to read:

“College Caucus

All of the senators from each college and Professional
Consultative Services shall constitute the caucus for that college
or Professional Consultative Services. Part-time academic
employees and a At-large members of the Academic Senate shall
not be part of any college caucus.”

and the Bylaws in section II, part B, section 1 to read:

“Terms of office for senators: the elected term of office for
senators shall be a two-year term or one-year term when the
caucus membership changes by more than two representatives.
An elected senator (according to Article III of the bylaws), can
serve a maximum of four consecutive years and shall not again be
eligible for election until one year has elapsed with the exception
of ex officio members (e.g. past Senate Chair and Statewide
Senators). A senator appointed to serve in a vacant position,
unfilled after the winter elections shall serve until the completion of that term. A senator appointed to fill a temporary vacancy for an elected position shall serve until the senator being replaced returns for the completion of the term. If this temporary appointment is for one year or less, or if the senator is serving a one-year elected term, it shall not be counted as part of the four years maximum for elected senators. The term of the representative for part-time academic employees shall start immediately after the election and last until elections are held the following academic year. The representatives for part-time academic employees shall serve a one-year term with a maximum of four consecutive one-year terms.

(deletions in strikeout and additions in italics).

Proposed by: Executive Committee
Date: April, 2023