Meeting of the Academic Senate
Tuesday, March 10, 2020
UU 220, 3:10 to 5:00 pm

I. Minutes: March 3, 2020 minutes: (pp. 3-4)

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

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

IV. Special Reports:
A. Multi-Factor Authentication: Doug Lomdsalen
B. [TIME CERTAIN 4:45 p.m.]: Online Teaching and Learning Task Force Update: Brian Greenwood, chair, Online Teaching and Learning Task Force

V. Consent Agenda:

<p>| ITEMS TO BE CONSIDERED BY ACADEMIC SENATE |</p>
<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/ Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
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</thead>
<tbody>
<tr>
<td>Cross Disciplinary Studies Minor in Heavy Civil</td>
<td>Reviewed 12/5/19; additional information requested from department. Recommended for approval 2/20/20.</td>
<td>On 3/16/20 consent agenda</td>
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<td>New Course Proposals</td>
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<tr>
<td>CE 456 Heavy Civil Temporary Structures and Shoring (4), 2 lectures, 2 laboratories - reviewed 12/5/19 and recommended for approval.</td>
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<tr>
<td>CE 457 Heavy Civil Projects and Equipment (4), 2 lectures, 2 laboratories - reviewed 12/5/19 and recommended for approval.</td>
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<tr>
<td>ENGL 241 American Literature: Beginnings to 1865 (4), 4 lectures, GE C2</td>
<td>Reviewed 1/23/20; additional information requested from department. Recommended for approval 2/20/20.</td>
<td>On 3/16/20 consent agenda</td>
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<td>(existing course proposed to be offered online)</td>
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<tr>
<td>LA 538 Advanced GIS Application to Projects (4), 2 lectures, 2 laboratories</td>
<td>Reviewed 1/16/20; additional information requested from department. Recommended for approval 2/20/20.</td>
<td>On 3/16/20 consent agenda</td>
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<tr>
<td>WGS 301 Contemporary Issues in Women's and Gender Studies (4), 4 lectures, GE Upper-Division D and USCP (existing course proposed to be offered online)</td>
<td>Reviewed and recommended for approval 2/20/20.</td>
<td>On 3/16/20 consent agenda</td>
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VI. **Business Items:**
A. **Resolution on Discontinuation of M.S of Printed Electronics and Functional Imaging Degree Program:** Colleen Twomey, Academic Senate Curriculum Committee, first reading (pp. 8-9)
B. **Resolution on Class Attendance:** Jerusha Greenwood, Ashlee Hernandez, Alan Faz, Tess Loarie and Kylie Clark, first reading (pp. 10-24)
C. **Resolution in Support of Resolution AS-3403-19/AA: Recommended Implantation of a California State University (CSU) Ethnic Studies Requirement from the Academic Senate of the CSU:** Steve Rein, Statewide Academic Senate, Cal Poly Academic Senate Executive Committee, first reading (pp. 25-31)

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

VIII. **Adjournment:**
Meeting of the Academic Senate
Tuesday, March 3, 2020
UU 220, 3:10 to 5:00 pm

I. Minutes: M/S/P to approve of the February 11, 2020 Academic Senate minutes.

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

III. Reports: All reports were submitted in writing at the request of the Senate Chair. The reports can be found at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa030320.pdf

IV. Special Reports:
A. President’s Report: Tina Hadaway, Assistant Vice President for Student Affairs Health and Wellbeing, reported the university’s plans for preparing for a coronavirus outbreak in the county, which will include the launch of a testing center in the next few weeks. More information on the virus can be found at: https://chw.calpoly.edu/coronavirus. Questions or concerns regarding the virus and Cal Poly’s efforts to prepare for campus impact may be sent to Tina Hadaway at: thadaway@calpoly.edu. President Jeffrey Armstrong updated the group on enrollment declining due to the increase in graduation rates as well as the decline in Fall 2019 applications. He updated the group on the University’s current administrative searches for Provost, Vice President of Development, and Orfalea College of Business Dean. He talked about plans to grow the Cal Poly Scholars program, the university’s financial stability, and initiatives to increase IT functions on campus. He also spoke on the possibility of Cal Poly becoming a year-round operating university, as it is still in the research phase of development.

Reports from the Beth Miller, Assistance Vice Provost for University Advising, and Patricia Ponce from the Student Ombuds Center, were submitted in writing and can be found at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa030320.pdf

V. Consent Agenda:

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<td>Program Name or Course Number, Title</td>
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<tr>
<td>ENGL 139 Introduction to Shakespeare (4), 4 lectures, GE CA and GHR</td>
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<tr>
<td>ENGL 347 African American Literature (4), 4 lectures, GE Upper-Division C, USCP and GHR</td>
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<tr>
<td>LA 520 Design with Cultural Landscapes (4), 2 lectures, 2 laboratories</td>
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<tr>
<td>LA 521 Ecological Urban Design (4), 2 lectures, 2 laboratories</td>
</tr>
<tr>
<td>SOC 321 Migration (4), 4 lectures, GE Upper-Division D and USCP</td>
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805-756-1258 -- academicsenate.calpoly.edu
VI. Business Items:
   A. Election of 2020-2021 Academic Senate Officers: The Academic Senate voted for Tom Gutierrez to be the next Academic Senate Chair and Jerusha Greenwood to be the next Academic Senate Vice Chair.

   B. Resolution on Subject Area Guidelines (II) for General Education 2020: Gary Laver, GE Governance Board, Gary Laver, GE Governance Board Chair, presented a resolution establishing new guidelines for Areas C, D and E general education courses for the 2020-2021 and subsequent catalogs that reflect EO 1100. M/S/P to move the Resolution on Subject Area Guidelines (II) for General Education 2020 to second reading. M/S/P to approve the Resolution on Subject Area Guidelines (II) for General Education 2020.

   C. Resolution on University Faculty Personnel Policies Subchapter 6.3: Post-Tenure Faculty Evaluation Pattern: Ken Brown, Faculty Affairs Committee, presented a resolution updating subchapter 6.3 of University Faculty Personnel Policies (UFPP) to propose changes regarding post-tenured faculty evaluations patterns. M/S/P to move the Resolution on University Faculty Personnel Policies Subchapter 6.3: Post-Tenure Faculty Evaluation Pattern to second reading. M/S/P to approve the Resolution on University Faculty Personnel Policies Subchapter 6.3: Post-Tenure Faculty Evaluation Pattern.

   D. Resolution in Support of Resolution AS-3403-19/AA: Recommended Implantation of a California State University (CSU) Ethnic Studies Requirement from the Academic Senate of the CSU: Steve Rein, Statewide Academic Senate, Cal Poly Academic Senate Executive Committee, presented a resolution which would state that California Polytechnic State University’s Academic Senate endorses ASCSU Resolution AS-3403-19/AA. That by its endorsement of AS-3403-19/AA, the Cal Poly Academic Senate opposes the imposition of an ethnic studies requirement to the California State Universities’ curriculum. This resolution will return in first reading status at the next Academic Senate meeting.

VII. Discussion Item(s): None.

VIII. Adjournment: 5:00 pm

Submitted by,

Francesca Tiesi
Academic Senate Student Assistant
WSCUC Thematic Pathway for Reaffirmation (TPR)

Background:
- WSCUC culture of evidence and improvement – not just exercise in compliance.
- WSCUC requests in 2012 and 2015 letters that we focus on diversity and assessment.

TPR Process and Main Theme Reminder:
- Invited to participate in Thematic Pathway for Reaffirmation that allows high-performing institutions to focus on the themes that are important to them.
- Main theme: “Promoting the Success of All Cal Poly Students While Achieving the Goals of the CSU’s Graduation Initiative 2025.” This theme was intentionally chosen to allow us to align the TPR process with the work being done all over campus on DEI and student success via our Strategic Plan, the Collective Impact process, and CPX.

Subthemes and Working Groups:
- There are three working groups, formed last summer and early fall, that are each investigating one of our three main subthemes:
  - Recruiting and Retaining a More Diverse Community of Students, Staff, and Faculty
  - Developing a Campus Culture that Is Diverse, Equitable, and Inclusive
  - Teaching and Learning How to Live and Work in a Diverse World
- Each group has 16-20 members, with faculty, staff, student, and associate dean representation as well as considerable Student Affairs representation (21 in total).
- Of the 54 total working group members, 13 are faculty members, representing five of our six colleges. (CAED currently not represented.) (Following presentations to Senate and each college, faculty members were encouraged to volunteer for working groups.)

Progress and Schedule:
- Each working group has met several times and is currently deciding how to focus their studies, and what kinds of data to use to do so. Tomorrow (March 11) will be their second presentation to the TPR Steering Committee.
- Each group will be contributing an essay of 10-15 single-spaced pages on their subtheme. They will develop preliminary outlines by December 2020 and the final draft of their essay by August 2021. Consultation with stakeholder groups, including the Senate, will follow in September 2021. The site visit will come in spring 2022 (i.e., between January and May).
- The TPR leadership also plans to start providing quarterly updates to the Senate in 2020-21.

Compliance and Closing the Loop:
- Part of the institutional report, or self-study, should include addressing the dozens of Action Items developed in the course of the last accreditation cycle of 2009-12, as well as those developed in the course of submitting the Interim Report in 2015.
- “Closing the loop” effectively requires that we revisit those action items and update WSCUC on those commitments. This work is partly finished and appears that we have made good progress and kept good faith in doing this work to improve in these areas.
- One more important compliance element is WSCUC’s Inventory of Educational Effectiveness Indicators, which we are revising under a new name, the Survey of Assessment Practices and Culture. This is being sent to colleges this month for completion at the department level.
From Steve Rein:

The faculty elected to represent the faculty of the system are still in opposition to AB1460 and in support of ASCSU 3403 an reaching out to members of the legislature and governor's office to inform them that this is the official faculty position on the ethnic studies issue.
CFA Report to Academic Senate 3/10/20

CFA continues to support AB 1460, a bill that would establish a systemwide CSU graduation requirement in ethnic studies. AB 1460 would not impose curriculum on the CSU or on its individual campuses. Rather, the bill would direct the CSU to collaborate with the CSU Council on Ethnic Studies and the Academic Senate of the CSU to develop the requirement. ASCSU is currently developing its own ethnic studies graduation requirement. However, CFA still believes that it is important to pass AB 1460. It is unclear whether or when the CSU would implement the ASCSU’s proposed requirement. There is no way to know whether the CSU’s new Chancellor will support the ASCSU’s requirement. If the CSU does implement the ASCSU’s proposed requirement, a future CSU administration could always repeal it. AB 1460, on the other hand, would create a permanent graduation requirement in ethnic studies. The text of AB 1460 is available here: https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460
WHEREAS, Cal Poly has a policy on the Discontinuation of Academic Programs, which requires a potentially lengthy review by two separate groups, one representing students, staff, and faculty that are involved in the program, and the other representing students, staff, and faculty that are not involved in the program; and

WHEREAS, Cal Poly’s College of Liberal Arts used to offer an M.S. in Printed Electronics and Functional Imaging; and

WHEREAS, After offering a certificate program for 2 years and graduating a single Master’s class, it was determined that there was insufficient enrollment to make the program self-support. The program stopped accepting students in 2016; and

WHEREAS, Admission to the M.S. in Printed Electronics and Functional Imaging degree program has been suspended for the past three years; and

WHEREAS, There are no students currently active in the program; and

WHEREAS, The Chair of the Graphic Communications department has requested that the M.S. in Printed Electronics and Functional Imaging program be discontinued, and the program faculty supports it discontinuation; therefore be it

RESOLVED: That the M.S. in Printed Electronics and Functional Imaging program be discontinued as of AY 2020-21, and be it further

RESOLVED: That the discontinuance of the aforementioned program does not establish any criteria for the discontinuation of any other academic program.

Proposed by: Academic Senate Curriculum Committee and Academic Programs and Planning

Date: February 18, 2020
To: President Jeffrey Armstrong, Ph.D.

From: Colleen Twomey, Chair, Graphic Communication

Subject: Discontinuing the MS in Printed Electronics and Functional Imaging in Graphic Communication

Date: December 5, 2019

CC: Bruno Giberti, Associate Vice Provost for Academic Programs and Planning
Dustin Stegner, Academic Senate Chair
Amy Robbins, Academic Programs & Planning
Dina Vees, GrC Curriculum Chair

In 2014 the Graphic Communication Department launched a Master’s Degree in Printed Electronics and Functional Imaging (PEFI), which was comprised of a certificate program (first year, all online), followed by an in-residence completion for the second year. After offering the certificate program for 2 years and graduating a single Master’s class, it was determined that there was insufficient enrollment to make the program self-support. The program stopped accepting students in 2016.

The GrC faculty met fall in 2019 to discuss curriculum strategy for the short and long term, and unanimously voted to discontinue the MS in Printed Electronics and Functional Imaging. Our undergraduate Bachelor of Science includes courses in Printed Electronics, and faculty continue to publish research in this area to stay on top of their field.

As a result, I hereby formally request that the Master’s Degree in Printed Electronics and Functional Imaging be discontinued.

Sincerely,

Colleen L. Twomey
Associate Professor and Chair
Graphic Communication Department
RESOLUTION ON CLASS ATTENDANCE

Impact on Existing Policy: This resolution impacts AS-592-03/IC “Resolution on Class Attendance,” which includes CAM 485.2. This resolution also impacts the policy as it is communicated on the Academic Programs and Planning website, where these policies are posted, as well as the Cal Poly catalog.

WHEREAS, The policy on Class Attendance has not been reviewed since the passage of AS-592-03/IC in March 2003; and

WHEREAS, This section outlines the excusable reasons for allowing students to make up missed work; and

WHEREAS, The last Class Attendance policy was instituted with the understanding that the policy would continue to be reviewed and updated to reflect additional appropriate excusable reasons for missing class and allowing students to make up missed work; and

WHEREAS, Cal Poly values an inclusive culture that is supportive of students striving to balance their obligations as caregivers while meeting expectations for course requirements; and

WHEREAS, The current policy omits any mention of students with dependents, who are parents, guardians, or caregivers at the undergraduate, graduate, and professional school level; and

WHEREAS, Overall, the proposed policy provides clarifying language that is not stated in the current policy. As presently published, the Class Attendance policy reads as follows:

Class Attendance

   It is strongly urged that instructors accept the following “excusable” reasons for allowing students to make up missed work:

   A. Illness with a doctor’s statement
B. Serious illness or death of close relatives
C. Active participation in university events (an instructor may require a statement from the adviser involved certifying that the student was actively participating in a recognized university event)
D. Field trips
E. Religious holidays
F. Selective service and military reasons
G. NCAA athletic competitions
H. Instructionally Related Activities (IRA)/competition
I. Jury duty or any other legally required court appearances
J. Job or internship interviews;

Therefore, be it

RESOLVED: That the wording in Class Attendance policy be changed as follows:

It is strongly urged that instructors accept the following “excusable” reasons for allowing students to make up missed work:

And, be it further

RESOLVED: That the following clarifying language be added to the policy as excusable reasons for making up missed class work:

B. Injury, illness, death, or any extenuating circumstances of close relatives (to include but not limited to natural, adopted, and/or in-law children, parents, legal guardian, siblings, grandparents, grandchildren as well as spouse or partner)

Extenuating circumstances can be defined as serious and exceptional factors outside the student’s control which adversely affected the student’s attendance during class time.

Proposed by: Dr. Jerusha Greenwood, Ashlee Hernandez, Alan Faz, Tess Loarie, Kylie Clark
Date: February 26, 2020
Update to the Class Attendance Policy to Include Students with Dependents

In the fall of 2019, Student Affairs launched a needs assessment as part of the Students with Dependents Initiative. A survey was developed and distributed to students who identified having minor dependents (via FAFSA), patrons of the Orfalea Family & ASI Children’s Center, the Educational Opportunity Program, TRIO Achievers, the Veterans Success Center, and Cal Poly Scholars. They identified 109 incoming students for Fall 2019 with minor dependents.

The Resolution to Update the Cal Poly Attendance Policy to Include Students with Dependents addresses a specific need identified by the assessment: the clarification of the language in the course attendance policy to include students with dependents.

The proposed resolution charges the Academic Senate Instruction Committee to revise the excused absence language in the Campus Administrative Policy/Campus Administrative Manual (CAM) Section 485.2 to be more inclusive of nontraditional students who are responsible for the care of dependents. A dependent, in the revised language, will include parent, legal guardian, sibling, grandparent, grandchild, spouse or partner, as well as natural, adopted, and/or in-law children.

Updating the language surrounding excused absences will provide the following opportunities for Cal Poly:

- Encourage faculty to support students with dependents to succeed in college by excusing absences and permitting them to make up missed work. Doing so facilitates achievement of the GI 2025 graduation rate goals;
- Aid movement toward the Cal Poly Diversity and Inclusion Initiative to recruit and maintain a diverse student body;
- Align Cal Poly better with the full scope of Title IX and California AB 809, which address protections of pregnant students and students with dependents; and
- Align Cal Poly with California AB 2289, a policy regarding public schools, that states that students with dependents shall be excused from school due to an illness or medical appointment with their child, including absences to care for a sick child.

1 Several other needs were identified as a result of the assessment. For example, access to priority registration to reduce complications related to scheduling conflicts between parental responsibilities and Cal Poly classes and coursework; the development of resource guides with campus and community resources; the availability of more diaper/baby changing stations throughout campus, and family friendly study areas were all identified.


3 “Diversity and Inclusion Initiatives – Diversity & Inclusion: Cal Poly.” Diversity & Inclusion | Cal Poly, California Polytechnic State University, San Luis Obispo, 2018, Online. diversity.calpoly.edu/initiatives/.

4 United States. California State Assembly. “An act to amend Section 66281.7 of, and to add Section 66061 to, the Education Code, relating to public postsecondary education.” AB 809. Print.

5 United States. California State Assembly. “An act to amend Section 66281.7 of, and to add Section 66061 to, the Education Code.” AB 2289. Print.
Current language in CAP/CAM Section 485.2 states that “it is strongly urged that instructors accept the following ‘excusable’ reasons for allowing students to make up missed work:

- Illness with a doctors statement
- Serious illness or death of close relatives”

At present, the policy omits mention of students with dependents who require care but are not seriously ill. This creates complications for students who are responsible for the care, for example, of infant/small children running a fever high enough to keep them out of daycare but not serious enough to require a visit to a primary care physician or urgent care facility. According to the Orfalea Family/ASI Childcare Center, children who have experienced a fever above 100F, stomach ache, sneezing with a runny nose are not permitted to attend the program until their symptoms have been absent for at least 24 hours. When such symptoms appear suddenly (which is common with the onset of illness) Cal Poly students often experience difficulty procuring alternative care for their children, or are unable to afford that alternative care. Similarly, students with dependents who are not minors but have immediate requirements for care often find themselves unable to choose between their dependents and attending lectures, activities, or laboratories.

Other Universities in the United States have adapted their attendance policies to be more inclusive of non-traditional students:

**CSU Fresno**

Unplanned student absences should be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class.

**CSU Long Beach:**

Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.

Additionally, Mississippi State University, Marshall University, and Texas A & M, are a few examples of Universities that have language that use language inclusive of dependents or immediate family.

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6 Campus Administrative Manual.” Academic Senate, 1991, academicsenate.calpoly.edu/cam
9 “Attendance.” Texas A & M University Student Rules, Rule 7: Attendance, 2019, Online. student-rules.tamu.edu/rule07/
RESOLUTION TO UPDATE THE CLASS ATTENDANCE POLICY TO INCLUDE STUDENTS WITH DEPENDENTS

WHEREAS: The ASI Board of Directors serves as the official voice of students at California Polytechnic State University (Cal Poly), San Luis Obispo; and

WHEREAS: Current Cal Poly Class Attendance Policy\(^1\) omits mention of students with dependents, who are parents, guardians, or caregivers at the undergraduate, graduate, and professional school level\(^2\); and

WHEREAS: The United States Government Accountability Office reveals there are nearly four million undergraduate students who are raising children, representing 22 percent of all students attending United States colleges\(^3\); and

WHEREAS: California Education Code section 48213 stipulates that children with obvious signs of illness are not accepted into a childcare facility and are excluded from care for a minimum of 24 hours\(^4\); and

WHEREAS: At Cal Poly, the Orfalea Family & ASI Children’s Center Policy Handbook\(^5\) states teachers assess each child’s wellbeing upon arrival and send sick children home\(^6\), creating unintended consequences for students with dependents who rely on child care providers in order to attend class; and

WHEREAS: In California policy regarding K-12 public schools, Assembly Bill (AB) 2289\(^7\) states a student with dependent shall be excused from school due to an illness or medical appointment of their child, including absences to care for a sick child; and

WHEREAS: Other institutions such as Mississippi State University have adopted explicit excused absence policies for students with dependents, excusing absences for issues regarding a student’s immediate family members including a: parent, legal guardian, sibling, grandparent, grandchild, spouse or partner, as well as natural, adopted and/or in-law children\(^8\); and

\(^1\) "Campus Administrative Manual." Academic Senate, 1991, academicsenate.calpoly.edu/cam
\(^2\) California Student Aid Commission. Students with Dependent Children (SWD) FAQs. Csac.ca.gov/sites/main/files/file-attachments/swd_frequently_asked_questions.pdf
\(^7\) United States. California State Assembly. “An act to amend Section 66281.7 of, and to add Section 66061 to, the Education Code.” AB 2289. Print.
\(^8\) “Class Attendance and Reporting Absences.” Mississippi State University Policies, 2016, Online. www.policies.msstate.edu/policy/1209.
WHEREAS: In compliance with Title IX, the California State Legislature passed AB 809 in September 2019, requiring higher education institutions to post the notification of protections for pregnant students and students with dependents on their website, emphasizing the rights of students with dependents; and

WHEREAS: Despite evidence that nationally, students with dependents have higher grade point averages than their traditional peers, only about eight percent of students with dependents in college will obtain an associate’s or bachelor’s degree within six years; and

WHEREAS: While the California State University system has implemented the Graduation Initiative 2025 in an effort to increase graduation rates for all CSU students by eliminating opportunity and achievement gaps, current graduation rates suggest that students with dependents require additional support to succeed in college; and

WHEREAS: Cal Poly’s Diversity and Inclusion Initiative states the university will recruit and maintain a diverse student body; and

WHEREAS: Nationally, students with dependents constitute one-third of first-generation college students, and nearly 37% of black students are students with dependents; hence, this issue dramatically impacts Cal Poly’s Diversity and Inclusion Initiatives, yet no policy exists to bridge this achievement gap.

THEREFORE
BE IT
RESOLVED: The ASI Board of Directors hereby urges the Cal Poly Academic Senate to revise the wording as it pertains to the class attendance policy to include the following:

Class Attendance

It is strongly urged that instructors accept the following “excusable” reasons for allowing students to make up missed work while considering implementation shall be equitable for all qualifying students:

A. Illness with a doctor’s statement
B. Serious illness, death, or any extenuating circumstances of close relatives (including but not limited to parents, legal guardian, sibling, grandparent, grandchild, spouse or partner, as well as natural, adopted, and/or in-law children)

9 Title IX prohibits discrimination based on sex in education programs or activities
10 United States. California State Assembly. “An act to amend Section 66281.7 of, and to add Section 66061 to, the Education Code, relating to public postsecondary education.” AB 809. Print.
FURTHERMORE
BE IT
RESOLVED: This resolution will be sent to University President Jeffrey D. Armstrong, Interim Provost Mary Pedersen, Vice President for Student Affairs Keith Humphrey, Vice President for Diversity and Inclusion Jozi De Leon, Academic Senate Chair Dustin Stegner, Dean of Students Kathleen McMahon, College of Engineering Dean Amy Fleisher, College of Architecture and Environmental Design Dean Christine Theodoropoulos, College of Agriculture, Food and Environmental Sciences Dean Andy Thulin, College of Science and Mathematics Dean Dean Wendt, College of Liberal Arts Dean Philip Williams, and Orfalea College of Business Dean Scott Dawson.

Certified as the true and correct copy, in witness thereof, I have set my hand and Seal of the San Luis Obispo Cal Poly Associated Students, Inc. this _____ day of __________, 2020.

AUGHT: __________________________
ASI Secretary

SIGNED: __________________________
ASI Chair of the Board

SIGNED: __________________________
ASI President

AUTHORED BY:

Ashlee Hernandez, Masters Candidate, Higher Education Counseling and Student Affairs
Alan Faz, Board of Directors, College of Engineering
Tess Loarie, Board of Directors, College of Engineering
Kylie Clark, Board of Directors, College of Liberal Arts
Dominique Morales, Board of Directors, College of Liberal Arts
February 13, 2020

ASI Student Government
California Polytechnic State University,
San Luis Obispo
Julian A. McPhee University Union
Bldg. 65, Room 202

To the ASI Board of Directors,

As a faculty member, academic senator, and member of the Cal Poly Academic Senate Executive Committee, I am very pleased to provide a letter of support for the Resolution to Update the Class Attendance Policy to Include Students with Dependents (Resolution #20-).

I believe it is the duty of the academic institution to remove structural barriers that prohibit the academic and professional development of students. This includes a close examination and revision of any policy that advises faculty about student attendance in classes, especially when the nature of student life outside of the classroom is considered. Students with dependents – including children, parents, siblings, grandparents, legal guardians, partners – require better accommodation from the university in the form of clearer policy guidance regarding excused absences.

While Academic Programs’ language about excused absences includes “serious illness or death of close relatives,” a clearer statement that supports students with dependents would provide those students an ability to appeal to their instructors for accommodation when they learn cannot attend class due to immediate and/or emergency circumstances. For example, students with dependents enrolled at the Orfalea Family/ASI Children’s Center must retrieve them if they develop a fever or cannot drop them off for care if they do. Childcare on the central coast, particularly if needed at the last minute, is notoriously difficult to find. I can attest to this both as a parent and as an instructor of students with small children.

This resolution will help the university align itself more effectively with its own childcare facility’s policies, as well as with California public school policy and education code. We will better comply with Title IX regarding pregnant students and students with dependents, and help our students achieve their educational and professional goals.

Please support the passage of this resolution.

In community,

Jerusha B. Greenwood
Associate Professor, Experience Industry Management
California Polytechnic State University, San Luis Obispo
Dear ASI Board of Directors,

I am writing in support of the Resolution to Update the ClassAttendance Policy to include students with dependents. As a parent of two children, I am constantly faced with the struggle of choosing parenting over school. My education is very important to me but due to limited childcare resources I often have to miss class when my children are sick. One of my children has an incurable brain disease called Moya-Moya. Her condition is monitored by Dr. 's at Stanford Hospital and she often has multiple appointments per month. Due to my daughter’s insurance and the high volume of patients her doctor sees, I do not have the ability to schedule appointments around my school schedule. During the flu season, my children were sick multiple times and were diagnosed with the influenza virus. In order to protect other children from getting sick, my children needed to stay home from school. Since childcare providers cannot risk getting other children or themselves sick as a parent I had to miss class to stay home to take care of them. When I have to miss class for my children's medical needs or illnesses it is currently considered unexcused by the school. This causes a large barrier amongst many students who have dependents. Often times this barrier can cause students to put their education on hold.

My daughter was diagnosed in the beginning of 2019 with an incurable disease and it was my first year at Cal Poly. My whole life changed and my daughters medical needs became my first priority. I often thought about withdrawing from my classes and putting my education on hold because I knew I was not always going to be able to attend my classes due to my daughters new diagnosis. I think it is very important that the school consider the students who have children and allow us to have excused absences when we need to miss class due to the needs of our children. Many of us are trying to achieve lifelong goals and we need to feel supported by the school when it comes to pursuing our education.

Sincerely,

Gabriela Perez
Undergraduate Student
4 February 2020

To Whom It May Concern,

I am writing today in support of a resolution advanced by Ashlee Hernandez regarding students with dependents. The resolution asks that explicit language is added to the university class attendance policy in the Cal Poly Catalog and campus administrative policy, which “strongly urges” instructors to accept certain reasons, which are listed in the policy, for missing class. Among those reasons are, for example, religious holidays, illness, or an athletic competition. The policy is clearly nonbinding for faculty, but the explicit language enforces a culture of access and equity for students who must miss class for good reason. I think family is one of the most important reasons to miss class.

I believe in adding unavoidable caregiving responsibilities to what I think is a generous, explicit list of excuses for absence. This would give instructors nonbinding guidance to support our students who are parents or caregivers.

Parenthood is a significant potential student identity. By adding explicit language to the list of possible excuses for absence, I believe faculty would be encouraged toward better inclusion. The CPX initiative has revealed that there are many faculty members such as me who believe strongly in recruiting and retaining a diverse student body. The data presentations of CPX emphasized a number of identities’ perspectives on diversity, equity and inclusion. A few of the CPX discussions since have focused on intersectional identity: being a member of more than one identity concurrently. It is intersection that most strongly relates to the resolution offered by Ms. Hernandez. If we truly seek to increase racial/ethnic diversity in our student body, I remind my colleagues that up to 1/3 of our potential students of color are parents. The likelihood of parenthood among graduate students, and graduate students of color, is even higher. It is more likely that students of minoritized backgrounds are parents, than white students. So, to declare that we welcome a diverse applicant pool without explicitly reassuring a significant portion of that applicant pool, who are parents, that they will be supported at times when they must prioritize children and family, is to effectively reduce the diversity of our potential applicant pool.
We explicitly welcome and recruit athletes. They are listed in the policy already. We list jurors, and students missing for military, field trip, job seeking, or religious reasons. We support their absences and the opportunity to make up missed work, explicitly, by listing those situations. Faculty are “strongly urged” to excuse athletes for their sporting events, but our attendance policy is completely silent on the issue of a child with a fever. We have the opportunity to considerably expand our potential applicant pool’s diversity by explicitly welcoming parents to our student body. We can do this by reassuring them that we value students who are parents, as we already do for athletes, jurors, students who are ill, and others. I am requesting that Ashlee’s proposal be given serious consideration, and that explicit language be added to the excusable reasons list for students to miss class and make up the missed work.

Thank you for your consideration of this important resolution.

Sincerely,

Andrew M. Byrne, PhD, CRC, CCCE
Assistant Professor, School of Education
anbyrne@calpoly.edu
Dear Rob,

As someone who was a parent starting in my college years and as a psychologist with expertise in development across the lifespan, I am writing to express my support for the modifications to the excused absence policy to explicitly mention children and other close relations. Many Cal Poly students have multiple responsibilities that extend to the area of caregiving for children, parents or grandparents, spouses, and other relations. This refinement of the language in the excused absence policy recognizes and affirms the importance of those responsibilities, which I know our students work to balance with their responsibilities towards their studies.

Thank you for consideration,

Debra L. Valencia-Laver, Ph.D. (pronouns: she, her, hers)

Associate Dean, College of Liberal Arts
Professor, Psychology & Child Development
Cal Poly, San Luis Obispo, CA 93407
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dlvalenc@calpoly.edu
February 10, 2020

To Members of the Academic Senate,

I am writing to show my enthusiastic support for the student-led resolution to clarify language in the class attendance policy to include students with dependents.

The current attendance policy states excused absences include: Serious illness or death of close relatives.

This proposal would change the language to include the following: “Serious illness, death, or any extenuating circumstances of close relatives (to include but not limited to parents, legal guardian, sibling, grandparent, grandchild, spouse or partner, as well as natural, adopted, and/or in-law children).”

The current CalPoly attendance policy omits any mention of students with caregiving duties, thus impacting their ability to both care for their sick child and remain in good academic standing. In other words, student parents who miss class to care for their ill dependents result in a “unexcused” absence. Because much of caretaking responsibilities are gendered, the current version of the attendance policy impacts student mothers disproportionately, thereby hindering our institutional diversity and inclusion goals. This work has been led by one of my mentees Ashlee Hernandez, a former transfer student and first generation CalPoly alumna and student parent, and currently enrolled in the Master’s degree program in the School of Education and whose research and advocacy work is funded by the Baker Koob Endowment.

The goal of this resolution is to create a policy aimed toward closing equity gaps for students with dependents, but it also creates visibility for students who feel invisible on this campus. The support for this policy is part of a larger body of both existing1 and proposed2 work addressing diversity, equity, and inclusion (DEI) issues highlighted in the CPX report with goals of increasing retention and on time graduation for this population of students.

I believe that a vote for this policy will help CalPoly move closer toward meeting CSU’s Graduation Initiative 2025—by eliminating equity gaps in degree completion for this student population.

If you have any questions, please don’t hesitate to contact me at tcheuk@calpoly.edu and #805-756-6775 (office).

Sincerely,

Dr. Tina Cheuk
Assistant Professor, School of Education, CSM
Diversity Cluster Hire (2019)

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1 Research work is funded through Office of University Diversity & Inclusion (BEACoN Research) and Baker Koob Endowment.

2 A Strategic Initiative proposal was submitted by Dr. Tina Cheuk and Dr. Joni Roberts (Kinesiology) with the support of Amy Gode (Assistant Director, Disability Resource Center), Genie Kim (Director of Wellbeing, Campus Health and Wellbeing), Suzanne Phelan (CSM/Kinesiology & Public Health), Charlotte Rinaldi (Retention Specialist, University Advising), and Alison Ventura, (CSM/Kinesiology & Public Health).
The Invisible Work of Students with Dependents

I made a deliberate decision not to share my status as a student parent when I first enrolled at Cal Poly. I was already overwhelmed by navigating this institution as a first-generation, low-income woman of color. I did not need another marker of diversity—another potential source of bias—as a part of my identity.

Yet, during my first quarter, I was forced to expose my identity to my professor when my son was unexpectedly sent home with a fever. When I requested to care for my sick child, the options were untenable. Missing class to care for my sick child was considered an “unexcused” absence, which on that date, meant that I would not be able to make up the in-class assignment that was 25% of my grade. This experience was devastating because it forced me to choose between being a ‘good’ parent and a ‘good’ student—two identities that do not necessarily complement each other in institutions where student parents are made to feel invisible.

We could all do a better job of recognizing that student parents exist across all of the six colleges and in our classrooms. We need inclusive policies that allow student parents to thrive both as a student and a parent. The amount of effort we put into being a student while balancing our caregiving duties is what propels us to do what it takes to succeed. I promise the last thing we want to do is to miss a class—we fought too hard to get here. We want the same opportunity to make up missed classwork when our dependents are sick.

Some of these circumstances are beyond our control. Childcare facilities and public schools are mandated by law to exclude sick children from care for a minimum of 24 hours, creating unintended consequences for students with dependents. For example, if my son becomes suddenly ill, it is difficult to find and afford back-up childcare. Similarly, students who care for their ailing adult family members face similar challenges—torn between caring for their ill-family members or attending class. Student parents should not be penalized for taking care of our family members when they fall ill.

The current class attendance policy omits any mention of students with caregiving duties, thus impacting our ability to both care for their sick dependents and have the opportunity to remain in good academic standing. Our current attendance policy is in direct contrast to other California State Universities like Fresno State and Long Beach, with class attendance policies that support student so that they can care for their family members when they fall ill without the pervasive fear of being punished.

While diversity and inclusion is a core tenet of the values of Cal Poly’s campus, student parents are absent from these conversations. As a result, this population is made to be unseen, inadvertently erasing the narratives of who can occupy and thrive. Institutions reap the benefits when students can bring their authentic selves to school. We all benefit when students feel like they belong and aren’t penalized for their student parent status.

With the support of the Educational Opportunity Program, Associated Students, Inc. (ASI) and Student Affairs, we have offered greater clarity in the language in the class attendance policy to be inclusive of student with caretaking responsibilities. As this resolution moves to the Academic
Senate, I urge faculty members to take into consideration policies that recognize this student population and enact practices that can better include student parents and our diverse personhoods we bring into our learning spaces.
Adopted:

ACADEMIC SENATE
Of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA

AS-__-20

IN SUPPORT OF RESOLUTION AS-3403-19/AA: RECOMMENDED IMPLEMENTATION OF A CALIFORNIA STATE UNIVERSITY (CSU) ETHNIC STUDIES REQUIREMENT FROM THE ACADEMIC SENATE OF THE CSU

WHEREAS, The Academic Senate at Cal Poly is committed to the principle of shared governance and the primacy of the faculty in determining curriculum in the CSU; and

WHEREAS, By virtue of its United States Cultural Pluralism (USCP) requirement, Cal Poly’s curriculum currently includes a class emphasizing the history and challenges of marginalized groups; and

WHEREAS, This feature of Cal Poly’s curriculum is congruent with Resolution AS-3403-19/AA: Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement from the Academic Senate of the CSU; and

WHEREAS, Following best practices for student learning, AS-3403-19/AA expands Cal Poly’s current USCP requirement to include an upper-division requirement in which students would reflect on their lower-division USCP experience; and

WHEREAS, AS-3403-19/AA comes from the duly elected faculty representatives across the CSU who are charged with developing and implementing curricular requirements; therefore be it

RESOLVED: That the Cal Poly Academic Senate endorse ASCSU Resolution AS-3403-19/AA, and be it further

RESOLVED: That Cal Poly develop a mechanism for departments to incorporate reflection on issues of diversity in their upper-division curriculum requirements, and be it further

RESOLVED: That by its endorsement of AS-3403-19/AA, the Cal Poly Academic Senate opposes the imposition of curriculum on the CSU and its individual
resolves that the funds for the Above the Line & Matched gifts originates outside the statewide or campus senates, and be it further

RESOLVED: That a copy of this resolution be forwarded to:

Dr. Catherine Nelson, ASCSU Chair
Dr. Jeffrey Armstrong, Cal Poly President
Dr. Mary Pedersen, Cal Poly Interim Provost
CSU Campus Senate Chairs
Members of the California State Senate
Members of the California State Assembly
Governor Gavin Newsom.

Proposed by: Steve Rein, Academic Senate Executive Committee
Date: February 24, 2020
RECOMMENDED IMPLEMENTATION OF A CALIFORNIA STATE UNIVERSITY (CSU) ETHNIC STUDIES REQUIREMENT

RESOLVED: That the Academic Senate of the California State University (ASCSU) adopt the document titled “Ethnic Studies in the CSU” (Attached); and be it further,

RESOLVED: That the ASCSU call on the CSU to implement these requirements no later than the 2023-24 academic year¹; and be it further,

RESOLVED: That the ASCSU recognize that the process by which these requirements were developed, following Higher Education Employer-Employee Relations Act (HEERA), was based on appropriate faculty input and other constituency outreach; and be it further,

RESOLVED: That the ASCSU is grateful for the consultative role of the representatives from the CSU Council on Ethnic Studies; and be it further,

RESOLVED: That the ASCSU endorse a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic studies faculty and subject matter experts, and be it further

RESOLVED: That the ASCSU endorse the underlying values inherent in the recommendation for an ethnic studies requirement, namely:
   a. Student success;
   b. A focus on learning outcomes;
   c. A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum; and
   d. The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes

¹ Some CSU and California Community College campuses already have ethnic studies or diversity requirements. Individual campuses may adopt local graduation requirements prior to implementation of the system requirement. The system implementation date as a GE requirement has to be far enough out to allow appropriate curriculum development processes.
RESOLVED: That this resolution be distributed to the CSU Chancellor, Timothy P. White, CSU Executive Vice Chancellor of Academic and Student Affairs Loren Blanchard, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), California State Assemblymember Dr. Shirley Weber, California State Senator Dr. Richard Pan, CSU Council on Ethnic Studies, CSU-Emeritus and Retired Faculty and Staff Association (CSU-ERFSA), California Faculty Association (CFA), and the CSU Board of Trustees.

RATIONALE: This resolution is in support of, and defines the parameters for, a CSU ethnic studies requirement (resolved #1).

The proposed timeline (resolved #2), while aggressive, allows the CSU campuses time for curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall 2022 catalog submissions for the 2023/24 catalog year) while also explicitly permitting campuses with preexisting or new campus-specific ethnic studies requirements (for which SB 1440 / Student Transfer Achievement Reform [STAR] Act holds transfer students exempt) to have those in advance of full implementation within CSU General Education (GE) which is required of all students.

The resolution follows up on earlier requests for campus feedback regarding an ethnic studies requirement component for baccalaureate level graduates of the CSU (AS-3397-19/AA “Towards Implementation of an Ethnic Studies System Requirement”). As a reference document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions related to implementation of the proposed ethnic studies requirements. The consultative process (resolved #3, #4) allowed the final recommendation to be grounded in campus practice, disciplinary expertise, and iterative improvement (including being responsive to changes between this first [November, 2019] and the second reading [January, 2020]). Similarly, the explicitness of the recommendation that campus approval and review processes include disciplinary expertise (resolved #4) originate from consultative input.

The structure of the proposed requirements is two-fold. First, there are five student learning outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a discipline while the fifth ensures that the student “act to engage” appropriate content in a participatory fashion. Second, the implementation guidelines produce a minimal structure on how these outcomes are to be achieved. The primary (and initial) exposure to the ethnic studies
requirement is at the lower-division. This exposure is defined as an overlay to be included as part of lower-division GE (with an allowance for non-GE coursework to be able to be used by a campus to meet the ethnic studies requirement). This achieves two compatible goals – the first is to ensure that all students (both CSU freshmen and California Community Colleges [CCC] transfer students, including those with 1440-compliant transfer degrees) achieve ethnic studies competencies. The second is to ensure that unit requirements within GE are not increased. The implementation structure also requires a secondary exposure to ethnic studies at the upper-division. The upper division exposure (reflection on ethnic studies) ensures a spread of ethnic studies exposure beyond a “one and done” style requirement.

The ethnic studies requirement is deliberately described as “outcomes” rather than “units” (resolved 6) in order to maximally protect campus autonomy – as an overlay across (and potentially beyond) general education coursework the requirement encourages direct assessment of achievement without the “unit distribution” framework currently incorporated in GE; The structure does not preclude a campus from adopting a “course-based” 3-unit framework but leaves that implementation for campus self-determination. Due to the unique structure of this outcomes-based requirement it is especially important that campuses act to ensure the integrity of the requirement in review and assessment processes (resolved 5)

Approved – January 23-24, 2020
Ethnic studies is the interdisciplinary and comparative study of race and ethnicity. The cultures, lived conditions, and histories of Native Americans, African Americans, Asian Americans, Latina/o Americans, and other racialized groups ground and center its scholarship, teaching, and learning. Ethnic studies involves social engagement (service and struggle), social change, and social justice—generating cooperative and collaborative initiatives between campus and community.

Ethnic studies is the intellectual and institutional space for the historically unstudied, understudied, marginalized, and misrepresented peoples of color. Ethnic studies supports both the study of marginalized populations and the affective acknowledgment of identity. The value of ethnic studies is that it gives voice to marginalized groups and produces systems of knowledge that equitably support a democratic and multicultural society.

Ethnic studies creates a more welcoming environment for all students by providing courses and/or experiences that play an important role in building an inclusive democracy. Research confirms that students of color and white students both benefit, academically and socially, from exposure to ethnic studies.

**ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES**

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;

2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;
3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age;

4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and

5. demonstrate active engagement with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

**ETHNIC STUDIES REQUIREMENT IMPLEMENTATION**

1. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE). This primary requirement will start in the 2023-24 academic year.

2. The secondary ethnic studies requirement is a reflective element (reinforcing any two of ethnic studies outcomes 2-5) in the upper-division. This secondary requirement will start in the 2027-28 academic year.

3. All ethnic studies approved equivalencies must meet the ethnic studies outcomes; i.e., the ethnic studies requirement could be met or partially met with existing campus requirements and/or courses that were developed to meet local requirements.

4. Campuses may determine additional ethnic studies requirements (outcomes or implementation) beyond the minimal list provided.

5. Campuses may choose to have a cultural diversity requirement in addition to the ethnic studies requirement.

6. Campuses may choose to implement these requirements prior to the implementation dates as campus specific graduation requirements.

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2 It is anticipated that most campuses will implement this lower division requirement as a 3 semester-unit course that overlays with another GE area. Respect for campus autonomy and normal curricular processes allows variation of implementation, such as an integrated sequenced set of courses that meet the learning outcomes.

3 This secondary requirement is not a 3 semester unit course; rather, the requirement could be integrated into a major or non-major course. Campuses will have discretion how to implement this upper-division requirement.