



AGENDA

1. **Call to Order** | Greenwood

2. **Approval of Minutes** | Greenwood
 - 2.1. Academic Senate Meeting on April 28, 2026 pp. 3-5

3. **Communications and Announcements** | Greenwood

4. **Consent Agenda** | May 12, 2026 pp. 6-47

5. **Written Reports**
 - 5.1. **Academic Senate Chair** | Greenwood (none)
 - 5.2. **President** | Haft pp. 48-49
 - 5.3. **Provost** | Liddicoat pp. 50-51
 - 5.4. **CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) (none)
 - 5.5. **CFA** | Kawamura (SLO) & Sinha (Solano) pp. 52-53
 - 5.6. **ASI** | Cabeliza & Engel p. 54
 - 5.7. **Strategic Enrollment Management & Student Affairs** | Harris pp. 55-56

6. **Discussion Items** | None

7. **Special Report**
 - 7.1. **[TIME CERTAIN: 3:30 p.m.] Annual Budget & MPP Reports** | Allison Baird-James & David Valadez, Administration & Finance

8. **Special Written Report**
 - 8.1. **2024-2025 Course Evaluation Response Rates** | Kenneth Brown, Faculty Affairs Committee Chair pp. 57-80

9. **Old Business Items** | All resolutions listed in this section are returning to the Academic Senate in first reading.
 - 9.1. **Resolution on Scheduling of Online Assessments**

Kris Jankovitz, Instruction Committee Chair pp. 81-86
 - 9.2. **Resolution on Course Syllabi**

Kris Jankovitz, Instruction Committee Chair pp. 87-89



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, May 12, 2026 | 3:10 p.m. – 5:00 p.m.

UU 220 and <https://calpoly.zoom.us/j/84020330333>

10. New Business Items | All resolutions listed in this section are being introduced in first reading.

10.1. [TIME CERTAIN: 4:00 p.m.] Resolution on UFPP 12.2 Office Hours

Kenneth Brown, Faculty Affairs Committee Chair pp. 90-108

10.2. Resolution to Establish Cal Poly’s Academy Principles of Community

Jorge Moraga, Diversity Committee Chair pp. 109-111

10.3. Resolution on Revised Academic Assessment Council Membership

Jean Lee, Academic Assessment Council Chair pp. 112-115

10.4. Resolution to Establish the Cal Poly Maritime Academy Council

Jerusha Greenwood, Academic Senate Chair pp. 116-118

11. Adjournment | Greenwood



ATTENDEES

ACADEMIC SENATE MEMBERS

Benjamin Alexander (proxy: Matthew Cole); **Christian Anderson**; **Lisa Anderson**; **Brian Ayash** OCOB Caucus Chair; **Jacques Belanger**; **Darin Bennett**; **Bret Betnar**; **Angela Bracco**; **David Camp**; **Sabrina Canady**; **John Clements**; **Matthew Cole**; **Nikhil Deb**; **Dennis Derickson**; **Shunping Ding**; **Robert Easton**; **Alyson Engel** ASI Board of Directors Chair; **Matthew Fairbanks**; **Samuel Frame** Vice Chair & Statewide Senator; **Scott Fraser**; **Lauren Garner**; **Jerusha Greenwood** Academic Senate Chair; **Christine Gray**; **Thomas Gutierrez** Immediate Past Senate Chair; **William Harrison**; **Brian Healy**; **Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; **Eric Kantorowski**; **Sarah Lester**; **Patrick Lin**; **Bo Liu**; **Heather Liwanag**; **Ulric Lund** (proxy: Andrew Schaffner); **Bwalya Malama**; **Casey McDonald-Liu**; **James Mealy**; **Blair Middlebrook**; **Ryan Miller**; **Keir Moorhead**; **Allison Myers**; **José Navarro**; **Phillip Nico**; **Erin Pearse**; **Nathan Perry**; **Steffen Peuker** CENG Caucus Chair; **Siroj Pokharel** (proxy: Darin Bennett); **Majid Poshtan**; **Steve Rein** CSU Statewide Senator; **Rebecca Richards**; **Andrew Schaffner** BCSM Caucus Chair; **Dustin Stegner** CSU Statewide Senator; **Taufik**; **Alice Tierney-Fife**; **Hiren Trada**; **William Tsai**; **Stamatis Vokos**; **Daniel Waldorf**; **Christina Wolfe-Chandler**; **Ava Wright** CLA Caucus Chair; **Hocheol Yang**

GUESTS

Elizabeth Adan; **Simone Aloisio**; **Paul Anderson**; **Jeffrey D. Armstrong**; **Helen Bailey**; **Julie Bettergarcia**; **PJ Crocker**; **Cristal Cruz-Rios**; **Rachel Fernflores**; **Daniel Grassian**; **Jennifer Haft**; **Terrance Harris**; **Dawn Janke**; **Kris Jankovitz**; **Erika Johnson**; **Eric C. Jones**; **Aaron Keen**; **Michelle Kekaha**; **Angie Kraetsch**; **Maneesh Kumar**; **Amanda Lathrop**; **Meggan Levitt**; **Al Liddicoat**; **Cheryl May**; **Beth Merrit Miller**; **Morris**; **Katherine O'Clair**; **Daniel Parsons**; **Tracy Richmond**; **Teshia Roby**; **Kelly Sebastian**; **Zora Sowinska**; **Shannon Sullivan-Danser**; **Cem Sunata**; **Jennifer Teramoto Pedrotti**; **Elaine Thurmond**; **Cari Vanderkar**; **Dean Wendt**; **Prema Windokun**

MINUTES

1. **Call to Order** | Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:10 p.m.
2. **Approval of Minutes**
 - 2.1. The [minutes](#) for the Academic Senate Meeting on March 14, 2026, were approved.
3. **Communications and Announcements** | None.
4. **Consent Agenda** | There being no objections, [all consent agenda items](#) were passed.
5. **Written Reports**
 - 5.1. **Academic Senate Chair:** No report.
 - 5.2. **President:** No report.
 - 5.3. **Provost:** The Office of the Provost submitted a written report that may be viewed [here](#) (p. 6).
 - 5.4. **CSU Statewide Senate:** Statewide Senators Dustin Stegner (SLO) and Steve Rein (SLO) submitted a written report that may be viewed [here](#) (pp. 7-8).
 - 5.5. **ASI:** ASI submitted a written report that may be viewed [here](#) (p. 9).
 - 5.6. **Strategic Enrollment Management & Student Affairs:** The Division of Strategic Enrollment Management & Student Affairs submitted a written report that may be viewed [here](#) (pp. 10-11).



6. Discussion Items | None

7. Special Report

7.1. President's Report: President Jeffrey D. Armstrong reported that he attended the Cal Poly Maritime Academy commencement, where Captain Kate McCue will be receiving an honorary degree. There was significant student and faculty representation at the university donor event held on April 25th. Al Liddicoat, on behalf of President Armstrong, reported that a \$2 million investment was made into the Faculty Equity Program. This is a significant investment into faculty compensation, with market rate adjustments considered. A goal of the program is to enable full professors to see proportionate compensation growth as assistant and associate professors, currently inhibited by inversion. Data is being requested from other state maritime academies to benchmark faculty from each campus to bring them in line with competitive pay. The Faculty Affairs Committee and CFA will each be consulted throughout this process. These salary updates are to be made effective by the end of the spring quarter. President Armstrong continued to report that the searches for the Dean of the College of Engineering and the Noyce School of Applied Computing and VP for Human Resources are ongoing. Candidates are set to visit in the coming weeks. With the semester conversion in action, resource planning, implementation with college leadership, shared governance partners, department chairs, faculty, staff and students are both major focus areas. President Armstrong shared his goal to make the calendar very friendly for student success. Other areas of focus are academic and student support services, housing, campus and ASI questions. Cross-campus project teams are being developed. Discussions are being held with students and other universities to ensure success. In the midst of this significant change, President Armstrong reports fears and spreading of misinformation. The university is working to dispel inaccurate information and clarify any confusion.

8. Old Business Items | None

9. New Business Items

9.1. Resolution on Proposed New Degree Program: Bachelor of Arts in Women's, Gender, and Queer Studies

Elizabeth Adan, Department Chair, introduced in first reading a Resolution on Proposed New Degree Program: Bachelor of Arts in Women's, Gender, and Queer Studies. M/S/P to move a Resolution on Proposed New Degree Program: Bachelor of Arts in Women's, Gender, and Queer Studies to second reading. M/S/P to adopt a Resolution on Proposed New Degree Program: Bachelor of Arts in Women's, Gender, and Queer Studies.

9.2. Resolution on New Bachelor of Science Degree Program in Data Science



Aaron Keen, Department of Computer Science and Software Engineering, introduced in first reading a Resolution on New Bachelor of Science Degree Program. M/S/P to move a Resolution on New Bachelor of Science Degree Program in Data Science to second reading.
M/S/P to adopt a Resolution on New Bachelor of Science Degree Program in Data Science.

9.3. Resolution on Course Syllabi

Kris Jankovitz, Instruction Committee Chair, introduced in first reading a Resolution on Course Syllabi. This resolution updates AS-644-06 and will return in first reading at the next Academic Senate meeting.

10. Adjournment | Jerusha Greenwood, Academic Senate Chair, adjourned this meeting at 5:01 p.m.

Minutes submitted by

P.J. Crocker



The following courses have been put on the Consent Agenda for the May 12, 2026, Academic Senate meeting.

The first set of courses (Part I) are exceptions to the catalog review cycle. The second set of courses (Part II) are additions to the Sustainability Catalog (with a memo).

PART I: Courses Submitted by the Academic Senate Curriculum Committee

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
AGB 3322: Principles of Agribusiness Management (3), 3 lectures (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
AGB 4450 Agribusiness Strategy Formulation (3), 3 lectures (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
AGED 5526: Instructional Design and Laboratory Methods in Agricultural Education (6) 4 lectures, 2 activities	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
ANT 2252 Museum Studies Foundations (3) 2 lectures, 1 laboratory	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
ANT 3350 Anthropology and Ethnography of Star Trek (3), 3 lectures Upper-Division 4	GEGB Reviewed and recommended for approval 03/02/2026 ASCC reviewed	On the consent agenda 5/12/2026		



ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
	and recommended for approval 04/27/2026			
CE 4454 Structural Design of Multistory Buildings (4), 3 lectures, 1 laboratory	Reviewed and recommended for approval 03/13/2026	On the consent agenda 5/12/2026		
CE 5552 Advanced Seismic Design and Structural Control (4) 3 lectures, 1 laboratory	Reviewed and recommended for approval 03/13/2026	On the consent agenda 5/12/2026		
CSC 4187 Design for Human-Centered AI (3), 2 lectures, 1 laboratory	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
CSC 4040 Scientific Programming (3), 2 lectures, 1 activity	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
CSC/CPE 4216 Compiler Security (3), 2 lectures, 1 activity	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
JOUR 3354 News Product Practicum (3), 2 lectures, 1 lab	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		
LS 3250 Field Experience in the Elementary Classroom II (2), 1 seminar, 1 activity (existing course proposed to be offered hybrid)	Reviewed and recommended for approval 04/24/2026	On the consent agenda 5/12/2026		



ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/ Other	Academic Senate	Provost	Term Effective
LS 3301 Liberal Studies Career Preparation (1), (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
LS 3310 Storytelling Modern Applications of Traditional Narrative (3), 3 lectures (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
LS 4412 Advanced Arts Integration for the K-8 Classroom (3), 3 lectures (existing course proposed to be offered online)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 5/12/2026		
MATH 1263 Bridge Calculus II (2), 2 lectures (existing course adding HNRS crosslisting)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 05/12/2026		
ME 3328 Design for Strength and Stiffness (4), 3 lectures, 1 laboratory (existing course lessening prerequisites)	Reviewed and recommended for approval 04/27/2026	On the consent agenda 05/12/2026		

These items are found on the [Status of Proposals webpage](#), Proposals Outside of the Catalog Review Cycle.



PART II: Courses Submitted by the Academic Senate Sustainability Committee

For Consent Agenda

From Academic Senate Sustainability Committee

Re: Addition of classes to the SUSCAT

As part of the quarter to semester process, individual faculty had the opportunity to submit classes for inclusion on the SUSCAT as part of submitting proposals for semester courses. Several classes were submitted for ASSC review through this process under previously identified Sustainability Learning Objectives. The ASSC submitted its recommendations to the Academic Senate for approval on these classes.

Meanwhile, the Academic Senate Sustainability Committee adopted new Sustainability Learning Objectives in August 2024 that include new educational upper-level and lower-level objectives. These objectives are very different from the previous objectives that faculty/staff used to identifying sustainability classes for semester adoption. The new objectives provide course instructors with more specificity about the time of content or training that the committee understands as qualifying as sustainability focused and inclusive classes. The ASSC noted in Winter 2026 that the list of classes that are currently listed in the 2026-2028 Sustainability Catalog (SUSCAT) do not appear fully representative of the classes that are likely to have important content related to sustainability literacy/ problem-solving or train students to apply specific sustainability skills. The ASSC reviewed the 2026-2028 Catalog and identified classes that might be appropriate for inclusion for the SUSCAT.

The ASSC undertook a project to reach out to all colleges in San Luis Obispo and to the Solano Campus to ask departments to please review whether any of these classes (or other classes not noted by the committee) meet the new sustainability learning objectives using a quick checklist. Departments and faculty were also asked to provide additional supporting information on what topics they cover that are related to sustainability objectives to help the committee in deciding what classes can be listed. The program is ongoing and the ASSC intends to request additional classes be added as faculty review their courses and ASSC determines whether there is adequate content for a class can be deemed either sustainability focused or inclusive.



On the basis of the current review: ASSC requests the Academic Senate to approve the following classes as **sustainability focused** classes for the SUSCAT:

NR1142:	Environmental Management
PLSC 4406:	Advanced Weed Science
PLSC 3321:	Weed Biology and Management
SOC 4431:	Population and Society

and the following classes as **sustainability inclusive** classes for the SUSCAT:

BRAE 3340	Irrigation Water Management
BRAE 4414	Irrigation Engineering
EIM 1112	Introduction to Parks and Outdoor Recreation
EIM 1114	Introduction to Hospitality and Travel
ESCI 5582	Advanced Spatial Data Analysis in Environmental Science
GEOG 3325	Climate and Humanity
GEOG 4414	Global and Regional Climatology
GRC 2070	Consumer Packaging
ELAP 5587	Leadership in STEAM Education
KINE 4482	Physical Activity and Public Health
MU 1122	Ethnomusicology and World Music
MU 2222	Ethnomusicology and World Music II
PSY 2252	Social Psychology
PSY 3302	Organizational Behavior
PSY 3320	Health Psychology
PSY 3350	Teamwork



PSY 3360	Applied Social Psychology
PSY 3352	Psychology of Justice & Conflict
STAT 4366	Statistical Communication, Collaboration, and Consulting
TEM 5720	Energy Resource Management
TEM 5800	The Global Humanitarian System
TEM 5830	National and International Humanitarian Logistics



Appendix I: Cal Poly semester classes identified as potentially sustainability focused/inclusive on the basis of substantive content or critical skills in the revised SUSCAT Learning Objectives

ANT 2202	World History Before Writing
ANT 3320	California's Indigenous Past
ANT 3330	Indigenous South Americans
ANT 4415	Indigenous North Americans
ASCI 3360	Holistic Management
ARCE 4421	Architectural Engineering Building Systems
ARCH 3301	Integrated Architectural Design
ART 3333	Social Justice Art: Activist Cultures, Politics and Pedagogy
BIO 2252	Orientation to Biotechnology
BIO 3318	Genetic Engineering Technology
BIO 3362/BMED 3362	Regenerative Medical Therapies
BIO4444	Population and Community Ecology
BIO4447	Spatial Ecology
BIO4448	Geoecology
BIO4449	Biogeography
BMED 2212	Introduction to Mechanical Design in Biomedical Engineering
BRAE 3320	Bioresource Engineering
BRAE 3332	Environmental Controls for Agricultural Structure
BRAE 3340	Irrigation Water Management
BRAE 4414	Irrigation Engineering



BRAE 4438	Aquaculture
BRAE 5436	Food and Agriculture Process Water Engineering
BOT 3311	Plants, People and Civilization
BOT 3326	Plant Ecology
BUS 2208	Shipping and Port Management
BUS 3304	International Supply Chains
BUS 3308	Logistics and Intermodal Transportation
BUS 4404	Law, Governmental, and Social Influences on Business
BUS 4458/COMS 4458	Solving Big World Challenges
CRO 1212	Introduction to City Planning
CRP 1222	The Divided City: Urban Studies on Spatial Justice
CRP 2214	Methods in Land Use and Transportation
CRP 3303	Smart Cities
CRP 4325	Planning for Bicycling and Walking
CRP 4420	Land Use law
CRP 4428	International Planning and Development
CRP 4435	Advancing the Transportation Revolution
CRP 4442	Planning and Housing
CE 3321	Fundamentals of Transportation Engineering
CE3465	Infrastructure Systems
CE4424	Public Transportation
CE4425	Introduction to Railway Engineering
CE 4431	Introduction to Coastal Engineering I



CE 4432	Introduction to Coastal Engineering II
CE 4434	Groundwater Hydraulics and Hydrology
CE5523	Transportation systems planning
CE5533	Sustainable Urban Stormwater Management
CE5536	Advanced Modeling in Water Resources
CE 5537	Groundwater Contamination
CE 5538	Urban Water Systems
CE 5539	Environmental Hydraulics
CE 5541	Extreme Events and Climate Change in Water Resources
CE 5583	Geotechnical Earthquake Engineering
CE 5584	Landslides and Slope Stabilization
CE 5587	Geoenvironmental Engineering
CE 5588	Ground Improvement
CE 5589	Geosynthetics Engineering
COMS 3316	Intercultural Communication
COMS 3317	Technology and Human Communication
COMS 3390	Environmental Communication
COMS 3395	Science Communication
COMS 4418	Health Communication
CPE 3300	Computer architecture
CPE 4300	Advanced Computer Architecture
CSC 4667	Deep Learning
CSC 4880	Artificial Intelligence



ERSC 3303	Soil Erosion and Water Conservation
ERSC 3325/GEOG 3325	Climate and Humanity
ERSC 4414/GEOG 4414	Global and Regional Climatology
ERSC 4415/GEOG 4415	Applied Meteorology and Climatology
ERSC 4422	Applied Groundwater Hydrology
ERSC 4433	Applied Environmental Contaminant Transport
ECON 2021	Using Big Data to Solve Economic and Social Problems
ECON 3050	The Economics of Equity and Social Welfare
ECON 3071	Environmental and Natural Resource Economics
ECON 4052	Public Finance and Public Policy
ECON 4053	Labor Economics
ECON 4055	Urban Economics
ECON 4062	Development Economics
ECON 4071	Environmental Economics
ECON 4072	Economics of Energy and Resources
ECON 4073	Economics of Land and Water
ECON 5052	Public Economics
ECON 5071	Environmental and Natural Resource Economics
ELAP 5587	Leadership in STEAM Education
EE 4435	Industrial Power Control and Automation
EE 5535	Utility Applications of Power Electronics and Power Quality
EGL 3345	Literature and the Environment (Solano)
EM 5810	Disaster Mitigation and Preparedness



EM 5820	Disaster Response and Risk Communication
EM 5830	Disaster Recovery and Community Resilience
EM 5840	Institutional Context and Disaster Policy
ENG 3310	Engineering Ethics (Solano)/ Ethical Engineering for the Anthropocene
ENGR 2234	Introduction to Design Thinking
ENVE 3323	Engineering for the Environment
ENVE 3324	Introduction to Air Pollution
ENVE 3438	Water and Wastewater Treatment Design
ENVE 3450	Sustainable Systems Engineering
ENVE 4425	Air Quality Modeling, Permitting, and Compliance
ENVE 4437	Fate, Transport and Control of Environmental Pollutants
ENVE 4439	Solid and Hazardous Waste Management
ENVE 4443	Bioremediation Engineering
ENVE 4444	Toxicology and Risk Assessment
ENVE 4455	Indoor Air Quality Engineering
ENVE 4466	Environmental Modeling
ENVE 4447	Engineering Solutions for Global Development
ENVE 4455	Climate Infrastructure: Resilience, Restoration, Reduction
ENVE 4480	Environmental Engineering of Energy
ENVE 4490	Environmental Nanotechnology
ENVE 5535	Physico-Chemical Water and Waste Treatment
ENVE 5536	Biological Wastewater Treatment Processes Engineering
ENVE 5537	Small-Scale Wastewater Management Systems



ENVE 5540	Advanced Membrane Technology and Applications
ENVE 5542	Sustainable Environmental Engineering
ENVE 5581	Biochemical Engineering
ESCI 5550	Advanced Environmental Science
ESCI 5582	Advanced Spatial Data Analysis in Environmental Science
ESCI 5590	Advanced Environmental Management
ES 1215/CRP 1215	Planning Approaches to a Just City
ES 4406	Indigenous Peoples, International Law and Policy
ES 3360	Indigeneity and the Land
EIM 1112	Introduction to Parks and Outdoor Recreation
EIM 1114	Introduction to Hospitality and Travel
FDSC 4445	Food Safety Modernization Act: Human Food Safety and Produce Safety
FSN 2250	Food and Nutrition: Culture and Customs
FSN 3304	Nutrition and Exercise for Health and Disease Prevention
GEOG 3340	Geography of California
GEOG 4408	Geography of International Development
GEOG4435	Biodiversity and Biogeography Methods
	Global Studies and Marine Affairs
GMA1105	Ocean Politics (Solano)
GMA 2250	Environmental Policy
GMA 3320	Ocean Environmental Management
GMA 3335	Maritime California
GMA 3340	International Migration



GMA 3360	Globalization
GMA 3365	Polar Politics
GMA 4405	International Maritime Organizations
GRC 2070	Consumer Packaging
HLTH 1150	Healthy Living in the Modern World
HLTH 2261	Social Determinants of Health
HLTH 3316	Environmental Health
HLTH 3322	Public Health Policy and Advocacy
HLTH 3348	Public Health and Mental Health
HLTH 4410	Global Health
HLTH 4413	Health Promotion for Special Populations
HTLH 4444	Comparative Health Care Systems
HIST 2208	Survey of California History
HIST 2216	Comparative Social Movements
HIST 3318??	The City in the Modern World
HIST 4407	Science and Society in the Cold War United States
HIST 4433	History of the U.S. West, Southwest Borderlands and California
HIST 4459	Imperialism and Postcolonial Studies
HNRS/ISLA 3303	Values and Technology
HNRS 3313	Air and Space
HNRS 3320/ISLA3320	Issues in Values, Media and Culture
HNRS 3323	Ethics, Science and Technology
HNRS 3392	Collaboratively Developing Sustainable Technologies



IME 4408	Systems Engineering
IME 4417	Supply Chain and Logistics Management
IME 4418	Product and Process Development
IME 4421	Engineering Management
ISLA 3330	Cal Poly Land: Nature Technology and Society
ITP 2208	Shipping and Port Management
ITP 2241	Industrial and Packaging Materials
ITP 2275	Industrial Facilities Management
ITP 3304	International Supply Chains
ITP 3308	Logistics and Intermodal Transportation
ITP 3326	Product Design and Development
ITP 3330	Packaging Fundamentals
ITP 3334	Structural Packaging Design
ITP 4408	Fiber based Packaging
ITP 4414	Packaging Laws and Regulations
ITP 4415	Supply Chain and Logistics
ITP 4416	Strategy Sourcing and Procurement Management
ITP 4417	Supply Chain Analytics
ITP 4430	Healthcare Packaging
ITP 4497	Product Development and Manufacturing
ITP 4498	Packaging Development
KINE 4412	Physical Activity and Public Health
LA 3304	Contemporary Issues in Cultural Landscapes



LA 4418	Contemporary Issues in Landscape Architecture
LA 4420	Studio VI - Community and Social Design
LA 5521	Ecological Urban Design
LAW 2200	Environmental Law (Cal Maritime)
LAES 4411	Community and Meaning-Filled Design
LS 3350	Identity and Equity in American Schools (Liberal Studies)
MGT 3355	Procurement and Negotiations (Solano)
MGT 3360	Inventory and Material Handling
MGT 4420	Supply Chain Management
MGT 4430	International Supply Chain
MCRO 3320	Emerging Infectious Diseases
MCRO 3321	Microbes, Food, and Microbiome
MCRO 3342	Public Health Microbiology
MCRO 4421	Food Microbiology
MCRO 4423	Medical Microbiology
MCRO 4433	Microbial Biotechnology
MCRO 4436	Microbial Ecology
MU 1122	Ethnomusicology and World Music
MU 2222	Ethnomusicology and World Music II
NR 1140	Careers in Natural Resources Management and Environmental Sciences
NR 1141	Introduction to Forest Ecosystem Management
NR1142	Environmental Management
NR 2203	Resource Law Enforcement



NR 2204	Wildland Fire Control
NR 2208	Dendrology
NR 2218	Introduction to Geographic Information Systems
NR 2350	Urban Forestry
NR 3305	Forest and Fire Ecology
NR 3308	Fire and Society
NR 3310	Global Climate Change
NR 3312	Technology of Wildland Fire Management
NR 3317	The World of Spatial Data and Geographic Information Technology
NR 3318	Introduction to Environmental Data Science
NR 3319	Watershed Processes and Management
NR 3321	Water Resources Technology and Society
NR 3335	Conflict Management in Natural Resources
NR 3340	Wildland Fire Management
NR 3341	Wildland Fire Behavior
NR 3363	Career Preparation and Practices in Natural Resources Fields
NR 4365	Silviculture and Fuels Management
NR 4402	Forest Health and Disturbance Ecology
NR 4414	Sustainable Forest Management and Forest Operations
NR 4418	Applied Geographic Information System
NR 4431	Spatial Data Analysis and Environmental Mapping
MSCI 3300	Marine Ecology
MSCI 3301	Biological Oceanography



MSCI 3303	Ocean Technologies and Data
MATE 4300	Materials Selections for the Life Cycle
MATE 4390	Fibrous Materials
ME 3315	Energy Conversion
ME 4450	Solar Therman Power Systems
ME 4451	Engineering, Design, and Social Justice
ME 4488	Wind Power Engineering
NAU 3320 (Solano)	Tank Vessel Operations
NAU 3325 (Solano)	Port and Cargo Operations
NUTR 3310	Maternal and Child Nutrition
NUTR 3315	Nutrition in Aging
NUTR 4416	Community Nutrition
NUTR 5516	Nutrition Epidemiology
OCN 1100 (Solano)	Marine Biology
OCN 1105 (Solano)	Introduction to Oceanography
OCN 1110 (Solano)	Marine Ecology
OCN 2200 (Solano)	Oceanography I
OCN 2210 (Solano)	Oceanography II
OCN 2225 (Solano)	Environmental Sustainability
OCN 3310 (Solano)	Oceanographic Instruments and Analysis
OCN 3320 (Solano)	Oceans and Climate
OCN 3330 (Solano)	Marine Microbial Ecology
OCN 3340 (Solano)	Chemical Oceanography



OCN 3350 (Solano)	Physical Oceanography
OCN 4410 (Solano)	Phycology
OCN 4420 (Solano)	Marine Biological Invasion
OCN 4430 (Solano)	Fisheries Oceanography
OCN 4440 (Solano)	Introduction of Ocean Remote Sensing
OCN 4450 (Solano)	Coastal and Estuarine Dynamics
OCN 4460 (Solano)	Air-Sea Interactions
OCN 4470 (Solano)	Biogeochemistry
PHIL 3322	Philosophy of Technology
PHIL 3323	Ethics, Science and Technology
PHIL 3331	Ethics
PHIL 3322	History of Ethics
PHIL 3337	Business Ethics
PHIL 3340	Environmental Ethics
PHIL 3341	Professional Ethics
PHYS 3310	Physics of Energy
PHYS 3314	Ocean Dynamics
PHYS 4410	Physics of Solid Earth
PLSC 1110	People, Pests and Plagues
PLSC 1120	Principles of Plant Sciences
PLSC 1124	Plant Propagation
PLSC 1132	Introduction to Fruit Crop Production
PLSC 1150	California Row Crop Production



PLSC 1175	Beekeeping
PLSC 2232	Basic Viticulture
PLSC 2234	Introduction to Plant Materials
PLSC 2244	Precision Farming
PLSC 3313	Agricultural Entomology
PLSC 3315	Principles of Organic Crop Production
PLSC 3321	Weed Biology and Management
PLSC 3323	Plant Pathology
PLSC 3329	Plants, Biotechnology and the Media
PLSC 3360	Advanced Fruit Crop Production
PLSC 4410	Crop Physiology
PLSC 4420	Organic Crop Production Systems
PLSC 4421	Postharvest Technology
PLSC 4425	Arboriculture
PLSC 4431	Integrated Pest Management for Insects
PLSC 4437	Sustainable Landscape Management
PLSC 4441	Biological Control for Pest Management
PLSC 4451	Current Issues in Organic Agriculture
POLS 3308	Political Violence and Conflict Resolution
POLS 3316	Political Participation
POLS 3332	World Food Systems
POLS 3351	Public Policy and Administration
POLS 4419	Social Movements and Political Protests



POLS 4459	Politics of Poverty
PSY 2252	Social Psychology
PSY 3302	Organizational Behavior
PSY 3350	Teamwork
SCM 3340	Responsible Scientists in Society
SOC 1111	Social Problems
SOC 2218	International Political Economy
SOC 3305	Social Movements
SOC 3310	Self, Organizations, and Society
SOC 3315	Global Race and Ethnic Relations
SOC 3323	Social Stratification
SOC 3327	Social Change
SOC 3343	Sociology of the Global South
SOC 3350	Identity and Equity in American Schools
SOC 3395	Sociology of Complex Organizations
SOC 4423	Gender and Work
SOC 4433	Global Climate Justice
SOC 4435	Sociology of Health and Justice
SOC 4444	Incarceration and Society: Perspectives on the Criminal Justice System
SS 3321	Soil Morphology
SS 4402	Soil, Compost and Water Testing Enterprise
SS 4421	Wetlands
SS 4422	Soil Ecology



SS 4423	Environmental Soil and Water Chemistry
SS 4424	Environmental Soil Physics
SS 4432	Spatial Data Analysis and Environmental Mapping
SS4440	Forest and Range Soils
SS 552	Advanced Soil Fertility
SPED 5548	Science, Technology, Engineering, and Mathematics Instruction in Special Education
TEM 5600 (Solano)	Global Logistics and Supply Chain Management
TEM 5630	Port and Terminal Management
TEM 5720	Energy Resource Management
TEM 5800	The Global Humanitarian System
TEM 5810	Rapid and Slow Onset Disaster Management
TEM 5830	National and International Humanitarian Logistics
UNIV 3391	Engaging in Sustainable Global Development
UNIV 3392	Collaboratively Developing Sustainable Technologies Globally
WVIT 4414	Grape Pest Management
WVIT 4428	Winegrape Vineyard Management
WVIT 4447	Logistics for the Global Wine Industry
WGQS 3311	Sociology of Gender and Sexuality



Appendix II: Materials in Support of Decisions to Add Classes to Sustainability Catalog)

Course: GRC 2070 Consumer Packaging	-
Question	Please Answer Yes/No
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No



<p>7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>Yes</p>
<p>8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>Yes</p>
<p>9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)</p>	<p>Yes</p>
<p>10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)</p>	<p>Yes</p>
<p>11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)</p>	<p>No</p>
<p>12. Does the class give students the opportunity to communicate about environmental and social sustainability</p>	<p>Yes</p>



challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

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Course GRC Consumer Packaging	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights,	Yes- One of the criteria of problem solving is sustainable packaging - the balance between



corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).

using recyclable materials/renewable materials vs. the product that is being packaged (sometimes the product requires packaging materials that are not recyclable).

We delve into packaging materials, production (LCA), local municipality laws, distribution, green guides, greenwashing, recycling, and current laws (mostly CA laws such as EPR).



Course: TEM 5830 National and International Humanitarian Logistics	
Question	Please Answer Yes/No
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes.
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	Yes
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	Yes
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes



<p>6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)</p>	<p>Yes</p>
<p>7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>Yes</p>
<p>8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>Yes</p>
<p>9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)</p>	<p>Yes</p>
<p>10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)</p>	<p>No</p>
<p>11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)</p>	<p>No</p>



<p>12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)</p>	<p>No</p>
<p>Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.</p>	<p>The course discusses the drivers of hazards and interaction with the built environment and the socioeconomic vulnerability.</p>

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

<p>Course TEM 5830 National and International Humanitarian Logistics</p>	
<p>Definitions</p>	<p>Yes/No and any Comments you Want to Offer</p>
<p>Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).</p>	<p>No</p>
<p>Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to</p>	<p>Yes</p>



sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	
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Course: TEM 5720 Energy Resource Management	
Question	Please Answer Yes/No
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	Yes.
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption	Yes



practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	No
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)	No
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	No
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	No
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the	The course discusses the



class covers other sustainability skills/knowledge that may not be mentioned above.	impact of power generation on air pollution
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If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course TEM 5720 Energy Resource Management	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).	No
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	Yes



Course: TEM 5800 The Global Humanitarian System	
Question	Please Answer Yes/No
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	No
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	Yes
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No
5. Does the class evaluate how status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	Yes
6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	No
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	Yes
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning	No



objective: Human System Impact on Environment and Human Communities)	
9. Does the class offer students the opportunity to apply ethical decision making that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	No
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges? (Learning objective: Applied sustainability and interdisciplinarity)	Yes
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	Yes
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	No
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	This course is systems thinking focused, applied to disaster mitigation and recovery.

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

Course TEM 5800 The Global Humanitarian System	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or	No



is primarily concerned with addressing a major sustainability challenge (Poverty studies).	
Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).	Yes

Course: MU 1122 Ethnomusicology and World Music; MU 2222 Ethnomusicology and World Music II	-
Question	Please Answer Yes/No
1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)	Yes
2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)	No
3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)	No
4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)	No



<p>5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)</p>	<p>Yes</p>
<p>6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)</p>	<p>Yes</p>
<p>7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>No</p>
<p>8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)</p>	<p>No</p>
<p>9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)</p>	<p>Yes</p>
<p>10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)</p>	<p>Yes</p>



11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	Yes
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	Yes
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

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Course MU 1122 Ethnomusicology and World Music; MU 2222 Ethnomusicology and World Music II	
Definitions	Yes/No and any Comments you Want to Offer



<p>Sustainability-focused My course has its primary focus on the interdependence of ecological and social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).</p>	<p>No</p>
<p>Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).</p>	<p>Yes</p>



<p>Course: PSY 2252, Social Psychology, PSY 3302 Organizational Behavior, PSY 3350 Teamwork, PSY 3320 Health Psychology, PSY3360 Applied Social Psychology, and PSY3352 Psychology of Justice & Conflict</p>	
<p>Question</p>	<p>Please Answer Yes/ No</p>
<p>1. Does the class offer information on how production processes, public policies, cultural practices, business practices, built environment, ecosystems, communities, and individuals interact with the environment? (Learning Objective: Human and Environmental Interdependence)</p>	<p>YES for 2252, 3320, 3352, 3360 NO for 3302, 3350</p>
<p>2. Does the class offer students the opportunity to design sustainable solutions that take into consideration resource distribution issues, environmental protection, and public welfare as interconnected matters? (Learning Objective: Human and Environmental Interdependence)</p>	<p>YES for 3320, 3350, 3352, 3360 NO for 2252, 3302</p>
<p>3. Does the class describe how Earth systems interact to influence climate change drivers and how they are impacted by human activities? (Learning objective: Climate literacy)</p>	<p>NO (all)</p>
<p>4. Does the class give students opportunities to evaluate climate models/climate data to predict impacts and inform climate responses? (Learning objective: Climate literacy)</p>	<p>NO (all)</p>
<p>5. Does the class evaluate how some status quo policies and practices contribute to socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)</p>	<p>YES for 2252, 3320, 3350, 3352, 3360 NO for 3302</p>



6. Does the class give students the opportunities to design or evaluate solutions to address issues of socioeconomic inequity? (Learning objective: Intersectional Inequity Impacts of Human Systems on Each Other)	YES for 3320, 3350, 3352, 3360 NO for 2252, 3302
7. Does the class give students the opportunity to explore how existing resource extraction, production, distribution, and consumption practices impact public health, ecological health, and human communities? (Learning objective: Human System Impact on Environment and Human Communities)	YES for 3320, 3352, 3360 NO for 2252, 3302, 3350
8. Does the class give students the opportunity to use practices such as life cycle assessments or social sustainability frameworks or other discipline-appropriate skills to understand changes that may need to be made to existing resource extraction, production, distribution, and consumption practices to create more sustainable futures? (Learning objective: Human System Impact on Environment and Human Communities)	NO (all)
9. Does the class offer students the opportunity to apply ethical decisionmaking that supports human well-being and environmental protection? (Learning objective: (Learning objective: Applied sustainability)	YES for 3302, 3320, 3350, 3352, 3360 NO for 2252
10. Does the class give students the opportunity to work across disciplines using system thinking, design thinking, or other discipline-appropriate skills to solve sustainability challenges?(Learning objective: Applied sustainability and interdisciplinarity)	YES for 3320, 3352, 3360 NO for 2252, 3302, 3350
11. Does the class give students the opportunity to identify beliefs, attitudes, and biases related to sustainability and	YES for 2252, 3352, 3360



understand how these are shaped by social, cultural, and political factors? Does the class help students understand how these beliefs, attitudes, and biases impact communication related to sustainability topics? (Learning objective: Social and Civil Responsibility)	NO for 3302, 3320, 3350
12. Does the class give students the opportunity to communicate about environmental and social sustainability challenges and propose inclusive solutions to these challenges that work across political, cultural, and socioeconomic differences? (Learning objective: Social and Civil Responsibility)	YES for 2252, 3302, 3320, 3350, 3352, 3360
Please provide any additional information that you wish to share such as what topics/skills this class covers that are relevant to the questions above or if the class covers other sustainability skills/knowledge that may not be mentioned above.	

Part Two

If you checked any of the boxes above on your class: do you think your class should be categorized as sustainability-focused or sustainability-inclusive.

?

Course PSY 2252, Social Psychology, PSY 3302 Organizational Behavior, PSY 3350 Teamwork, PSY 3320 Health Psychology, PSY3360 Applied Social Psychology, and PSY3352 Psychology of Justice & Conflict	
Definitions	Yes/No and any Comments you Want to Offer
Sustainability-focused My course has its primary focus on the interdependence of ecological and	NO (all)



<p>social/cultural/economic systems, applies sustainability practices within a sub-discipline (Green Chemistry) or is primarily concerned with addressing a major sustainability challenge (Poverty studies).</p>	
<p>Sustainability-inclusive- My course does not have a primary focus on sustainability but instead incorporates key sustainability content or skills. My course incorporates at least one module discussing matters related to sustainability (e.g., water quality, wastewater discharges, ecology, resource efficiency, supply chain, health and safety, public participation, indigenous rights, corporate governance, anti-bribery, technology transfer, system reliability, emergency risk reduction, decarbonization, adaptive management, and many more topics).</p>	<p>YES for 2252, 3302, 3320, 3350, 3352, 3360</p>

Pursuant to AS-829-17, “Items removed from the Academic Senate consent agenda will be placed on the Senate agenda as business items. Personnel policy revisions shall be presented as reports attached to resolutions. The report contains the new university policy and all background or explanatory information about the change in policy. The Academic Senate Faculty Affairs Committee chair (or designee) is responsible for presenting the policy proposal to the Academic Senate Executive Committee and to the Academic Senate. The Academic Senate Chair (or designee) may invite interested parties concerning the policy proposals to be present at the meetings where pulled proposals will be discussed. Items not removed from the consent agenda are considered approved on the meeting date of the consent agenda.”

2026.05.12 Academic Senate Update from the Office of the President

Cal Poly Maritime Academy Commencement and Summer Sea Term

We were proud to celebrate 150 undergraduate and 20 graduate students who received their degrees at the Cal Maritime Academy commencement. This was the final Cal Maritime class prior to the academic integration with Cal Poly. During the commencement ceremony, we conferred an Honorary Doctor of Science on Captain Kate McCue (Business Administration '00).

Captain McCue is an internationally recognized maritime leader whose career spans nearly three decades at sea. In 2015, she became the first American woman to command a megaton cruise ship at Celebrity Cruises, a milestone that expanded opportunity and visibility for women in the maritime industry. Today, she serves as the inaugural captain of *Four Seasons I*, helping launch a new era in luxury yachting.

The following weekend, we watched as Training Ship Golden Bear departed for the Summer Sea Term with plans to visit ports in San Diego, Tahiti, Fiji, Hawaii and Los Angeles before returning home to Vallejo.

Grand Avenue Improvements

In early 2025, the city of San Luis Obispo introduced several low-cost safety improvements on Grand Avenue between Slack and Monterey Streets. They have been monitoring the results to understand what's working, what needs to change and what should be removed.

As part of that process, they are seeking community input:

Take the Online Survey before June 10, 2026: Visit www.slocity.org/OpenCityHall.

Attend the Active Transportation Committee (ATC) Meeting:

- City Hall Council Hearing Room, 990 Palm Street
- Wednesday, May 20, 2026 at 6 p.m.

Cal Poly does not control the next steps in this process, but your input can help influence the final decisions.

[TAKE THE SURVEY](#)

Congratulations to Hillel Executive Director Lauren Bandari

Please congratulate Hillel Executive Director Lauren Bandari who will receive the inaugural Jewish Heritage Award during a recognition ceremony at the California State Assembly on May 18. The award, presented in recognition of Jewish American Heritage Month, honors individuals who have contributed to Jewish life, community leadership and civic engagement across California.

Lauren is the first recipient and is being recognized for her work with us to build Jewish community. Under her leadership, Hillel of San Luis Obispo has expanded student engagement, programming and community partnerships. The organization has developed programs for Jewish students of different backgrounds and has hosted campus events focused on cultural education and interfaith connection. She also has been instrumental in the work of our Antisemitism Task Force.

For those of you who are interested, I encourage you to consider joining the [Jewish Identifying Faculty and Staff Association](#) and or the recently created [Jewish Alumni Group](#).

Faculty Equity Program

The university is advancing a faculty equity program supported by a \$2 million investment approved by President Armstrong, with implementation planned for the spring term, with an effective date before the end of the quarter.

The program uses a data-driven approach, incorporating market salary comparisons and analysis by rank and discipline, consistent with the CSU Faculty Compensation Study. Initial findings **confirm** salary inversion and compression, particularly among full professors, requiring targeted adjustments.

Work is underway in Academic Personnel to complete final-salary modeling by rank and discipline and to develop adjustment recommendations in collaboration with the provost and deans, followed by consultation with FAC and CFA. The university is preparing to finalize implementation actions in time for spring payroll, with the review encompassing faculty from both San Luis Obispo and Solano.

Instructional Materials Accessibility: Title II Update

Faculty across both campuses have made meaningful progress in improving the accessibility of course materials. This work reflects a strong, shared commitment to equitable access to learning for all students.

Accessibility remains central to Cal Poly's responsibilities as a public institution under Title II, which requires that all digital instructional materials be accessible across platforms, including Canvas and externally shared content.

The Department of Justice has issued an Interim Final Rule (IFR) on Title II accessibility requirements, accompanied by a 60-day public comment period. The Department of Justice's compliance timeline for large public entities, including CSU campuses, has been extended by one year to April 24, 2027. This extension reflects implementation considerations and provides additional time to build on the strong progress already underway in a thoughtful and consistent manner.

We will continue to build on this momentum. The extended timeline allows for greater consistency and coordination as we work to systematically embed accessibility across courses, programs, and colleges, with the support necessary to ensure lasting impact.

The Center for Teaching, Learning, and Technology (CTLT) will continue to provide faculty with resources, tools, workshops, and consultations. Faculty should plan to continue advancing accessibility in their courses, with ongoing support and guidance from CTLT and college leadership.

Nominations Open: 2026 Provost's Leadership Award for Partnership in Philanthropy

Nominations are now open for the 2026 Provost's Leadership Award for Partnership in Philanthropy. The award recognizes current or former faculty members who have made significant contributions to advancing Cal Poly's mission through fundraising and development efforts. The recipient will be honored at Fall Convocation. Faculty and staff are encouraged to nominate colleagues who have played a key role in philanthropic partnerships. The nomination deadline is **Friday, May 22, at 5 p.m. PST**. Additional details and the nomination form are available on the [Office of the Provost's website](#).

Faculty Leadership Opportunities in Academic Assessment and Program Support

Academic Programs and Planning (APP) is advancing its work in academic assessment, program development, and policy coordination by recruiting for two faculty leadership roles:

Faculty Academic Assessment Director (Full-Time Assignment)

APP is establishing a Faculty Academic Assessment Director position to provide institutional leadership in the assessment of student learning at both the program and university levels. This role will coordinate assessment across all 106 degree programs, lead campuswide efforts tied to core competencies and General Education, and oversee administration of national instruments such as NSSE and BCSSE.

The Director will also:

- Guide departments in developing and implementing learning outcomes and assessment plans
- Lead the Academic Assessment Council
- Partner with CTLT to support faculty development in assessment practices
- Synthesize and communicate assessment findings for institutional planning and accreditation
- This is a full-time faculty assignment (100% assigned time) for an initial two-year term beginning August 2026, with potential renewal.

Tenured faculty with experience in academic assessment are encouraged to consider applying or to nominate qualified colleagues. Applications (letter of interest and CV) should be submitted to moconn04@calpoly.edu. Review of applications will begin May 18, 2026, and continue until the position is filled.

APP Faculty Fellow (Part-Time Assignment)

APP is also recruiting a Faculty Fellow to support key areas of academic program planning and policy work. The Fellow will contribute to:

- Program development and review processes
- Curricular review and academic policy implementation
- Instructionally Related Activities (IRA) oversight
- Transfer initiatives, including ADTs and TMCs
- CSU and university-level strategic initiatives

This is a part-time assignment (12 WTUs during the academic year plus summer support), designed to strengthen faculty engagement in institutional academic planning and governance processes. Tenure-line faculty with an interest in or experience with curriculum, program review, or academic policy are encouraged to apply or share this opportunity with colleagues. Applications (letter of interest and CV) should be submitted to moconn04@calpoly.edu. Review will begin on May 18, 2026, and remain open until filled.



Submitted by Aparna Sinha, CFA-Maritime President

To address our calendars merging and payroll disruption, administration offered affected faculty the option of an interest-free salary advance up to one year, and to continue benefits eligibility, they offered the opportunity to complete one additional compensated workday.

Summary of our Meet & Confers:

CFA met with Administration on April 16, 2026, and offered them a counter. We asked them to give faculty the salary advance as a stipend for all the work they've been doing for the merger. Admin said that it would be illegal to give public funds as gifts and rejected that offer.

CFA met with Administration on April 23 and proposed to admin to give faculty at least 3 days of work to ensure continuity of eligibility and a 5-year loan to pay back the salary advance. Admin rejected the offer arguing that 5 years of loan would be hard for them to track.

CFA met with Administration again on April 28 and asked admin to give 3 days of work to ensure continuity of eligibility and a tier system to pay back the loan. We asked that faculty members whose net monthly salary is less than five thousand dollars (\$5,000) should get five years to pay back the salary advance and faculty members whose net monthly salary is five thousand dollars (\$5,000) or greater should get three years to pay back the loan advance.

After much negotiation, CFA and Admin finally came to an agreement on April 28th, and here are some highlighted parameters:

Final Agreement:

Faculty will have the opportunity to work up to **four (4)** additional days of compensated work during the week beginning August 10, 2026. (We encourage you to select all four days, to best ensure payments to your premiums and continuity of your benefits).

Faculty can choose to select the salary advance/loan to ensure they have cash flow for the month of September. Repayment of this cash advance is **now three years** instead of one. Repayment of this advance must be completed by October 1, 2029. (By the terms of the agreement, faculty must let HR know that you plan to take this cash advance by July 15th, 2026.)

CFA has negotiated a great deal of flexibility for how faculty choose to repay the salary advance. Faculty can designate the repayment and the structure of installments. Faculty



members may also elect a shorter repayment period than three years, including full repayment prior to the expiration of their allotted repayment period.

We started with 1 day of work and 1 year of loan and negotiated up to 4 days of work and 3 years of loan!



Civic Engagement

- ASI will promote voter registration through our Flex Your Right campaign throughout the month of May in preparation for the June 2nd election.
- The California University and College Engage the Vote Championship is a 10-week tournament through the CA Secretary of State's office where California higher education campuses compete to achieve the highest combined percentage of students who register to vote and submit a plan to vote. Cal Poly has previously won several times, so we're looking forward to competing this year!
- Last week, we held our First-Year Voter Drive, in which our volunteers knocked on doors in first-year residence halls to ensure students are registered to vote.

Upcoming Legislation

- Several resolutions are on their way to the ASI Board of Directors, on topics including:
 - Institutional Growth and "Learn By Doing" Ethos
 - Cal Poly's Micromobility Policy
 - Expanded Market Distribution of Cal Poly Creamery Products
 - Course Registration Efficiency and Timely Four-Year Graduation
 - ALPR Camera Surveillance on Campus
 - Student Access to Faculty Office Hours
- Please feel free to ask questions about any of these, and we will keep the Senate updated as the resolutions make their way through the Board!

ASI Elections

- The "Apply Now" phase of ASI Recruitment is currently underway – please send students our way who may be interested in applying for the ASI Executive Cabinet (any major) or to represent CENG, OCOB, CAED, or BCSM on the University Union Advisory Board!

Academic Senate Meeting — SEM and Student Affairs Reports

Meeting Date: May 12, 2026

Join Us at the SEMSA Summit May 28

We're excited to invite campus community members to a day of community, connection and learning at the annual SEMSA Summit, our signature event, on Thursday, May 28, at the Performing Arts Center on the San Luis Obispo campus. The Summit features a variety of workshops and presentations from a variety of SEMSA leaders. Registration is required, so explore the full schedule and list of topics and secure your spot by May 22:

https://connect.calpoly.edu/portal/semsa_summit_2026

Maritime Academy Celebrates the Class of 2026

Graduates and guests gathered at Bodnar Field on May 2, as 150 bachelor's degrees and 20 master's degrees were awarded in a ceremony full of traditions and tributes to the final graduating class of Cal Maritime students. Future graduates will receive Cal Poly degrees.

A commissioning ceremony was held first, where 14 graduating midshipmen took an oath of office and commissioned as officers in either the U.S. Navy Reserve Strategic Sealift Officer Force or U.S. Navy. Additional cadets will earn their licenses following the completion of upcoming summer sea training.

The university also awarded an Honorary Doctor of Science degree to Capt. Kate McCue, who graduated in 2000 with a bachelor's degree in business administration and is the inaugural captain of Four Seasons, helping launch a new era in luxury yachting.

Disability Resource Center Launches New Student Strategy and Success Program

The Disability Resource Center (DRC) is excited to share the launch of its new Student Strategy and Success Program. This program offers personalized support to help neurodivergent students move beyond accessibility and toward meaningful success. Students have the opportunity to meet with a strategy coach weekly to develop personal goals and develop strategies to achieve those goals. The DRC currently has six Strategy Coaches and 39 students enrolled. For additional information, please visit the [DRC website](#).

Center for Military-Connected Students (CMCS) is Expanding

The CMCS has submitted its VA application for multi-campus integration and is already seeing growth at the Solano campus. Solano is now an approved VA Work Study Site, featuring a new help desk in the veterans lounge staffed by student assistants. It also launched a Solano food pantry to mirror our San Luis Obispo resources. These enhancements have led to a surge in students utilizing the space. Additionally, the CMCS was honored to host Congressman Salud

Carbajal and State Treasurer Fiona Ma in April, highlighting its impact at both the state and federal levels.

Memorial Day Wreath Laying Ceremony

The Center for Military Connected Students (CMCS) and ROTC invite the campus and community to a brief (30-minute) wreath-laying ceremony on Thursday, May 21 at 8:30 a.m. in observance of Memorial Day. This gathering offers a moment to pause, reflect, and honor those who gave their lives in service to our nation. The ceremony will take place at Cal Poly's War Memorial Plaza, located between the University Union and Building 1.

Academic Senate Faculty Affairs Committee written report.

The Academic Senate Faculty Affairs Committee submits a report to the Senate annually on student response rates to course evaluations. Standardly this report is a presentation to the Senate with discussion. When the FAC Chair (Brown) presented the reports for the prior two academic years in the Senate in AY 2024-25, in that discussion he recommended that the Senate form an ad hoc committee to form recommendations on improvements to the course evaluation forms and processes. The Senate formed that committee and it is soon to present its recommendations to the Senate.

Since this year's report on the prior academic year's response rates reveals an unsurprising continuation of the ongoing trend of low response rates, and since the Senate's agenda is rather full, this report is going to the Senate only as a written report. Discussion of student course evaluations will be much more productively directed towards the report from the ad hoc committee.

Any feedback on this written report can be directed to the FAC chair (Ken Brown <dbrown07@calpoly.edu>)



Online Student Evaluation of Instruction
Response Rates 2024–2025

University Response Rates Summary

AY	Fall	Winter	Spring
2024-25	45%	42%	40%
2023-24	46%	43%	40%
2022-23	40%	43%	42%
2021-22	44%	41%	36%
2020-21	38%	38%	37%
2019-20	52%	53%	35%
2018-19	55%	57%	51%
2017-18	59%	58%	54%
2016-17	66%	61%	55%

College and department response rates for 2024-25 in attached charts

Background data and information about online student evaluations

Pilot commenced Spring 2015–Spring 2016

- **Two-week evaluation period**
- **Response rate tracking**
 - Monitored rate of response accumulation through evaluation period
- **Response rates in pilot 2015-16**
 - Fall 2015 64%
 - Winter 2016 59%
 - Spring 2016 51%

Procedure for university-wide rollout 2016-2017

- **Two one-week evaluation periods**
 - Normal: Sunday–Friday of last week of instruction
 - Early: Sunday–Friday of penultimate week of instruction
 - Only Music dept. made use of early evaluations, experiencing dismal response rates
- **Students notified by email**
 - Prior to evaluation period
 - Daily reminders for evaluations not yet completed
 - One email per class each day until evaluation completed



Procedural changes for 2017-2018

- **Students**
 - Portal shows links for class evaluations
 - Email reminders at start of evaluation and Wed, Thur, Fri
- **Instructors**
 - Email about response rates
 - Portal links for their evaluated classes
 - Portal reports response rates

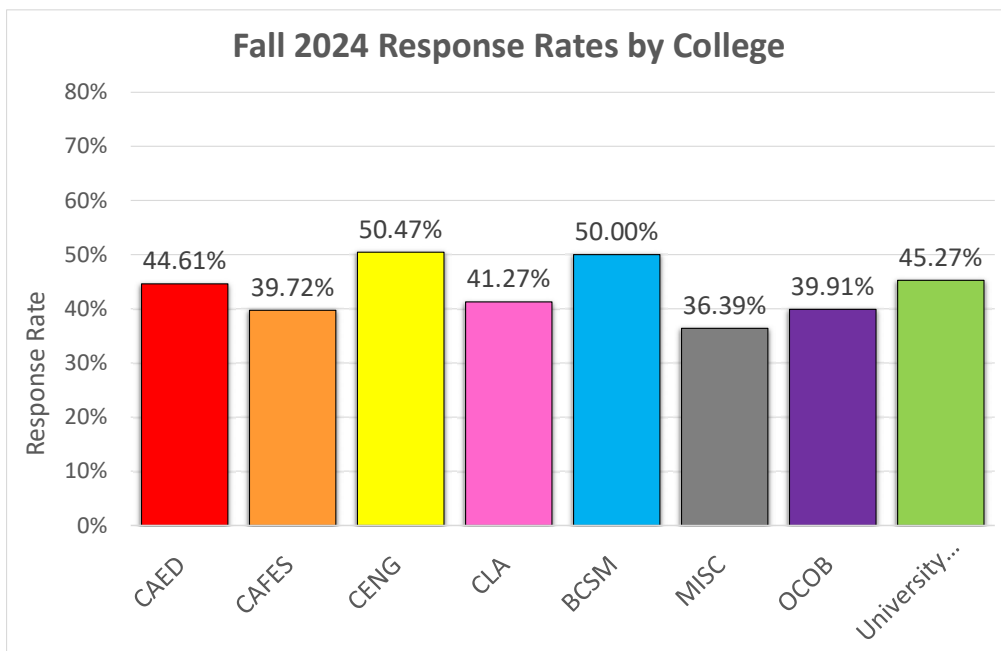
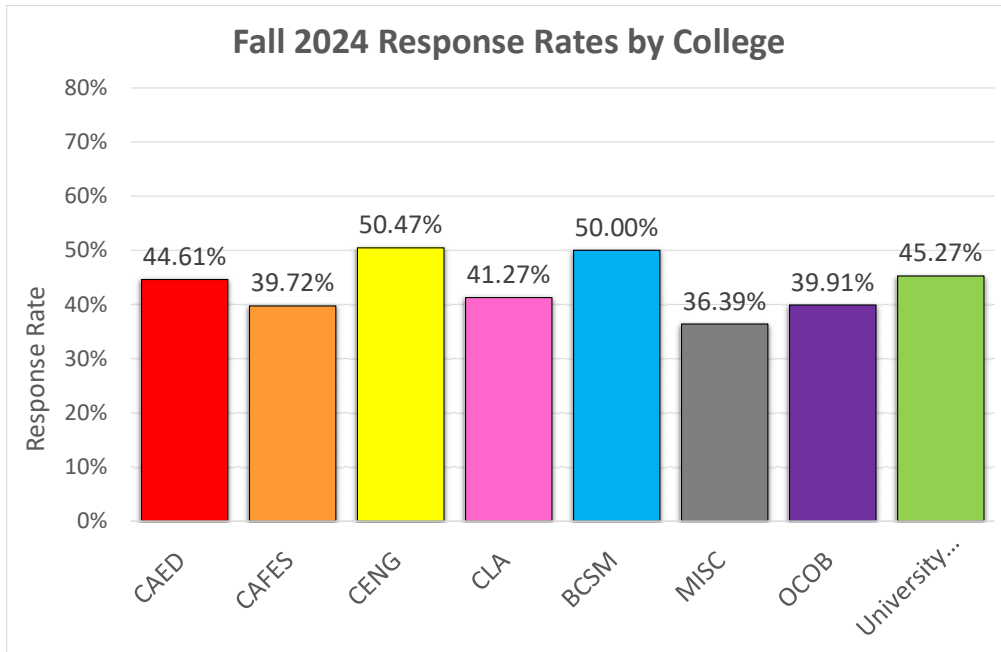
Procedural changes for 2018-19

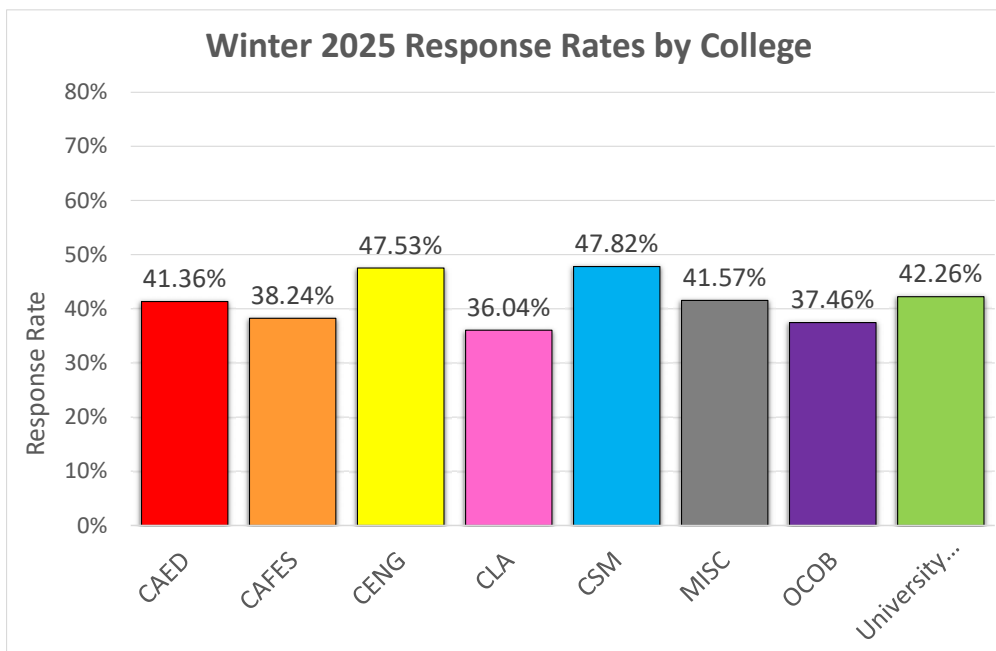
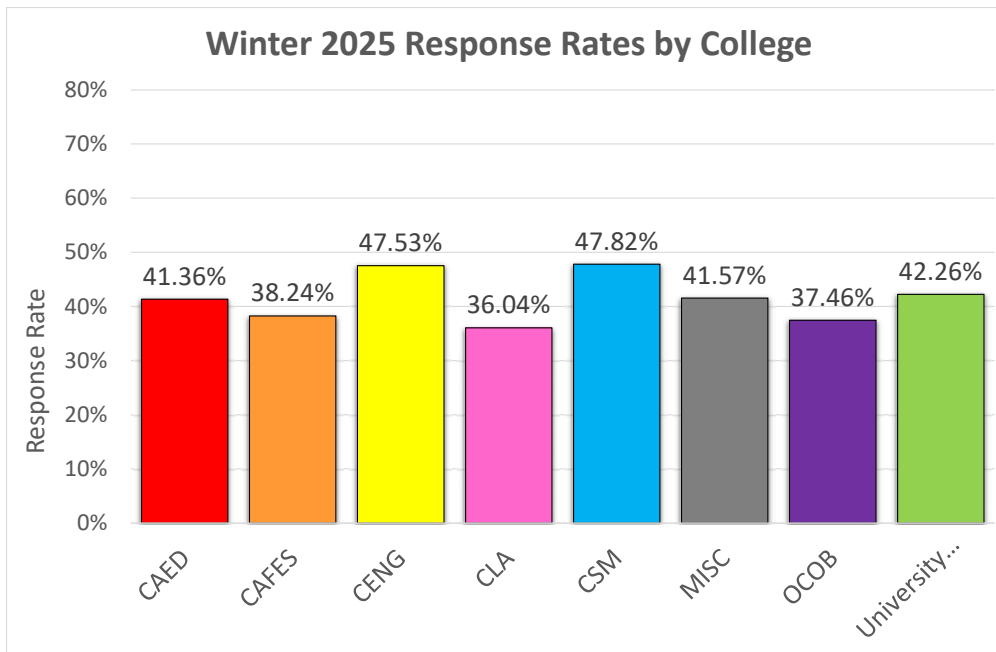
- **Faculty**
 - **No more response rate notification emails**
 - Live response rate monitoring through the portlet
 - Access to portlet on the Monday before the evaluation period
 - Email notification that courses queued for evaluation are visible on the portlet
 - Faculty encouraged to ensure all courses that meet the evaluation criteria are queued.
- **Shift to virtual instruction due to COVID-19**
 - Winter 2020 evaluations completed prior to shift to virtual final exams
 - Spring 2020 transition to emergency distance learning
 - AY 2020-21 Campus operated almost entirely online
 - Fall 2021 Return to mainly in-person operations

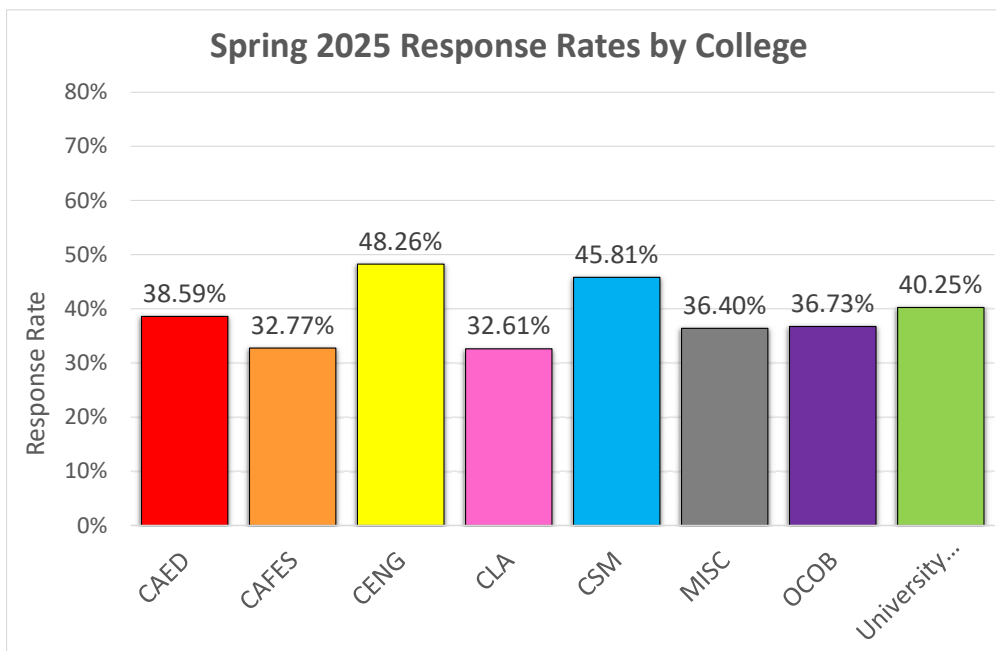
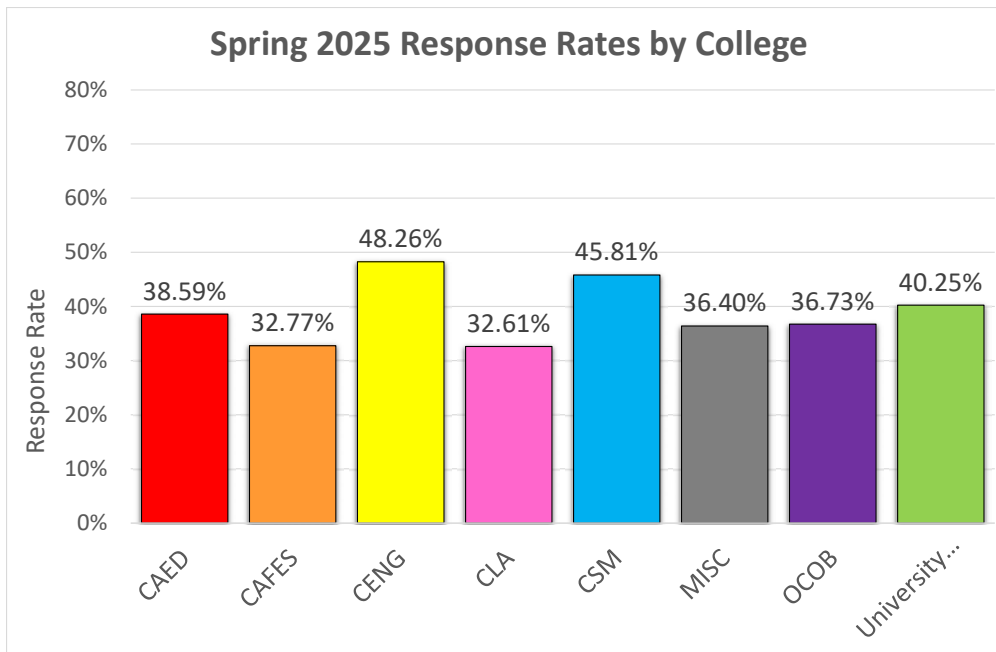
Continued implementation with no changes in procedure through Spring 2024

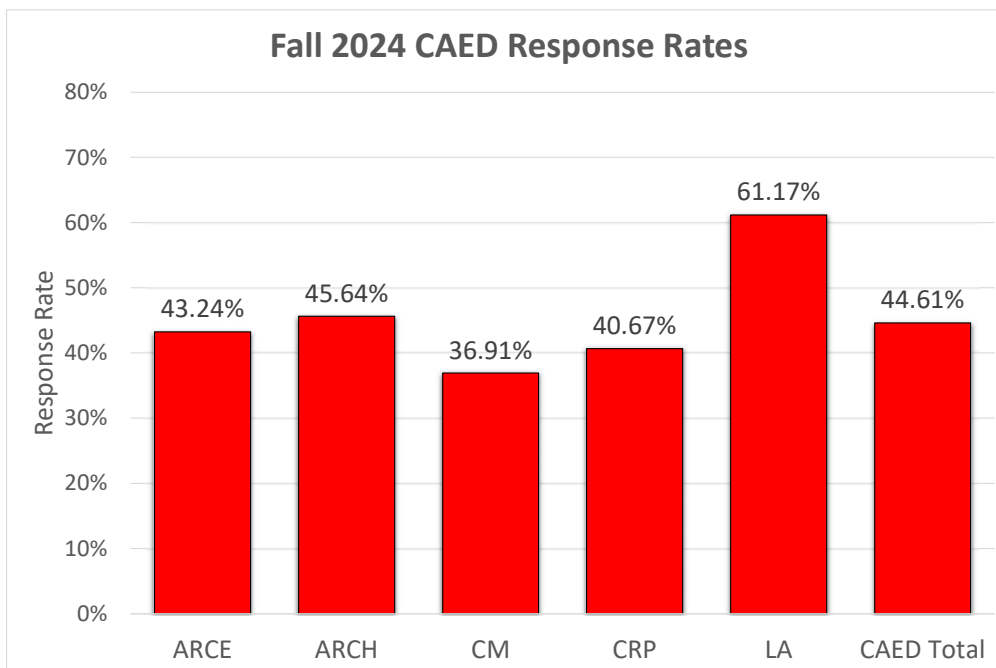
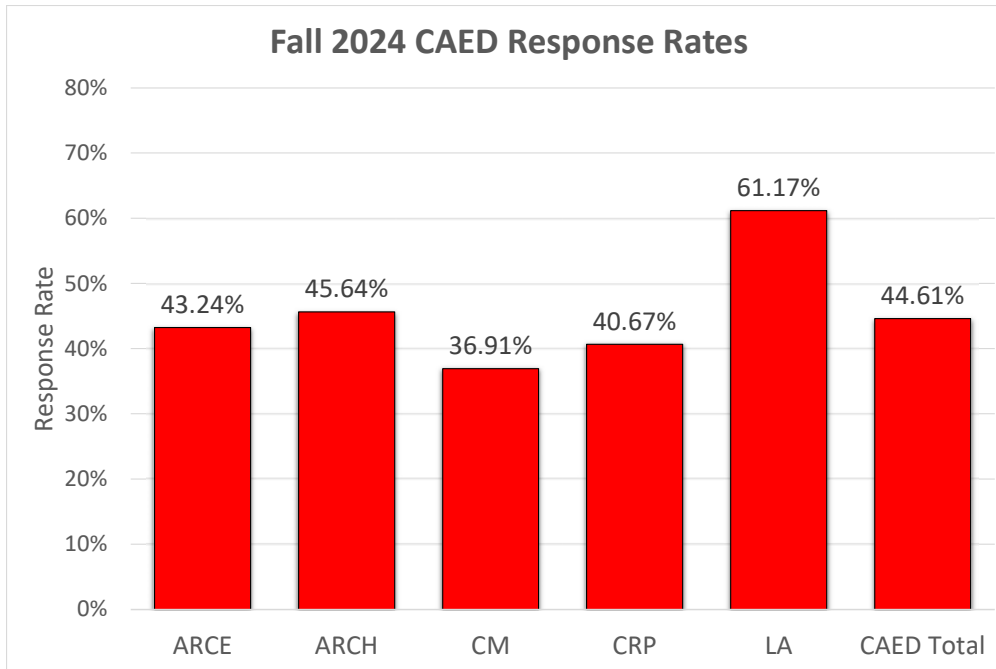
Procedural changes for 2024-25

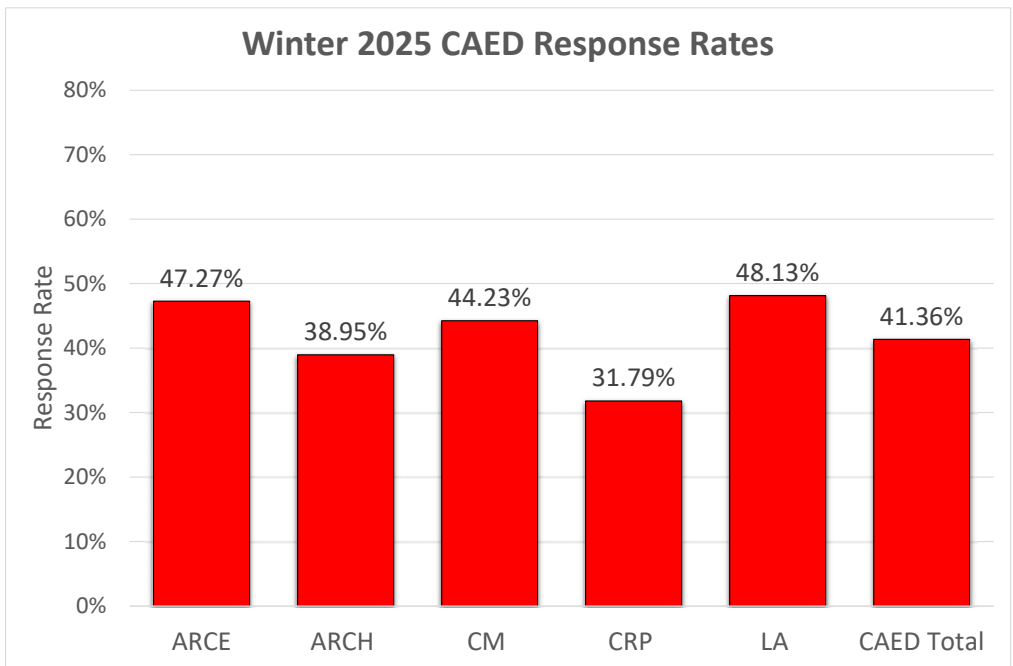
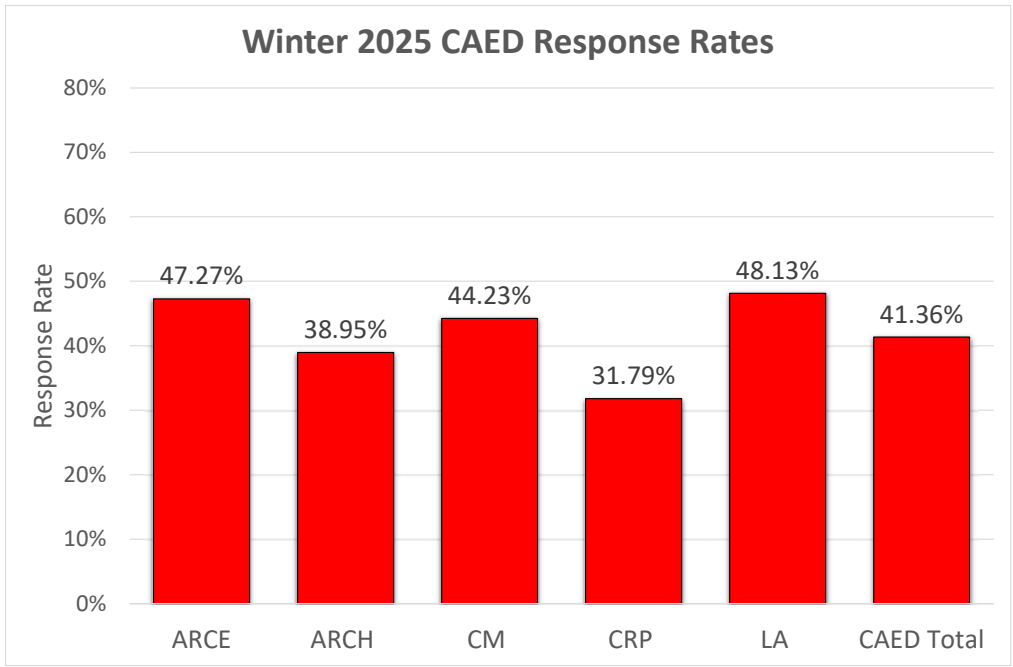
- ITS deployed new student and instructor portlets on the Cal Poly portals
 - The LTI we were previously using is no longer supported by the vendor.
 - Upgrading to their new supported LTI would require significant work and cost.
 - The new version provides a more sustainable and well-supported method for integrating and accessing surveys, and it is less likely to be impacted by future vendor updates.
 - The instructor portlets now refresh every 15 minutes between 4:00 AM and 7:00 PM PST, and then every 5 minutes during the final 15 minutes of each hour.

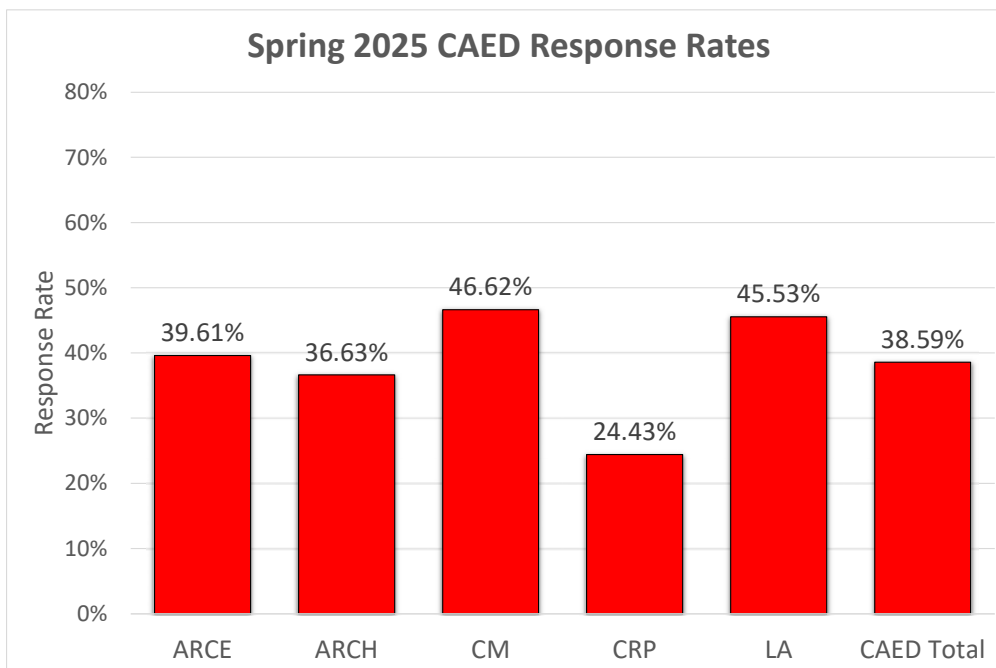
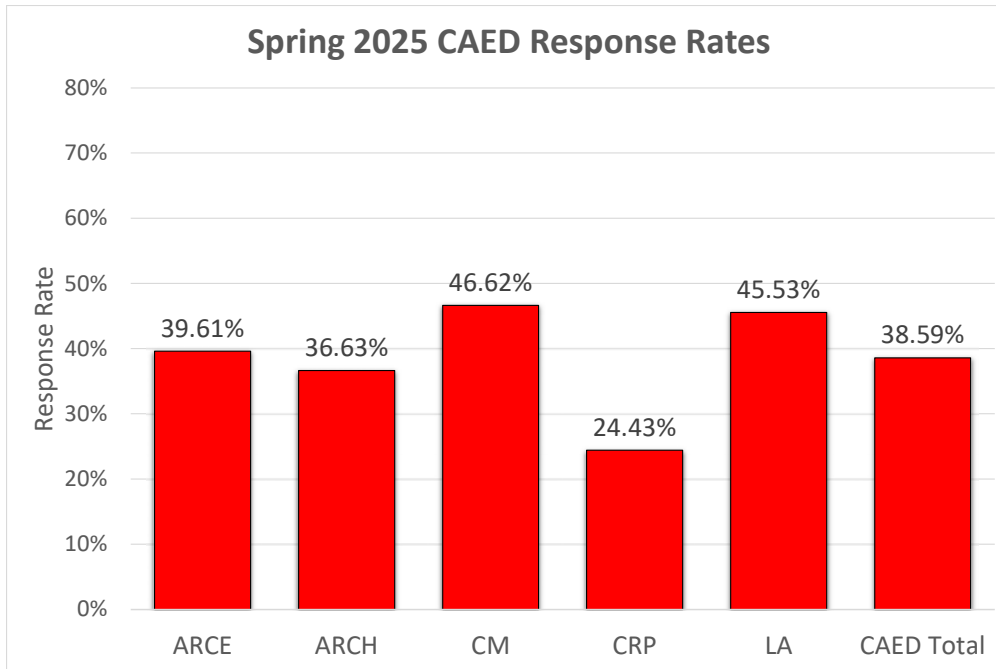


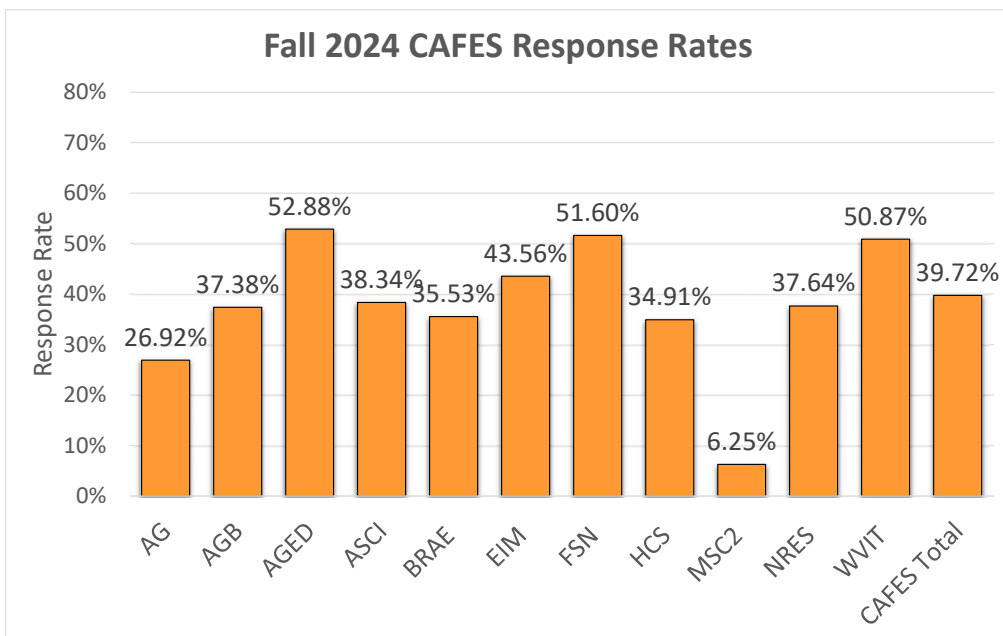
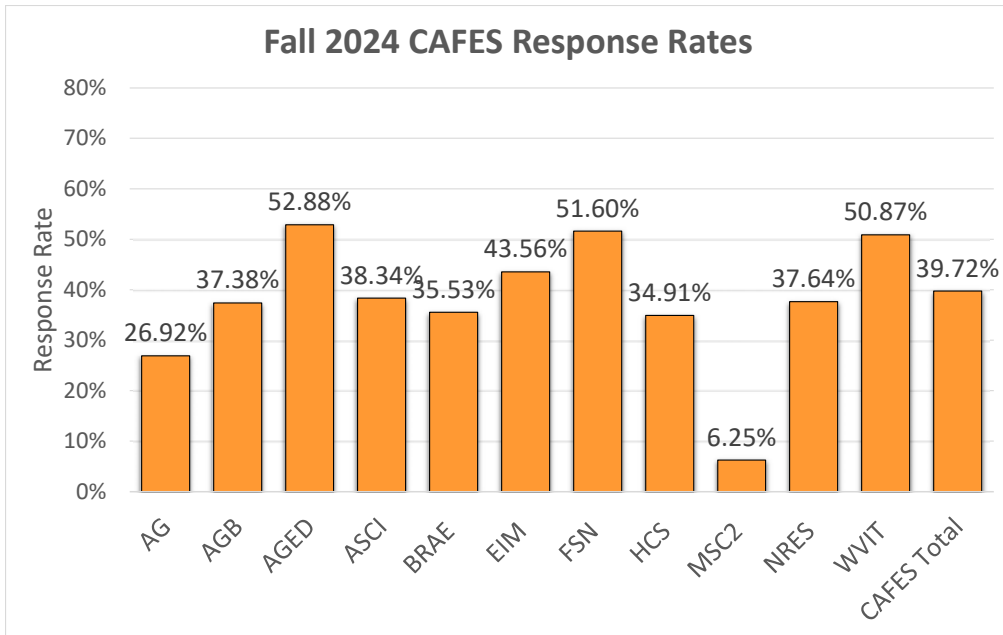


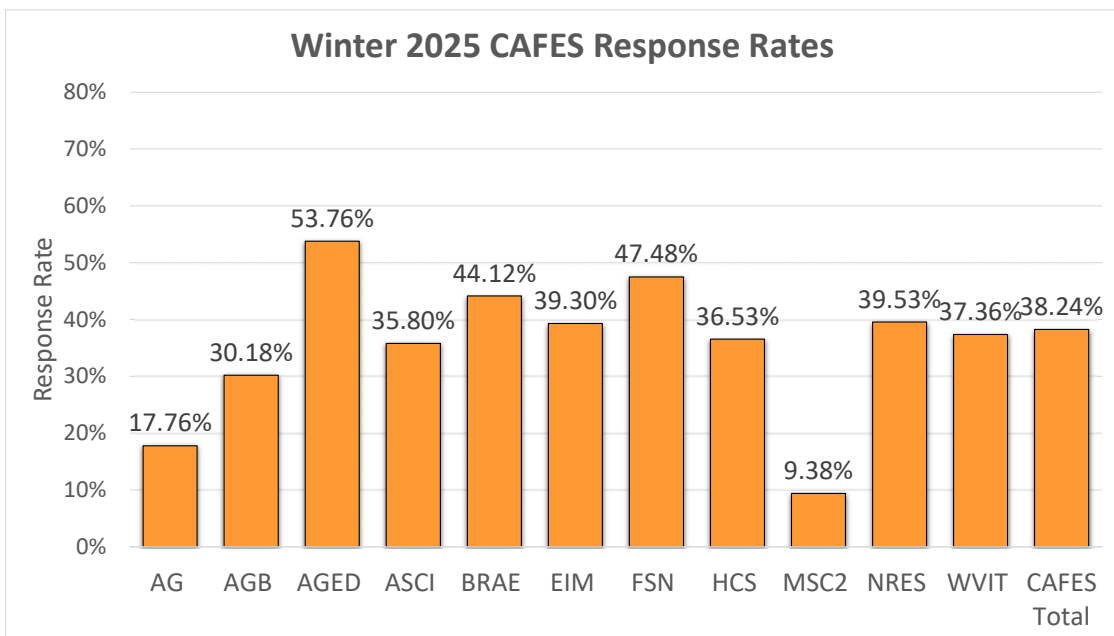
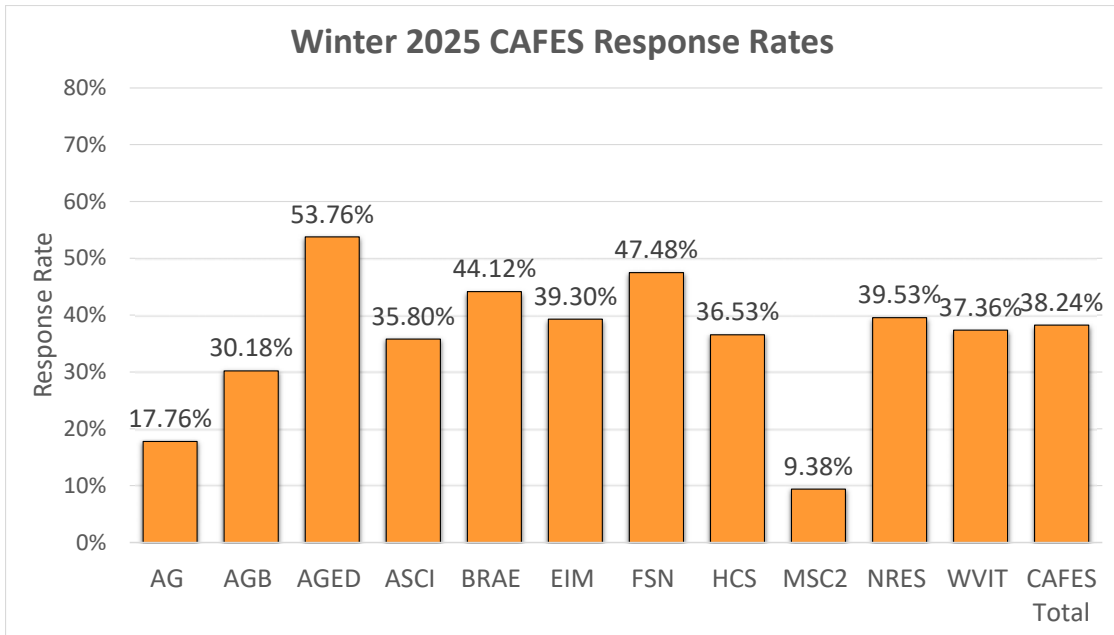


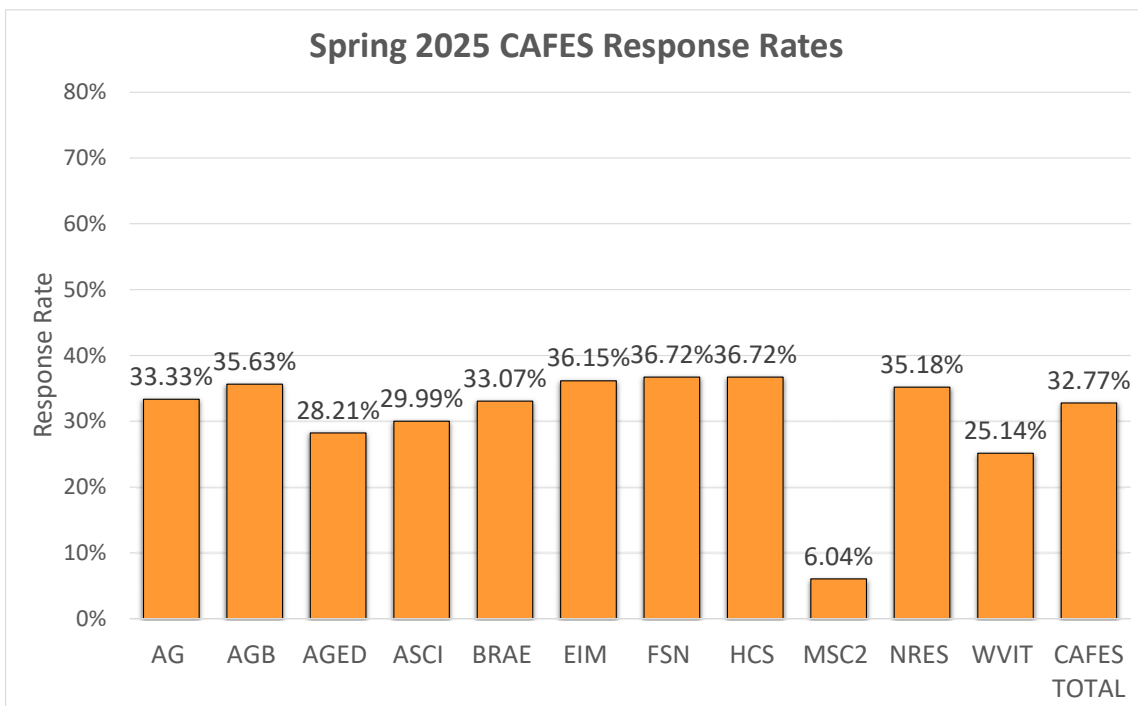
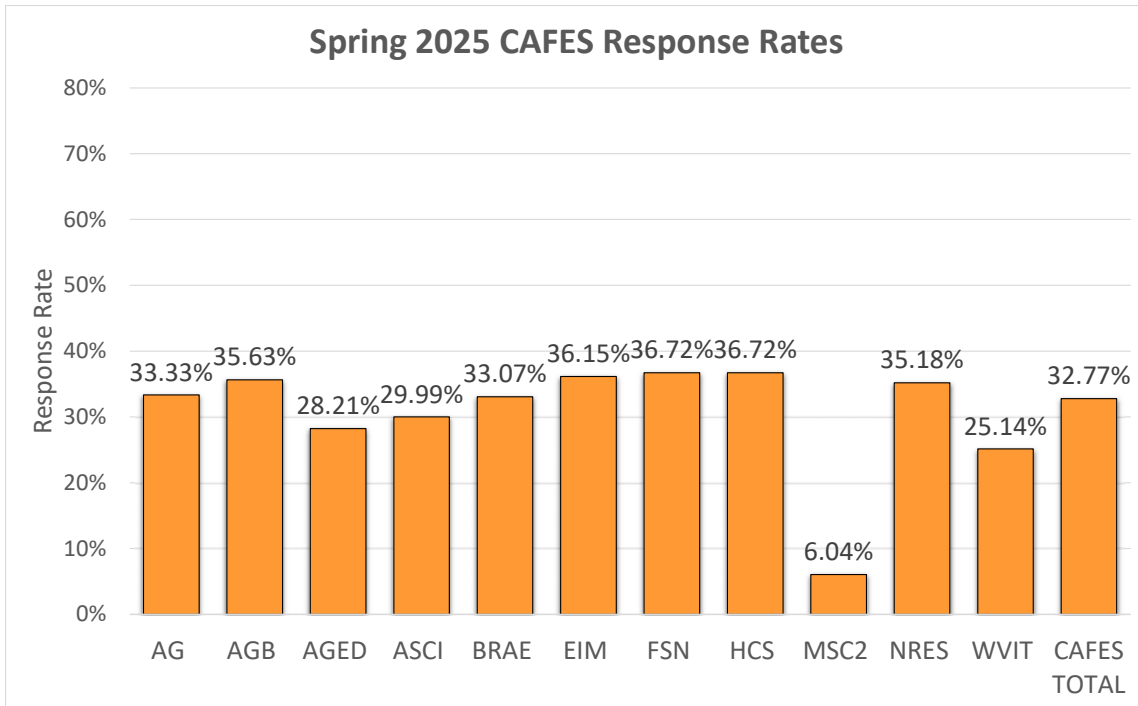


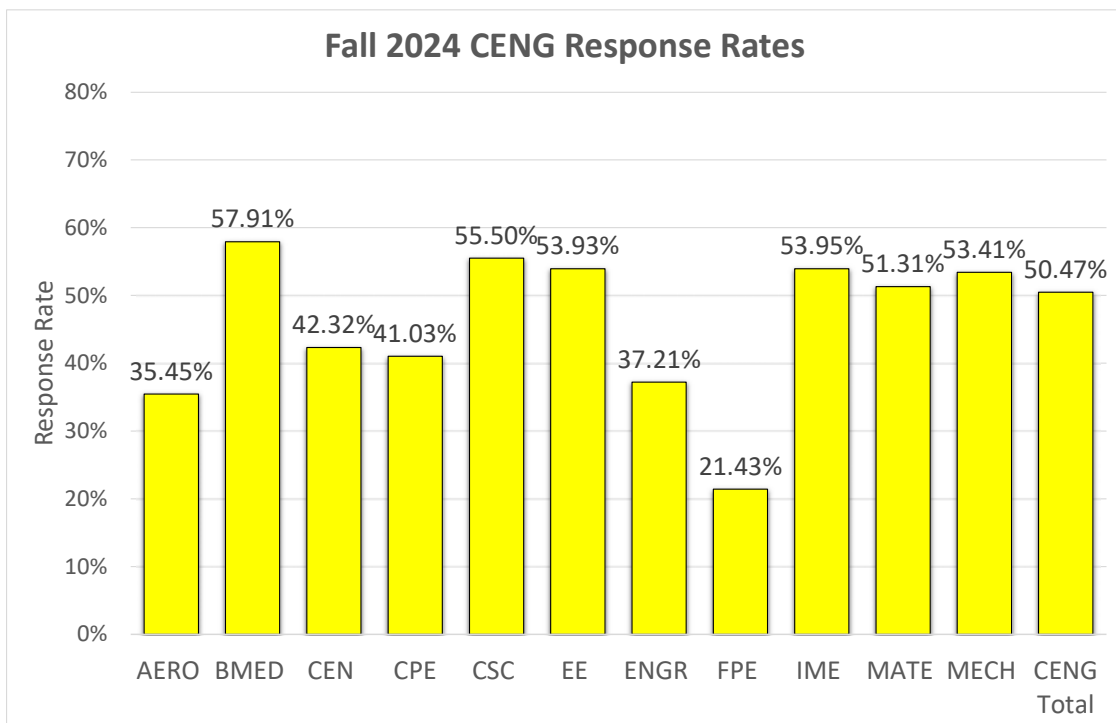
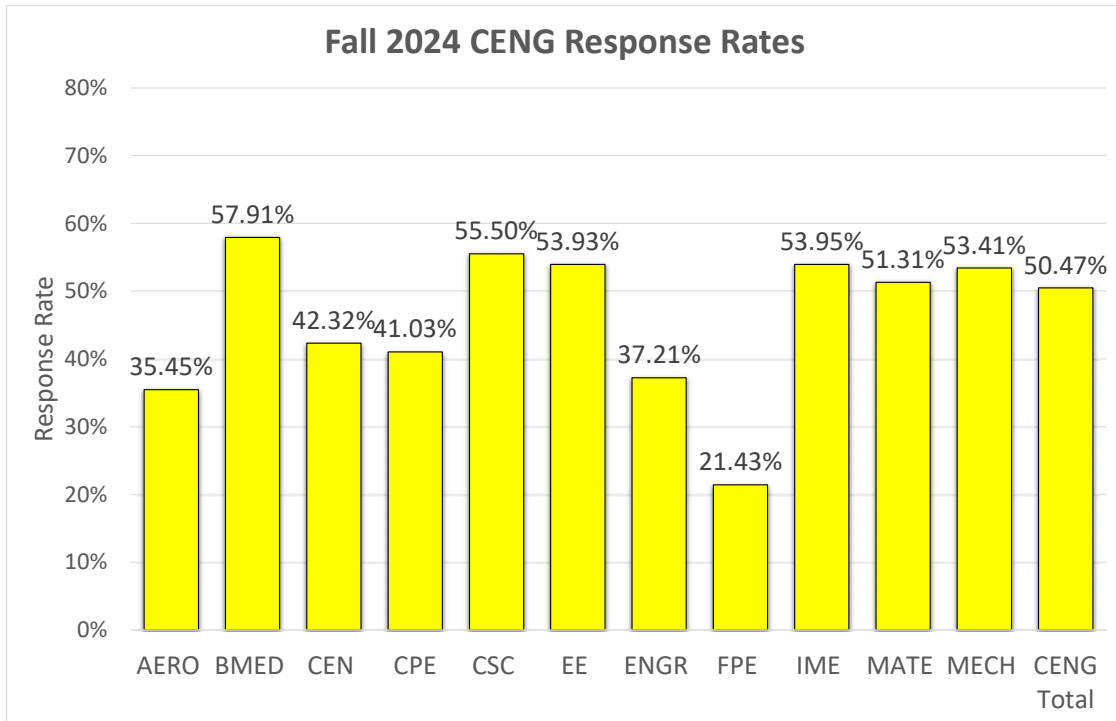


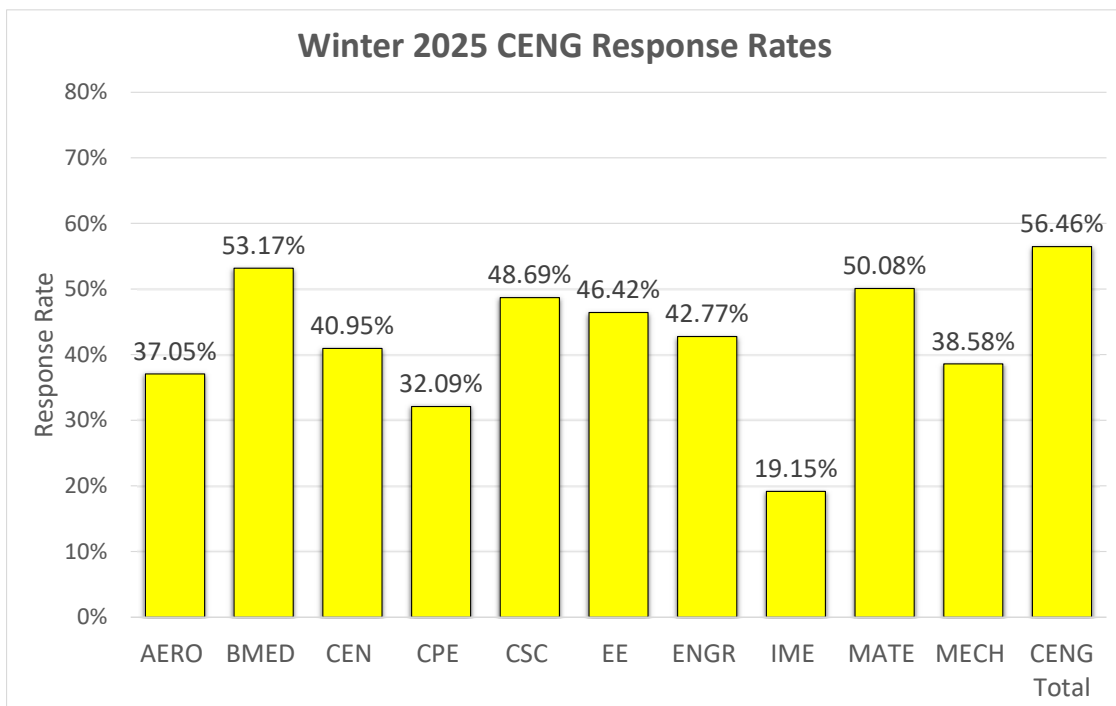
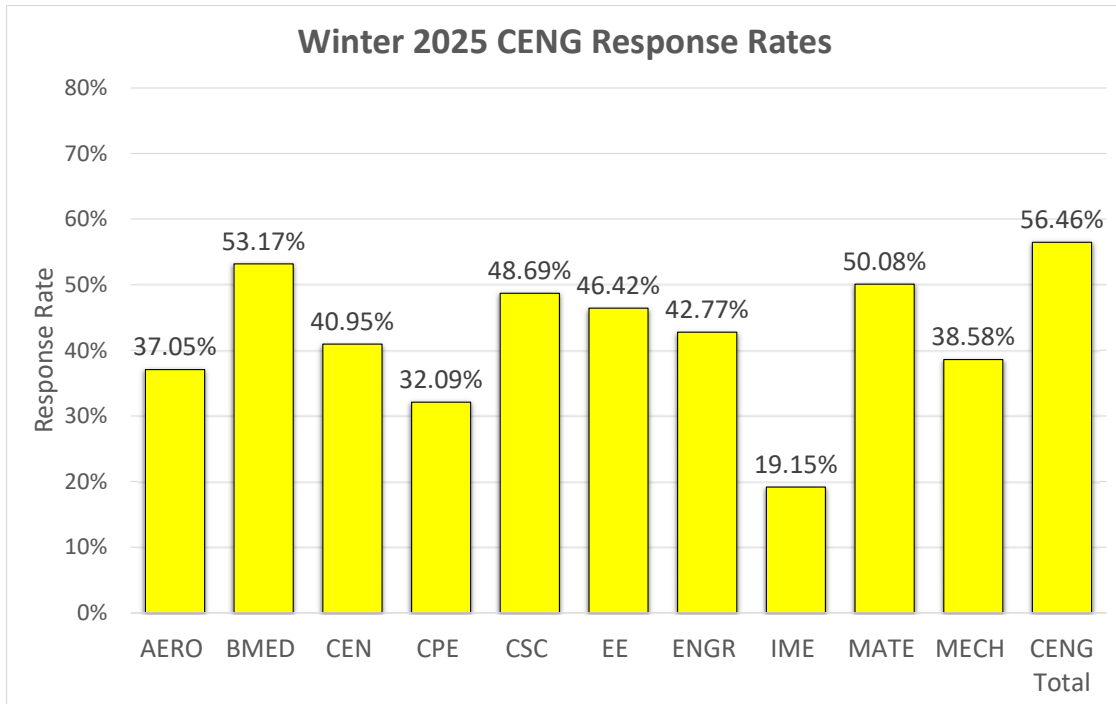


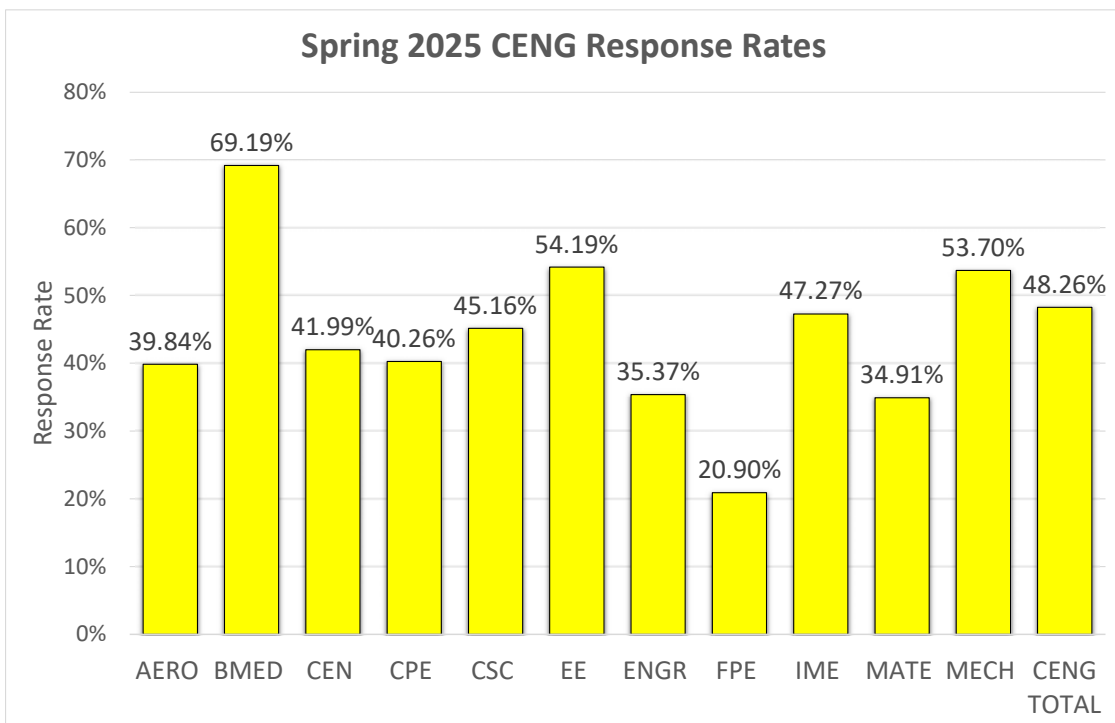
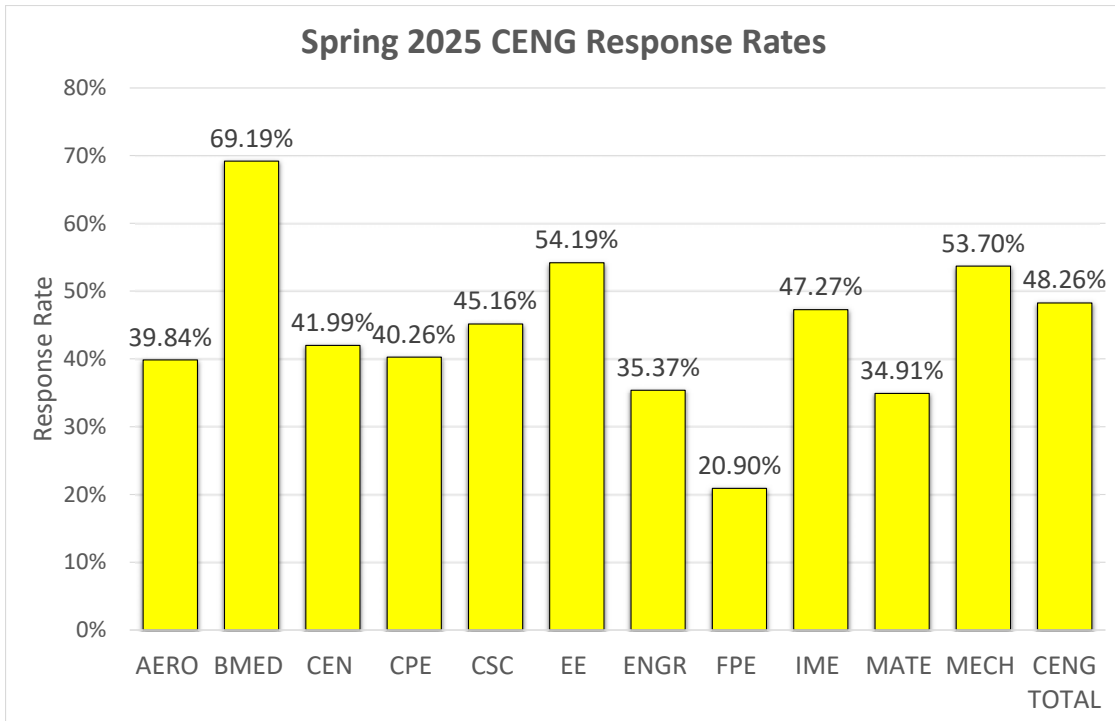


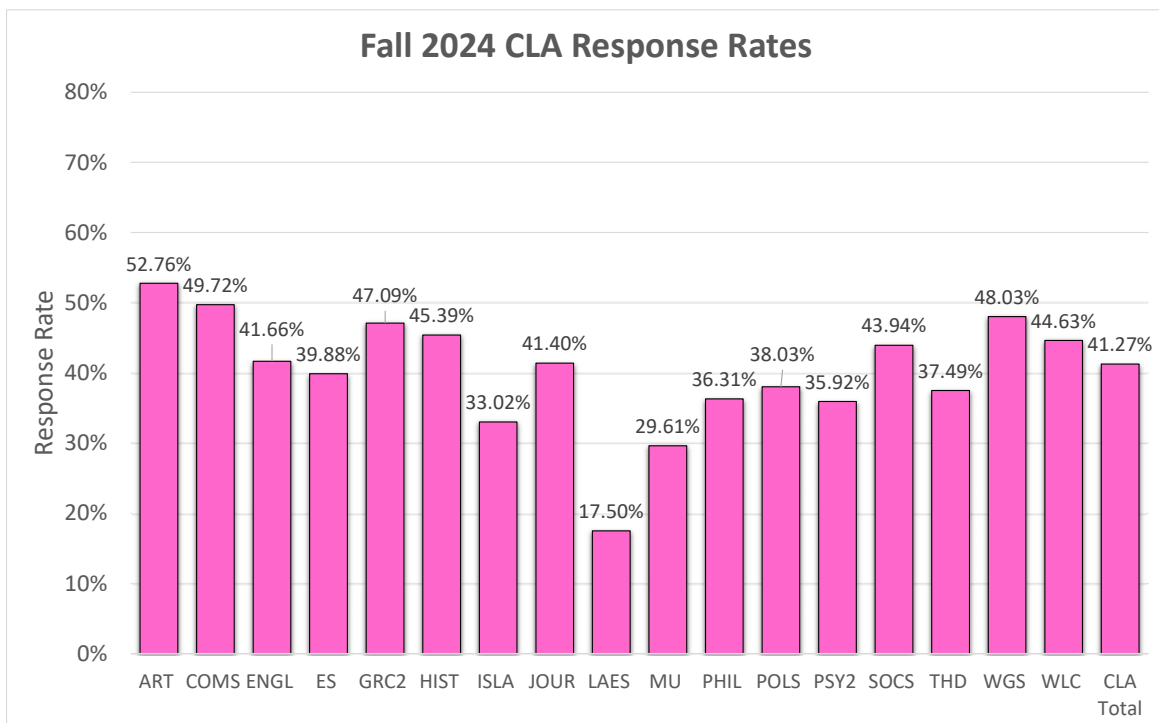
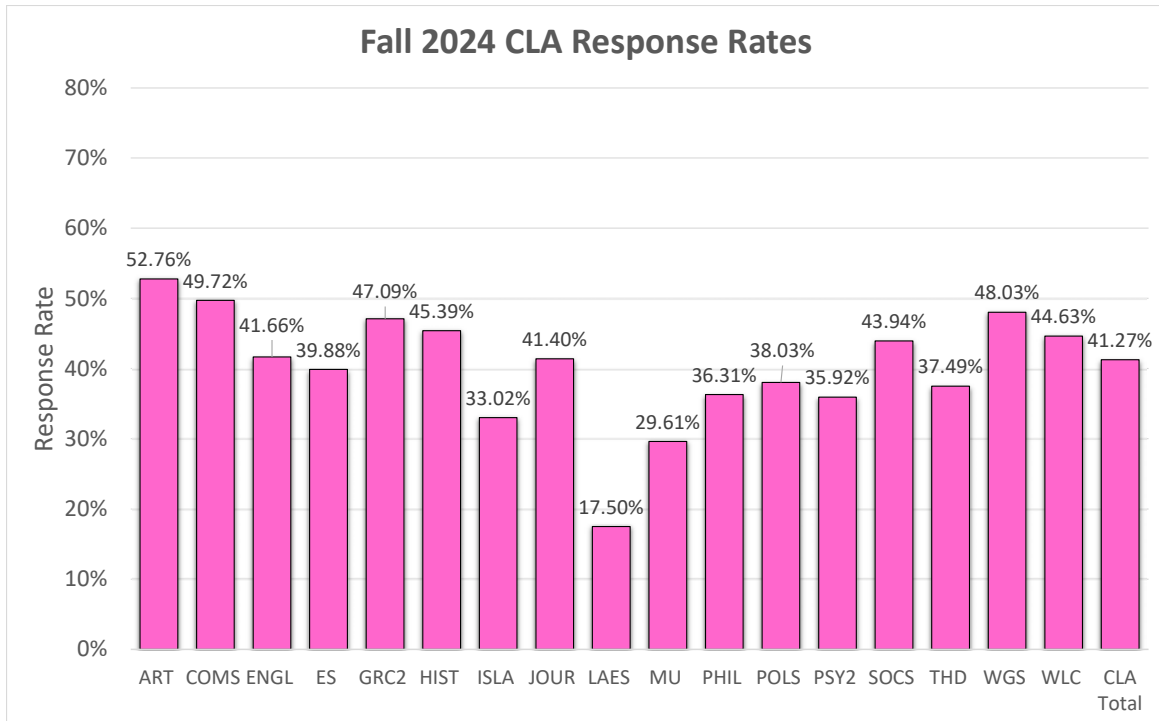


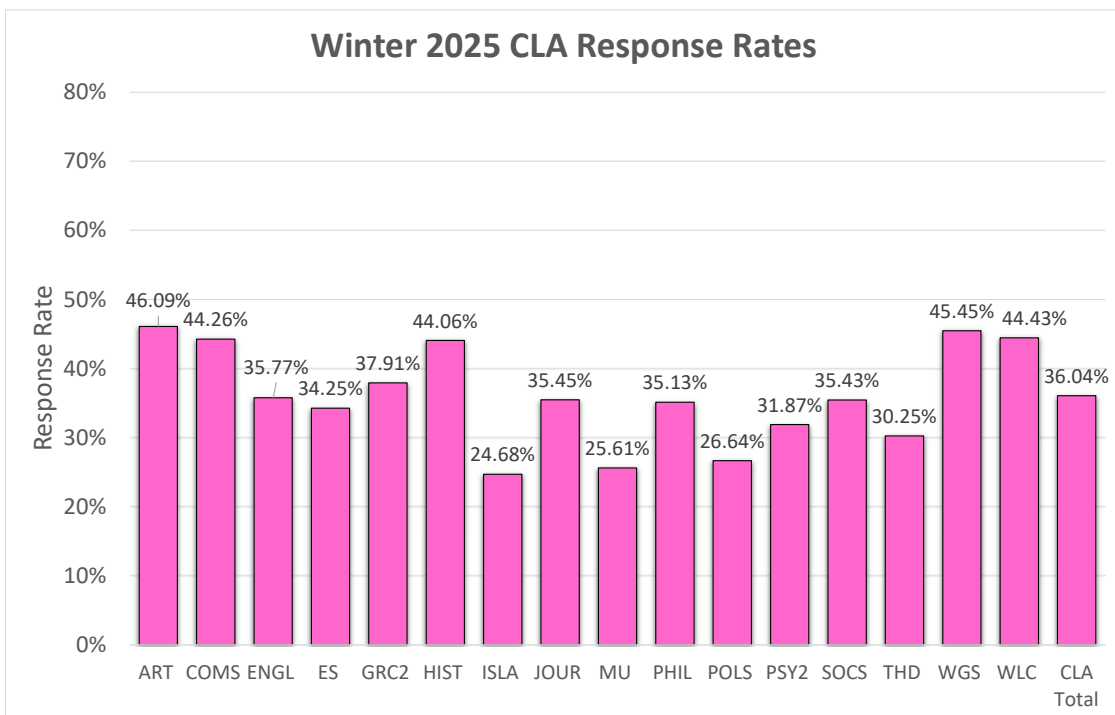
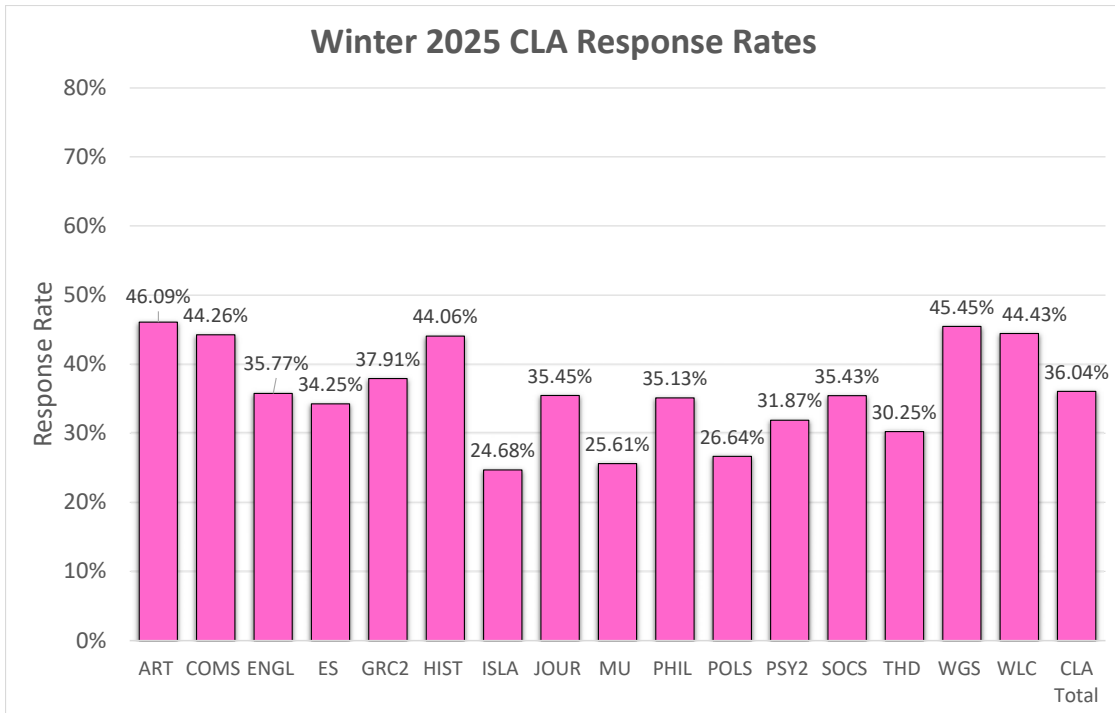


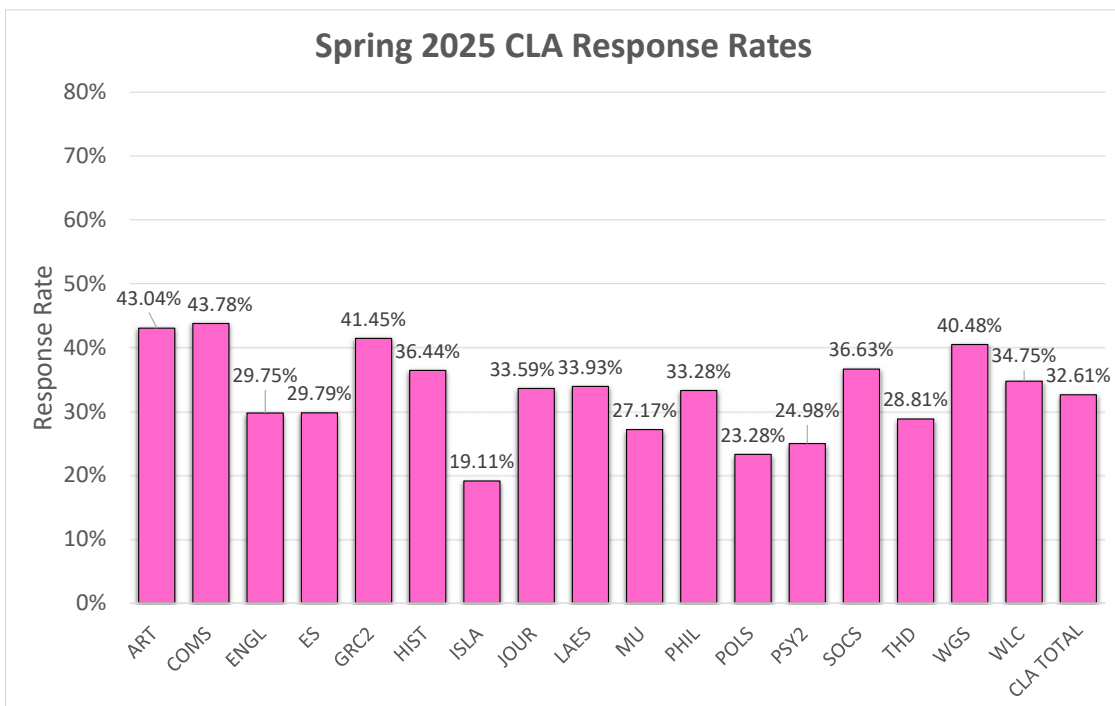
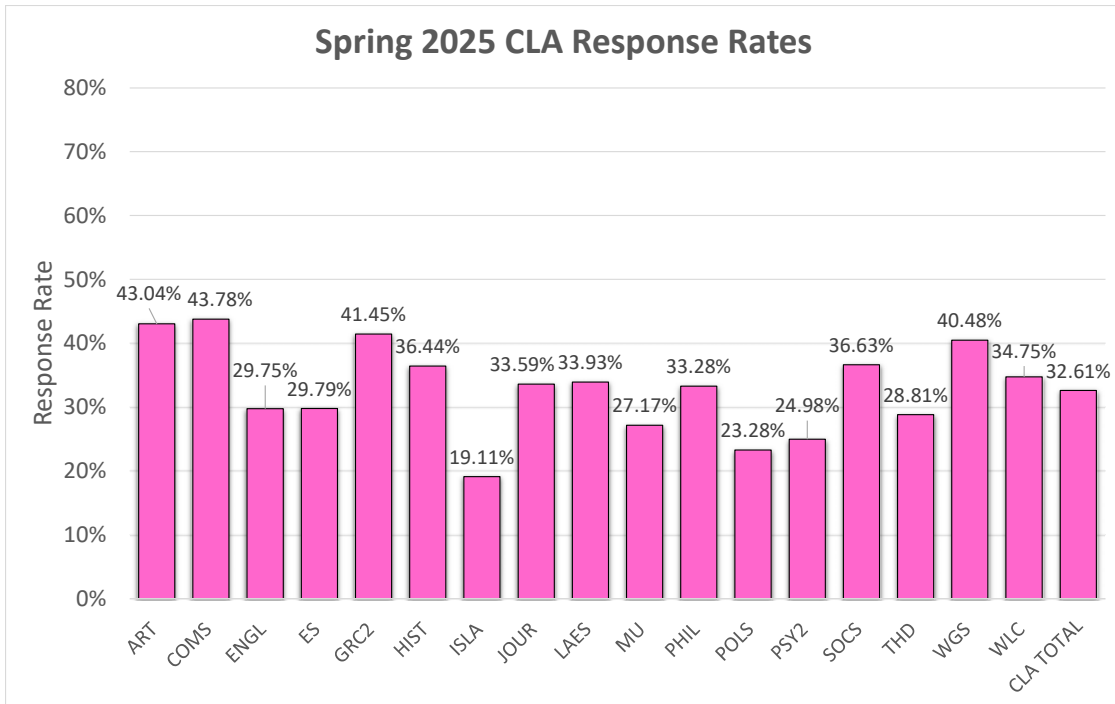


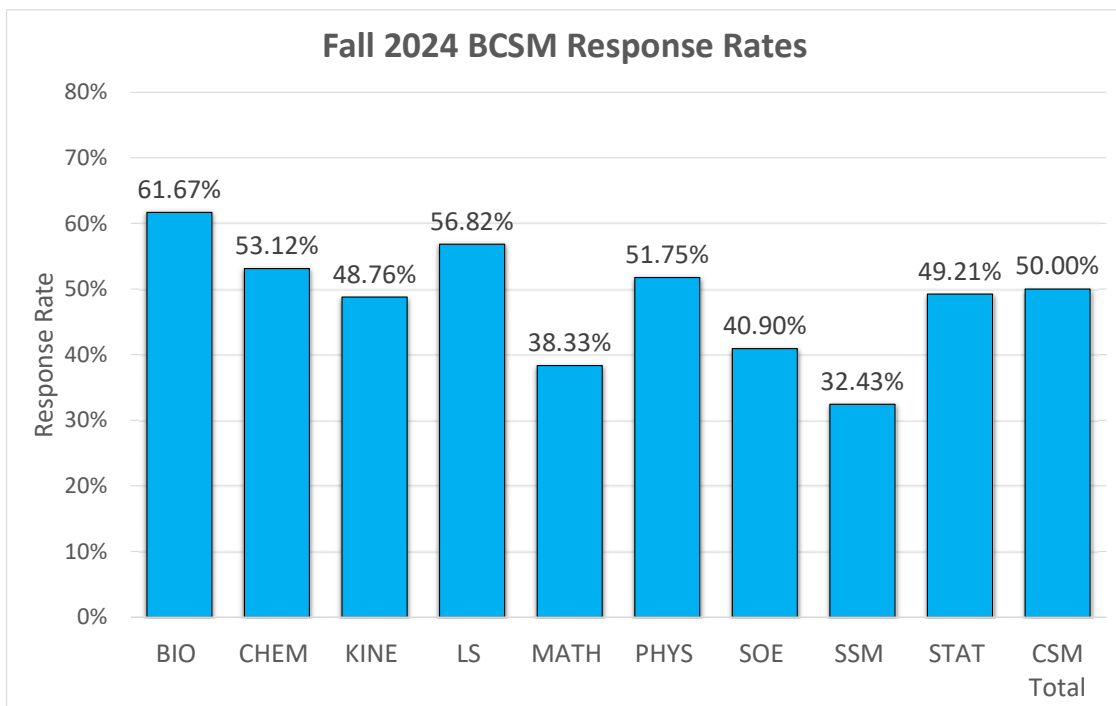
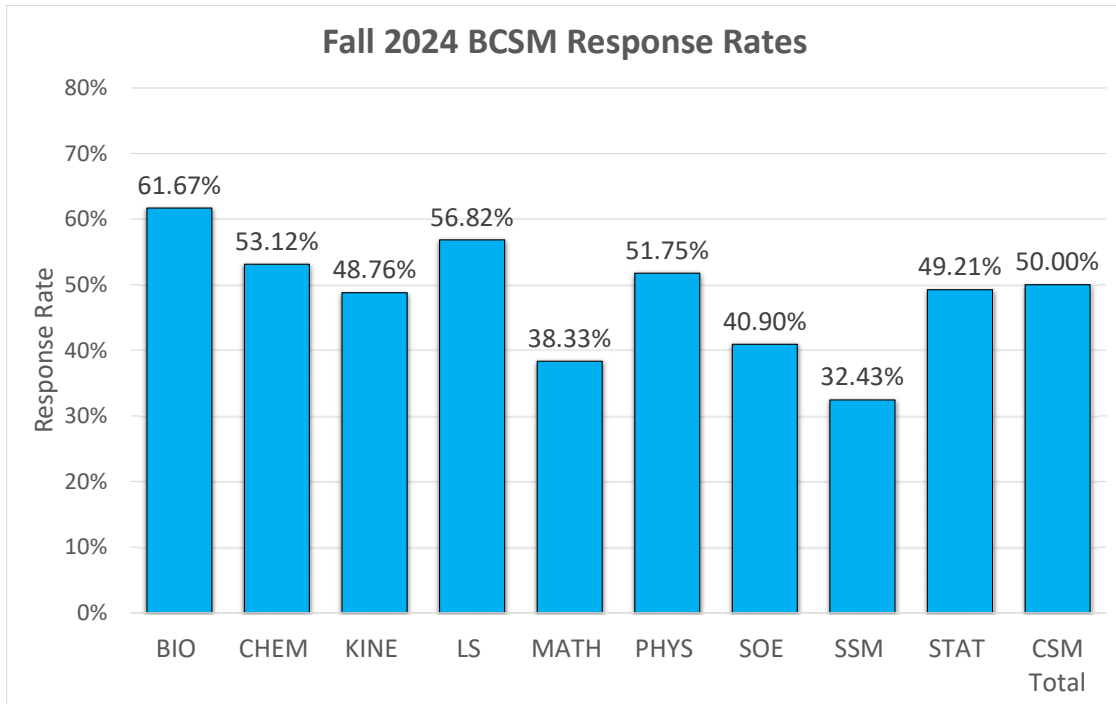


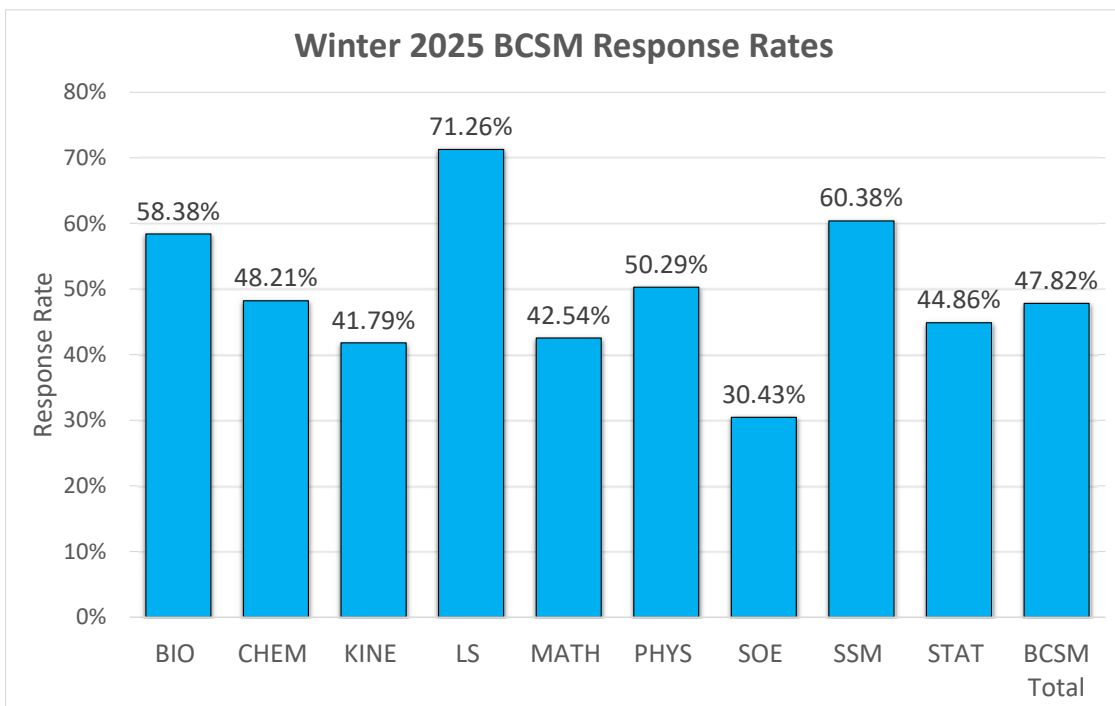
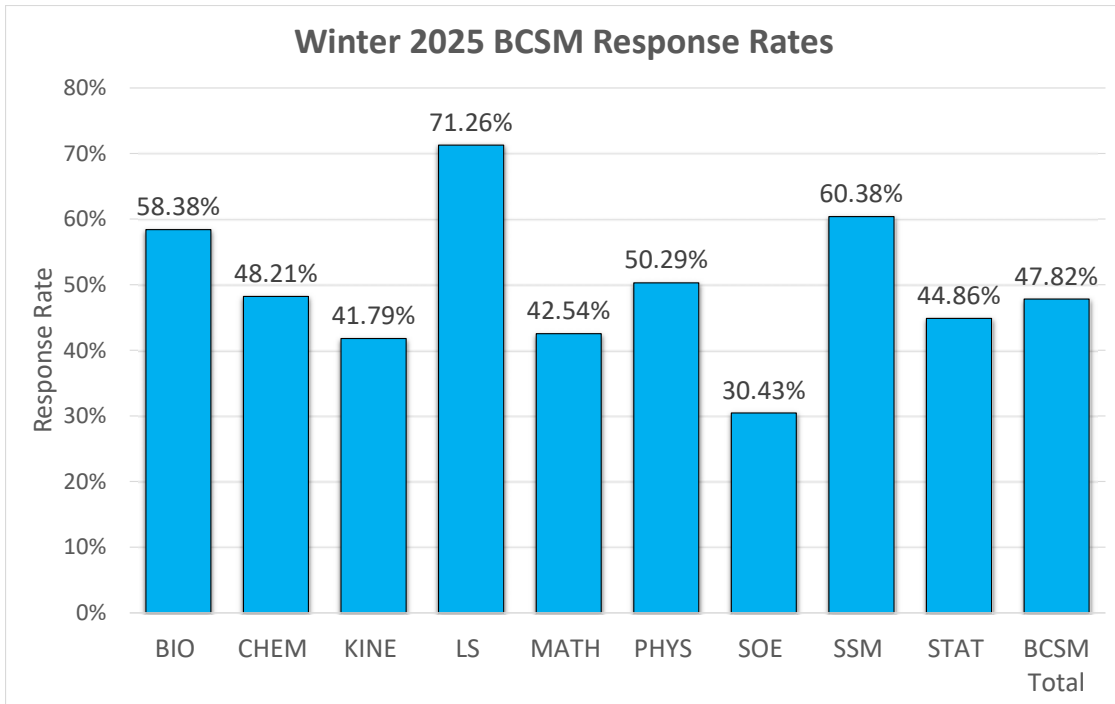


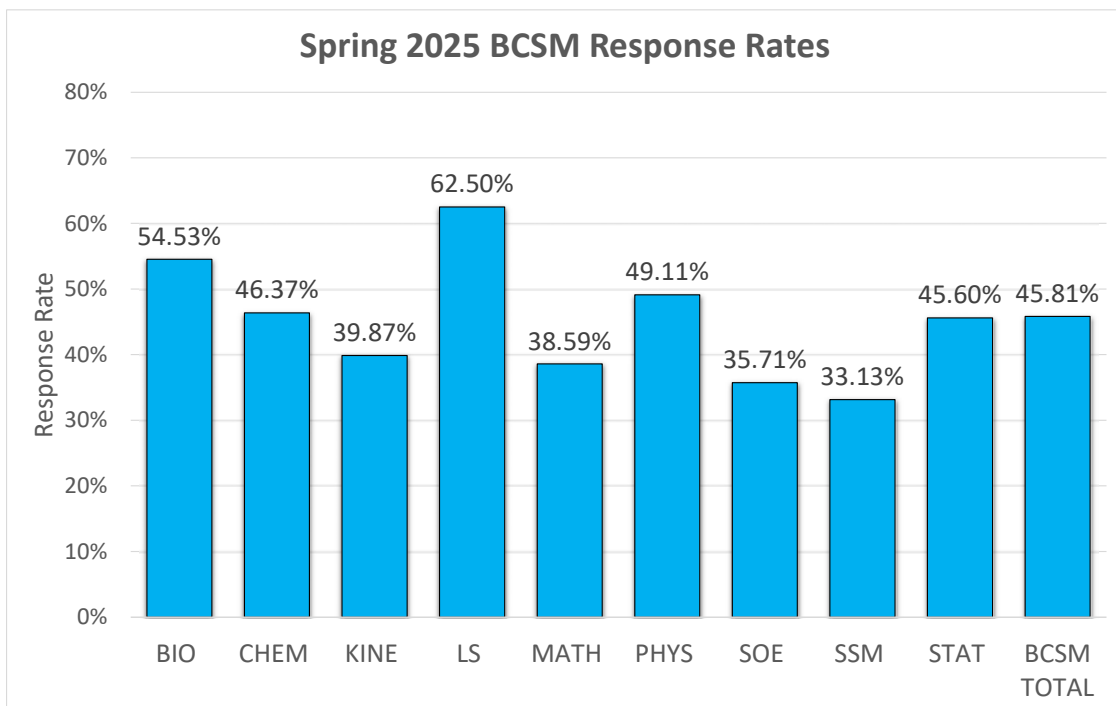
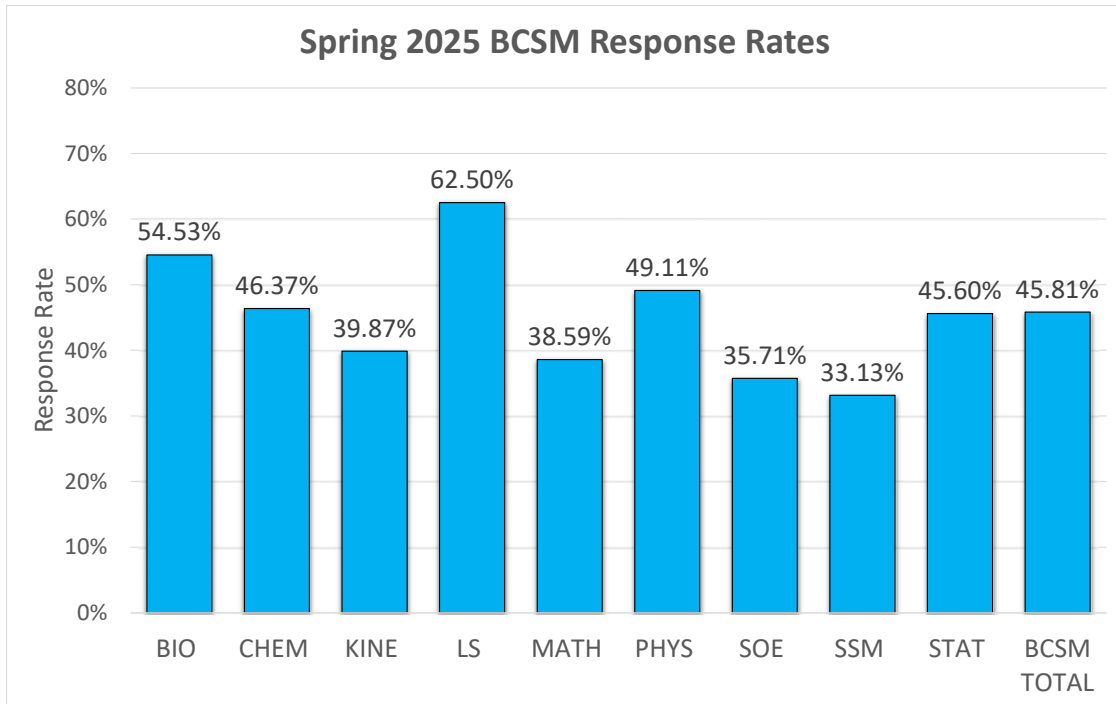


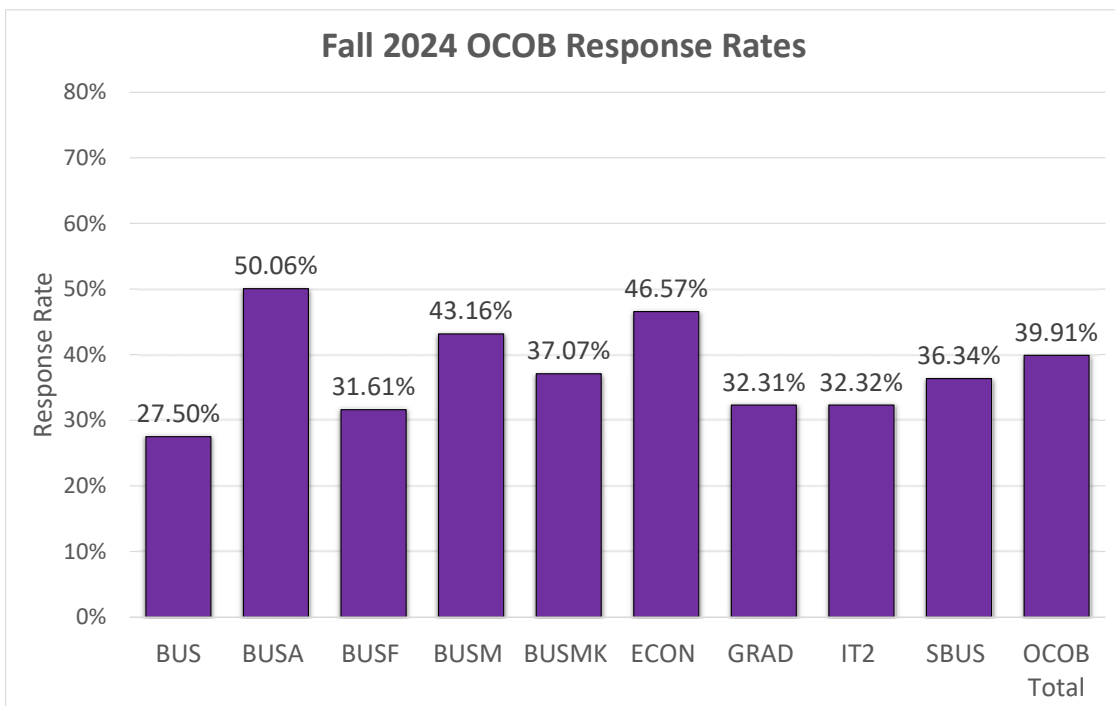
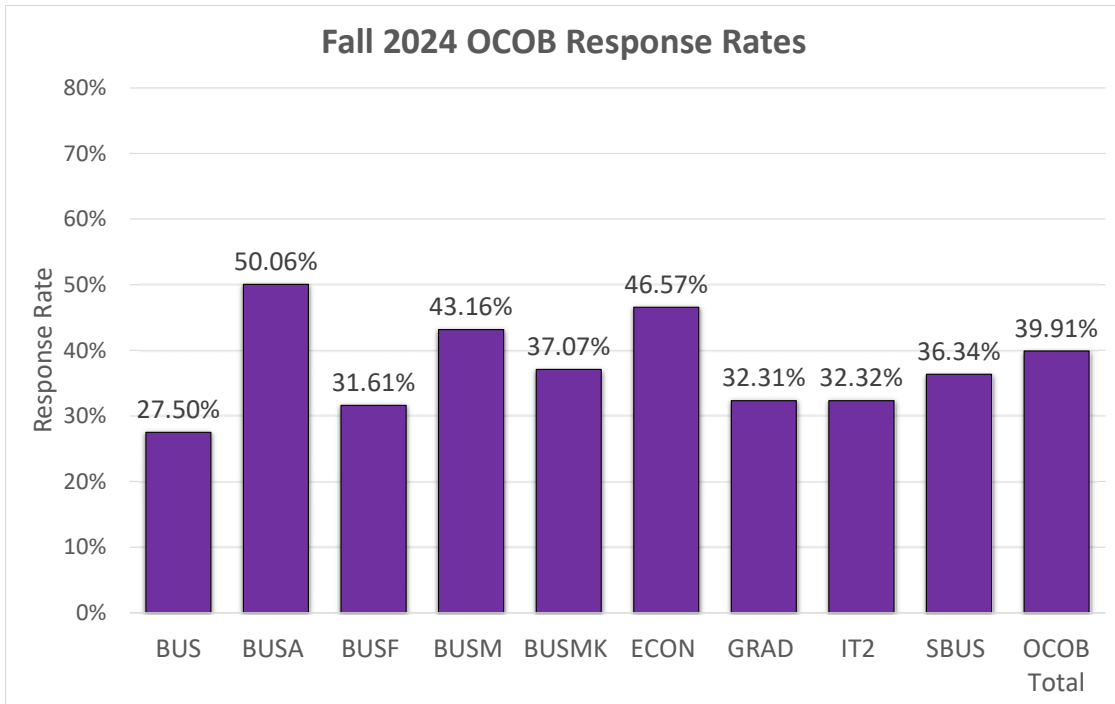


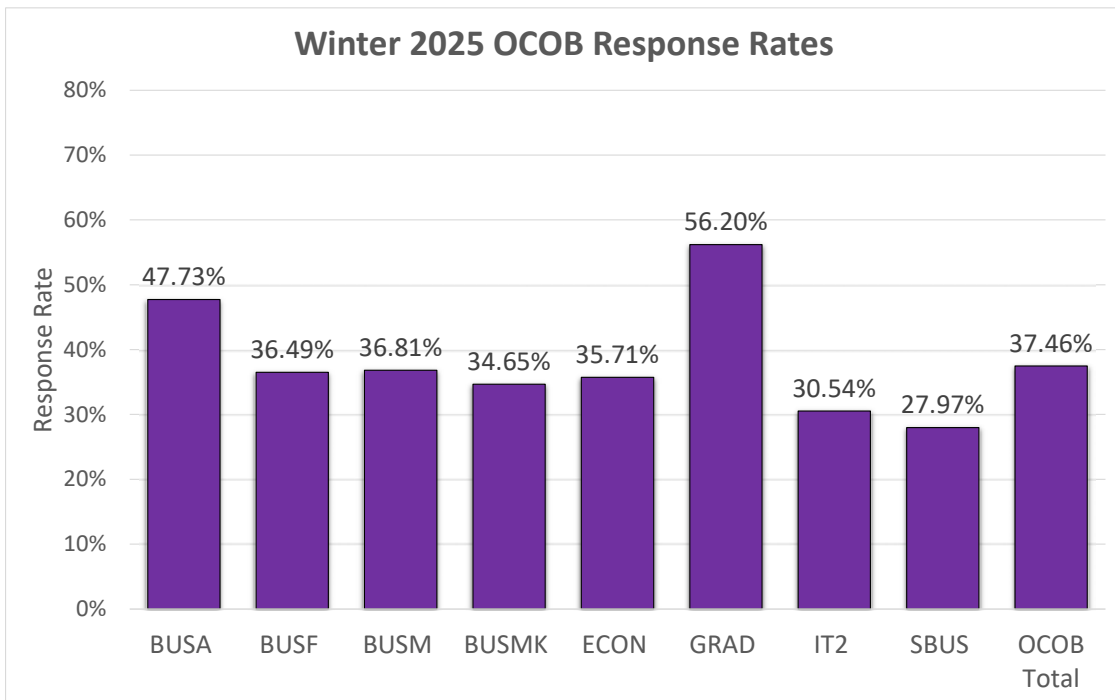
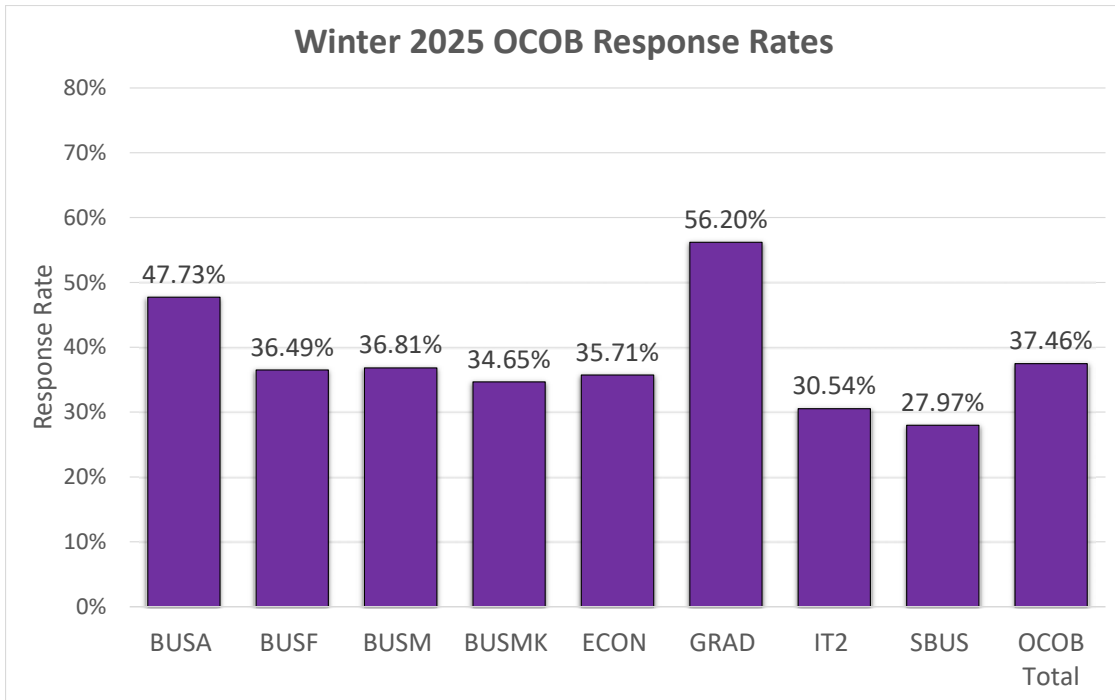


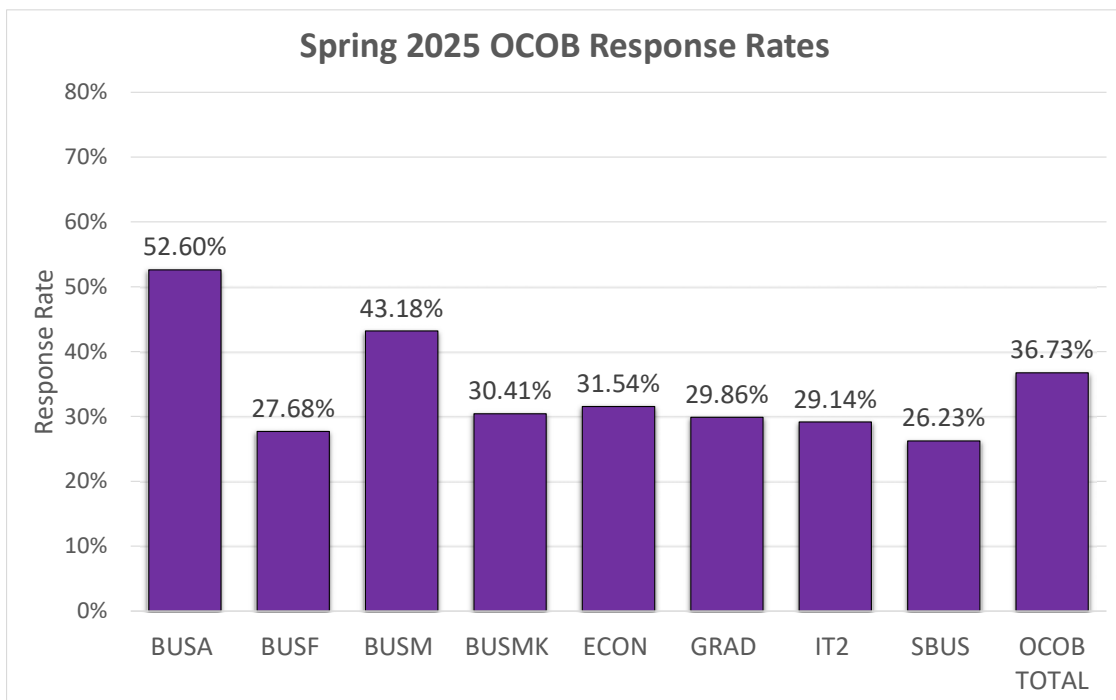
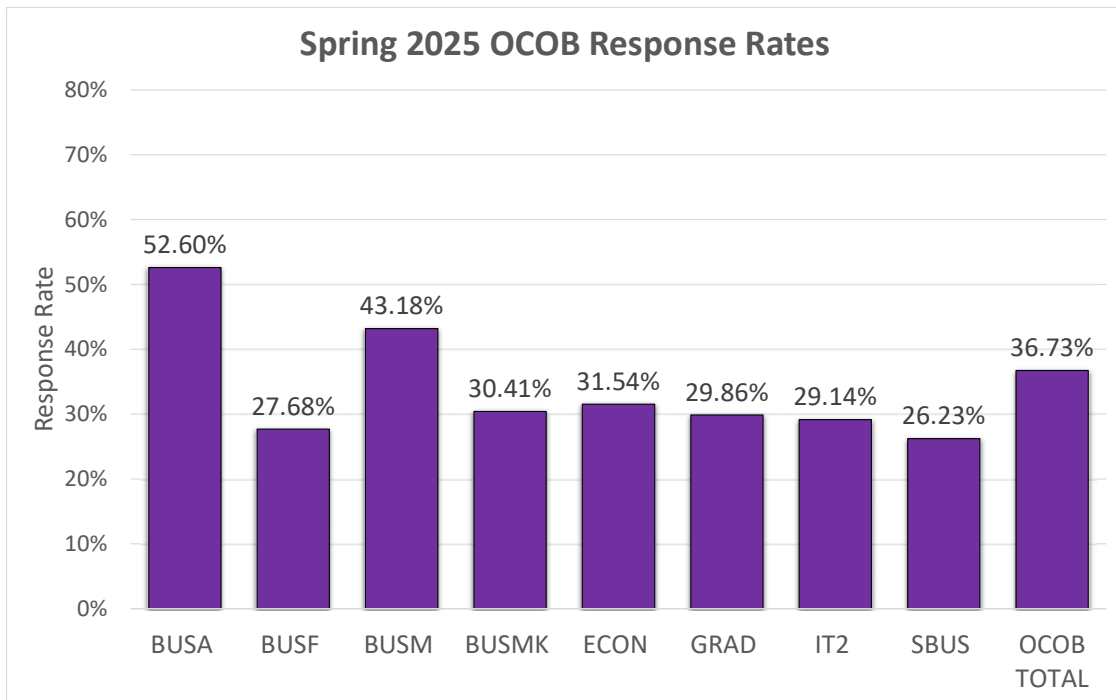












Adopted:

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

AS-___-26

RESOLUTION ON SCHEDULING OF ONLINE ASSESSMENTS

Impact on Existing Policy: Revises some of the provisions and guidelines in AS-939-22 in preparation for semesters.

- 1 WHEREAS, Online assessments of student learning are more common as many more
2 courses offered by Cal Poly have been approved for online modalities ;
3 and
4
- 5 WHEREAS, Students have personal commitments scheduled outside of class time;
6 and
7
- 8 WHEREAS, Students plan these commitments based on their class schedules; and
9
- 10 WHEREAS, On semesters full time students will likely be enrolled in more courses
11 per term which adds to their scheduled commitments; and
12
- 13 WHEREAS, Online assessments with narrow availability windows may cause conflicts
14 with other scheduled courses or personal commitments; and
15
- 16 WHEREAS, These conflicts may fall disproportionately and inequitably on
17 students who need to work or have dependent care obligations; and
18
- 19 WHEREAS, These conflicts may cause complications for students in remote locations,
20 in different time zones, completing internships, fieldwork or off-site
21 training, and/or traveling for university approved events, field trips,
22 competitions, conferences, etc.; and
23
- 24 WHEREAS, These conflicts may compromise student success in completing online
25 assessment; and
26
- 27 WHEREAS, Online assessments with broader availability windows alleviates conflicts
28 that can compromise student success; and

- 29 WHEREAS, The faculty are dedicated to facilitating student success; therefore be it
30
- 31 RESOLVED: That the Cal Poly Academic Senate endorses the attached guidance for
32 administering online assessments, and be it further
33
- 34 RESOLVED: That the Academic Senate requests that this policy and attached
35 guidance be communicated to all faculty at the start of each term by the
36 Provost or their designee, and be it further
37
- 38 RESOLVED: That the Academic Senate requests a process be put in place, for
39 Cal Poly students enrolled in Cal Poly online classes, to be accommodated
40 at their respective San Luis Obispo or Solano home campus if the
41 course requires students to take major/final assessments in person, and
42 be it further
43
- 44 RESOLVED: That the Academic Senate requests that the Center for Teaching,
45 Learning and Technology post the guidance on the Teaching Resources:
46 Assessment and Activities webpage, and be it further
47
- 48 RESOLVED: That the Guidance for Scheduling Online Assessments be cited on
49 the AS-1007-26 Resolution on Final Assessment/Exam
50 Scheduling Overload policy webpage published by Academic
51 Programs and Planning, and be it further
52
- 53 RESOLVED: This will be effective Fall term 2026.

Proposed by: Academic Senate Instruction Committee
Date:

Guidance for Scheduling Online Assessments

(Effective Fall 2026)

Background

Online assessments have become more common in all modalities of instruction. Further, each term many Cal Poly students are enrolled in classes with and without scheduled meeting times that are delivered in multiple modalities. This guidance to faculty for scheduling assessments that are delivered and/or submitted online is intended to support students to manage their deadlines and other obligations by doing what we can to reasonably reduce the chances of time conflicts or constraints for students required to complete major assessments (i.e., exams, finals, projects, etc.) online.

This guidance in part is in response to student concerns that they may have been required to complete online assessments outside of the scheduled class meeting time with a short timeline or availability window that results in conflicts with other scheduled class meetings, employment, dependent care responsibilities, school related events, etc. To avoid creating conflicts or unnecessary challenges for students, faculty are encouraged to consider the following guidance when scheduling online assessments.

Definitions

“Availability Window”:

The assessment “availability window” is the time interval during which a student can complete and submit an online exam, quiz or other assessment. This does not pertain to the time frame a student has to complete the assessment once begun (e.g. a student could start an exam with a 50-minute timeline at any time during the availability window but would have to finish within 50 minutes of starting the exam.)

“Major Assessment”:

Major assessments refer to those that are more summative in nature, such as high-stakes exams/quizzes, and final assessments such final exams, term papers, projects, portfolios, etc.

“Formative Assessment”:

Formative assessments refer to those that are lower-stakes measures of student progress, such as short quiz, brief reflection or reply to discussion, etc.

Scheduling Online Assessments during the Instructional Period (not including Finals Week)

Classes **WITH** a Scheduled Meeting Time:

1. For classes **with** a scheduled meeting time, more formative lower-stakes assessments administered online should be offered during the regularly scheduled class meeting or have an availability window of **at least** 24 hours, or for classes that meet on successive days, the interval between class meetings.
2. For classes **with** a scheduled meeting time, major assessments administered online should be offered during the regularly scheduled class meeting or have an availability window of **at least** 48 hours. If the assessment availability window includes weekend days, instructors are encouraged to set the availability window for 72 hours.

Classes **WITHOUT** a Scheduled Meeting Time:

3. For classes without a scheduled meeting time, assessments administered online should have an assessment availability window of **at least** 48 hours.
4. For classes without a scheduled class meeting time, instructors are encouraged to have an assessment availability window of **at least** 72 hours for **major** assessments administered online.
5. For classes without a scheduled meeting time, if the availability window includes weekend days, assessments administered online should have an availability window of **at least** 72 hours.

Scheduling Online Final Assessments During the Last Week of Classes (for Activity, Lab, and 1-unit Lecture Courses)

Classes **WITH** a Scheduled Meeting Time:

1. For classes **with** a scheduled meeting time, final assessments administered online should occur during the scheduled class meeting time or have an assessment availability window of **at least** 48 hours. The day and time of the final assessment or the assessment availability window for the final assessment should be included in the syllabus provided on the first day of class. *Faculty are encouraged to set the availability window for 72 hours if it includes weekend days.*

Classes **WITHOUT** a Scheduled Meeting Time:

2. For classes **without** a scheduled meeting time, final assessments administered online should have an assessment availability window of **at least** 48 hours. The assessment availability window for the final assessment should be included in the syllabus provided on the first day of class. *Faculty are encouraged to set the availability window for 72 hours if it includes weekend days.*

**FINALS Week: Scheduling Online Assessments
(for Lecture Course of Two or More Units)**

Classes **WITH** a Scheduled Finals Week Meeting Time:

1. For classes **with** a scheduled finals week meeting time, final assessments administered or submitted online should occur during the scheduled finals week meeting time or have an assessment availability window of **at least** 72 hours. The availability window should not close before the end of the scheduled finals week meeting time. The day and time of the final assessment or the assessment availability window should be included in the syllabus provided on the first day of class.
2. For classes **with** a scheduled class meeting time, if the final assessment is a culmination of a term long or weeks long project/paper/etc., or a take home assessment that is to be submitted online, the deadline to submit should be no sooner than the end of the scheduled finals week meeting time. The day and time of the final assessment submission deadline should be included in the syllabus provided on the first day of class.

Classes **WITHOUT** a Scheduled Meeting Time:

3. For classes **without** a scheduled class meeting time, final assessments administered online should have an availability window of at least 72 hours during final exam week (Monday – Friday) and the availability window for the final assessment should be included in the syllabus provided on the first day of class.

Scheduling In-Person Major/Final Assessments for Online Classes

1. Departments/Instructors requesting to schedule an in-person assessment for an online class should follow the below listed procedures:
 - a. Requests to schedule in-person assessments should be submitted during the Planning Phase of the Academic Schedule Production process for that term. Faculty are encouraged to work with their Department Scheduler regarding schedule production timelines and their Department Head/Chair for approval.

- b. Online classes that require in-person assessments shall be noted in the published Class Schedule so that students are aware of this requirement when registering for the class.
- c. Instructors must provide the date and time of the in-person assessment(s) in the course syllabus on the first day of classes and, if applicable, in the welcome email to students.
- d. Instructors should be prepared to make accommodations for students who have a time conflict with the scheduled date/time of the in-person assessment.
- e. Online Cal Poly classes that require in-person assessments, and thus, coded as a hybrid modality, will not be available to students through CSU Fully Online.
- f. Departments/Instructors are encouraged to limit the scheduling of in-person assessments in online classes to final assessments.
- g. Departments/Instructors are encouraged to be mindful that the requirement for in-person assessment(s) in an online class may limit enrollment opportunities for Cal Poly students participating in study abroad, out of area internship/coop/research experiences, 2 + 2 programs, unable to travel to campus, or off campus for that term, etc.

Adopted:

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

AS-____-26

RESOLUTION ON COURSE SYLLABI

Impact on Existing Policy: updates AS-644-06

- 1 WHEREAS, Campus Administrative Policy (CAP) 210.4 requires that faculty
2 provide a syllabus for each course section they teach; and
3
- 4 WHEREAS, Students need to have timely access to course information, expectations
5 and assessment methods, etc.; and
6
- 7 WHEREAS, AS-644-06 specifies that every instructor is required to make a course
8 syllabus available to each student at the first class meeting of the
9 term; and
10
- 11 WHEREAS, Faculty may distribute the syllabus to students in a variety of
12 ways (e.g., hard copy distributed during the first class meeting, an
13 electronic copy delivered via campus email, and/or posted to the
14 course page in the campus LMS (Canvas), etc.)
15
- 16 WHEREAS, Faculty are required to spend a portion of the first class meeting
17 discussing the course syllabus (CAP 210.4.6.2); and
18
- 19 WHEREAS, Faculty shall communicate the course learning outcomes to students,
20 and may use the syllabus, the campus LMS (Canvas), or other means
21 appropriate to do so (AS-739-12, CAP 210.4.6.1); and
22
- 23 WHEREAS, Faculty have final responsibility to determine grading criteria and grading
24 judgement (CAP 210.4.6.3); and
25
- 26 WHEREAS, Faculty have the right, with notice to students, to alter scheduled course
27 assessments, the course calendar, deadlines or other parts of the syllabus
28 (that do not change the course learning outcomes) during
29 the term (CAP 210.4.6.3); and therefore, be it

- 30 WHEREAS, it is commonly recognized that generative artificial intelligence and other
 31 automated systems are used in academic, professional and creative contexts;
 32 and
 33
- 34 WHEREAS, Faculty have final responsibility to determine:
 35
- 36 ▪ the degree to which generative artificial intelligence use is permitted,
 37 limited, prohibited or required in the course; and
 - 38 ▪ identify applicable requirements for disclosure, acknowledgement,
 39 citation, sources or other documentation of such use; and
 - 40 ▪ whether assignment specific instructions may further restrict or
 41 authorize such use; and
- 42
- 43 WHEREAS, students need clear course-level notice of academic integrity policies
 44 including the instructor’s policy regarding the use of generative artificial
 45 intelligence and other automated systems; and therefore, be it
 46
- 47 RESOLVED, that the Cal Poly Academic Senate supports this resolution on course
 48 syllabi, and be it further
 49
- 50 RESOLVED, Course syllabi shall at minimum include the following information or links to
 51 the information:
- 52 • Instructor’s name and contact information
 - 53 • Office hours and office location and/or link for virtual office hours
 - 54 • Course title and description, (if applicable, indicate if course meets a
 55 GE, GWR, or USCP requirement)¹
 - 56 • Course learning outcomes²
 - 57 • Required texts, materials, technology, supplies. Supplementary
 58 materials if applicable.
 - 59 • Course policies (if applicable, attendance, late work & make-up
 60 policies, collaboration policies, academic integrity policies, etc.)³
 - 61 • Course policies governing the student use of generative artificial
 62 intelligence and other automated systems.³
 - 63 • Methods of assessment, evaluation and grading
 - 64 • To the extent possible, a tentative calendar of assignments and
 65 assessments⁴
 - 66 • Day/time of final assessment; and be it further
 67
- 68 RESOLVED, the above resolved clause be updated in the Campus Administrative
 69 Policies, Faculty Handbook, and Academic Programs and Planning
 70 Academic Policies webpage; and be it further
 71

72 RESOLVED, this policy shall be communicated to all faculty before the beginning of each
73 term by the Provost or their designee.

74

75 RESOLVED, this policy will be effective Fall 2026.

76

77

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Proposed by: Academic Senate Instruction Committee

Date:

¹ Course title and description should be included exactly as written in the Catalog.

² Instructors can find course learning outcomes in the approved course proposal in CIM (Course Inventory Management). Course learning outcomes communicated to students should align with those in the approved course proposal.

³ Syllabus statements on course policies and use of generative artificial intelligence are found at: <https://ctlit.calpoly.edu/syllabus-statements>

⁴ For classes that are not listed in the class schedule as hybrid or online, if any portion of the class is planned for online delivery, that information should be provided to students as soon as possible and those days should be noted in the tentative course calendar as online modality.

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

EXECUTIVE SUMMARY: The Academic Senate Faculty Affairs Committee (FAC) proposes revisions to the university office hour policy.

BACKGROUND: The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, the Solano campus, Academic Affairs, and a student representative. FAC employs a standard process for approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy. It also allows the Senate Executive Committee to place non-controversial updates to personnel policies or addition of administrative memos to the UFPP Appendix on the Senate consent agenda.

Summary

This proposed policy revises three areas of UFPP 12.2 Office Hours.

This proposed revision strengthens the distinction between ad hoc appointments with students and scheduled office hours to clarify that scheduled office hours cannot wholly or in part be met simply by a vague willingness to meet for appointments. Office hours are scheduled on definite and regular days and times, with an obligation to meet ad hoc with students remaining as an instructional duty distinct from scheduled office hours.

This proposed revision modifies the scaling of required office hours to instructional appointments. All faculty regardless of classification would use one common scale for scheduling of office hours. An office hour remains defined as a 50-minute credit hour. Faculty teaching from 1 to 5 WTU are required to schedule one office hour. Faculty teaching 6 to 10 WTU are required to schedule two office hours, and faculty teaching more than 10 WTU are required to schedule three office hours.

This proposed revision removes a requirement that tenure-line faculty with instructional assignments reduced to zero WTU hold a minimum of one office hour if they are also supervising students. Removing this university level policies leaves that matter to colleges or departments to sort out as they see fit.

Part of the purpose for these revisions is to acknowledge the ease and convenience of meeting with students beyond scheduled office hours due to the use of software such as Zoom. Another factor related to this revision is the introduction of the "teacher-scholar model" (TSM) assigned time for tenure-line faculty. The scaling of office hours preserves a reduction in office hours between faculty teaching 12 units and faculty teaching 9 units, which is the difference between a tenure-line full instructional load, and the reduced instructional load using the teacher scholar model assigned time.

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

Impact on Existing Policy

UFPP 12.2 contains the university office hour policy as a subchapter of UFPP 12: Workload. UFPP 12.2 was established by AS-886-20 and revised by AS-929-22. The attached policy text would revise portions of UFPP 12.2. Colleges (and any departments with their own office hour policies) would need to revise their office hour policies to conform with UFPP 12.2.

Implementation

FAC proposes implementation beginning Fall 2026 to correspond with the change to a semester calendar and to provide time for colleges (and any affected departments) to revise their policies to conform with these revisions.

Consultation

Consultation on this policy revision initially coincided with the policy moving through the Senate starting November 4, 2025. During that period colleges and departments, and ASI could direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives, however they saw fit to do so, which is not unusual for policy revision. The resolution for these policy revisions went to the Senate on 11/18/26 and returned to the Senate on 1/13/26 without revision so senators would have at least two airings on the Senate floor before senators would decide to move the resolution to second reading for a vote.

During this period senators, department heads/chairs from across the university, and the CLA College Council (i.e. dept chairs, dean, associate deans) engaged in a mix of email and direct in person consultation on the policy revisions. Nearly all opinions about the revisions already had been considered in FAC deliberations that led to the development of the policy revisions as FAC had offered to the Senate.

At the 11/4/25 Senate Executive Committee meeting that initiated the consultation on these revisions, the FAC chair directly addressed the two ASI representatives encouraging them in particular to take this consultation process seriously and to engage directly with FAC with their questions, concerns, and recommendations, as well as express their concerns in the Senate meetings when these revisions would be deliberated. The ASI representative to FAC also engaged with ASI seeking feedback for the committee. ASI leadership did not engage directly with FAC despite these urgings, though they did air their concerns on the Senate floor. Other senators expressed similar concerns.

At the 1/13/26 Senate meeting, after some senators and the ASI representatives expressed concerns, while other senators expressed support, and the FAC chair directly engaged with all this feedback, senators moved the proposal to second reading, implemented some amendments to the resolution that imposed some additional clarity on matters about the meaning and subsequent publication of the

**UFPP 12.2 Office Hours
Proposed Revisions
Spring 2026**

office hour policy. This effort to approve the resolution came so near to the end of the Senate meeting that the Senate needed to take action to extend the meeting length to accommodate for the voting procedure. None of this needed to happen at that Senate meeting since the resolution could have just remained at first reading until the next scheduled Senate meeting. Nevertheless, the Senate approved amendments and voted by a margin of approximately 3.5:1 in favor.

President Armstrong's response memo to the resolution that underwent the process described above is included in this report as an attachment. In his response to the resolution, Pres. Armstrong expressed that while he does "fully appreciate the faculty's revisions to the Office Hour Policy," the revisions to the policy needed to follow "a fuller consultation with the student body." And so, Pres. Armstrong did not approve the resolution, and his grounds were insufficient consultation. In particular, Pres. Armstrong encourages in his words "meaningful student engagement, including outreach beyond formal committee representation."

This revision therefore comes back to the faculty and to ASI in the form in which the Senate voted to support it, but with that vote no longer as binding. Consultation renews from this condition, and this time ASI must take their role in direct consultation seriously and engage with FAC. Faculty also are encouraged to renew consultation with the standard open invitation from colleges, senators, faculty, department chairs/head, etc. to engage with FAC on this proposed revision to Cal Poly's office hour policy.

What follows are:

- **the revised policy text for UFPP,**
- **a copy showing revisions from current policy,**
- **a copy of current policy on the SLO campus (which can be seen in the current version of UFPP posted to the Academic Personnel website),**
- **a copy of current office hour policy on the Solano campus,**
- **summaries of office hour policies for CSU campuses,**
- **AS-1000-26 Response to Resolution on UFPP 12.2 Office Hours**
- **Response to AS-886-20 - Resolution on University Faculty Personnel Policies Subchapter 12.2 - Office Hours**

12.2. Office Hours

- 12.2.1. Policy in 12.2 established by AS-886-20 and revised by AS-929-22. This policy supersedes the previous university policy on office hours originally in CAM 370.2.
- 12.2.2. Cal Poly's Educational Mission: "Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field." (Cal Poly Catalog)
- 12.2.3. Each faculty member must schedule and conduct office hours each week for consultation with students. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.
- 12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours. While scheduled office hours may be conducted by appointments, the normal instructional duty of holding ad hoc appointments with students and engaging in normal asynchronous communication with students is not a replacement for the duty of holding scheduled office hours.
- 12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet on regularly scheduled days and times.
- 12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.
- 12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

- 12.2.8.1. Minimum required weekly office hour scheduling shall be scaled to instructional assignments as follows:

<i>Instructional WTU</i>	Office Hours
<i>1 to 5 WTU</i>	1
<i>6 to 10 WTU</i>	2
<i>More than 10 WTU</i>	3

- 12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.
- 12.2.8.3. If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

12.2.9. Scheduled advising office hours

- 12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time

and specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

- 12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. Mode of office hours

- 12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.
- 12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).
- 12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.
- 12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

- 12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.
- 12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.
- 12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

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<u>Instructional WTU</u>	<u>Lecturer</u>	<u>Tenure-Line</u>
<u>> 0 up to and including 4</u>	<u>1 office hour</u>	<u>2 office hours</u>
<u>> 4 up to and including 8</u>	<u>2 office hours</u>	<u>3 office hours</u>
<u>> 8 up to and including 12</u>	<u>3 office hours</u>	<u>4 office hours</u>
<u>> 12</u>	<u>4 office hours</u>	

12.2.8.1-

<u>Instructional WTU</u>	<u>Office Hours</u>
<u>1 to 5 WTU</u>	<u>1</u>
<u>6 to 10 WTU</u>	<u>2</u>
<u>More than 10 WTU</u>	<u>3</u>

- 12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.

~~12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.~~

~~12.2.8.4-12.2.8.3.~~ If colleges or departments have any further provisions about the scheduling of office hours, those provisions shall be defined in their personnel policy document.

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12.2.9.2. Department chair and head responsibilities shall include the requirements for the scheduling of advising office hours required for their assignment. Colleges shall determine the minimum office hours required for department chairs and heads.

12.2.10. Mode of office hours

12.2.10.1. The mode of scheduled office hours should meet the needs of students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. Acceptable modes of holding scheduled office hours include office hours held in-person or held synchronously online using technology readily available to the campus community and generally available to the students served by the office hours (e.g. Zoom).

12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.

12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

12.2.11. Notification

12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.

12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.

12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

12.2.12. Exceptions

- 12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.
- 12.2.12.2. Exceptions require department chair/head and college dean approval.
- 12.2.12.3. Exceptions should be temporary and specific.
- 12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.
- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.

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<i>> 8 up to and including 12</i>	3 office hours	4 office hours
<i>> 12</i>	4 office hours	

- 12.2.8.2. Faculty receiving assigned time for teaching large format classes shall schedule office hours according to the total WTU for the instructional assignment and assigned time related to that course.
- 12.2.8.3. Tenure-line faculty whose instructional assignments have been reduced to zero WTU but who are involved in research or other projects involving supervision of students shall hold a minimum of one regularly scheduled in-person office hour.
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12.2.10.3. Scheduled office hours held in-person should be in the faculty member's office or some other definite and regular location.

12.2.10.4. Colleges and departments shall specify in their office hour policies any general allowances or requirements for alternate locations or synchronous online modes of conducting office hours.

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12.2.11.1. Office hours shall be posted by the beginning of the second week of instruction in faculty listings on department websites. Colleges and instructional units can determine additional ways for posting office hours that conspicuously and conveniently inform the university community of when and where office hours shall be conducted, such as common boards at department offices, on placards near faculty offices, or other online directories.

12.2.11.2. If the university adopts a standard online directory generally accessible to the university community that is capable of presenting faculty schedules, then office hours should be posted in such an online directory.

12.2.11.3. Faculty should notify enrolled students and department administrators and administrative support staff of any need to cancel, reschedule, or relocate office hours in a timely manner appropriate to the needs of the students served by those office hours.

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12.2.12.1. Exceptions to the policies about the scheduling of instructional and advising office hours should coordinate the needs of the instructor and the students given the nature of the instructional or advising assignment.

12.2.12.2. Exceptions require department chair/head and college dean approval.

12.2.12.3. Exceptions should be temporary and specific.

12.2.12.4. Exceptions that extend beyond a specific instructor's temporary needs should be treated as a basis for revisiting the college or department office hour policies.

- 12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.



Faculty Office Hours Policy

Policy Number:	AA-01-003
Policy Administrator:	Provost
Policy Initiator:	Provost
Authority:	Office of Provost
Effective Date:	07/01/2023
Revised Date:	
Approved, Provost:	Provost, Lori Schroeder
Approval Signature Provost and VP of AA:	/s/
Approved:	President Cropper
Approval Signature:	/s/

Faculty Office Hours Policy

This policy applies to all instructional faculty teaching credit bearing courses including those on the faculty early retirement program (FERP) during the semester/s of active employment.

Purpose:

The purpose of regularly scheduled faculty office hours is to provide an opportunity for appropriate and necessary cadet-faculty interactions outside the classroom as part of faculty's instructional assignment, in accordance with CBA Article 20.1b.

Number of Office Hours:

Each instructional faculty shall schedule and be available for at least two regularly scheduled office hours each week to a maximum of four hours. Faculty teaching fewer than 3 WTUs shall hold at least one regularly scheduled office hour. The requirement of the office hour cannot be met just by stipulating "by appointment only." No office hours are required during the final exams' week. For classes (such as boat classes, machine shop and welding, ship plant operations) that meet in multiple sections (at least 3 sections per week) and longer hours in a day (at least 3 hours per day), office hours are at the discretion of the instructor.

In addition, to maximize convenient and timely opportunities for cadet-faculty interactions, faculty are encouraged to provide reasonable opportunities for such interaction by appointment (either in-person or online) at mutually convenient times.

Modality:

Faculty members shall schedule at least one hour of their total number of office hours consistent with the mode/s of instruction e.g., in-person, online, hybrid. The in-person office hours shall be conducted in the faculty member's designated office or in a classroom on campus (or other appropriate location, such as the library and outdoor spaces) that is convenient to students. Any additional office hours can be in any modality as per the convenience of the faculty.

Communication:

Office hours, including schedule, location, and contact information, shall be listed on the syllabus for each course. The faculty member's office hours must also be submitted to the school dean's office and posted, along with faculty email address, near the faculty member's office by the end of the second week of instruction. In the case of library faculty, office hours must be submitted to the library dean.

Cancellation:

Faculty shall notify their students, and school admin analyst either in person or by email or phone in the event they are unable to meet scheduled office hours. A notice shall be posted on the faculty member's office door when office hours are canceled or moved to an online modality. Repeated failure to adhere to this policy is a breach of professional responsibility.

Exceptions:

Any exceptions to this policy shall be subjected to the approval of the appropriate school dean in consultation with department chair and the instructor. In case of unforeseen situations (such as pandemic, catastrophe, or any crisis), campus wide measures and union MOUs will override this policy.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Jerusha Greenwood
Chair, Academic Senate

Date: February 25, 2026

From: Jeffrey D. Armstrong
President

Copies: Al Liddicoat
Jennifer Haft
Simone Aloisio
Ken Brown
Office of the Provost
University Personnel
Academic Personnel
Academic Programs and Planning
Academic Deans

Subject: Response to AS-1000-26 Resolution on UFPP 12.2 Office Hours

By way of this memo, I acknowledge the above-entitled Academic Senate resolution and thank the Academic Senate and Faculty Affairs Committee for their attention to this matter.

I fully appreciate the faculty's revisions to the Office Hours Policy, but I cannot approve or accept the above resolution or proposed revisions to the University Faculty Personal Policies (UFPP).

As a university, we share values of consultation as an aspect of shared governance when possible and appropriate. The development of our university policies that may impact the success of our students and their progress to degree therefore should include a fuller consultation with the student body. As well, feedback I have received from student leadership following the passage of this resolution indicates that a more robust consultation with students was not performed as part of the development of these proposed changes.

In the interest of reinforcing shared governance and ensuring that policies affecting student access and success are informed by those most directly impacted, I encourage the Faculty Affairs Committee and the Academic Senate to reconsider the process used for this revision and to re-engage the matter through fuller consultation and meaningful student engagement, including outreach beyond formal committee representation. I remain committed to working collaboratively with the Senate, FAC, and ASI Board of Directors to develop an approach that reflects our shared values and results in a policy process that is both broadly inclusive and well-grounded.



OFFICE OF THE PRESIDENT

MEMORANDUM

To: Dustin Stegner
Chair, Academic Senate

Date: February 20, 2020

From: Jeffery D. Armstrong
President

Copies: Mary Pedersen
Al Liddicoat
Amy Fleischer
Andy Thulin
Christine Theodoropoulos
Dean Wendt
Philip Williams
Kathryn Rummell
Ken Brown
Patrick O'Sullivan

Subject: Response to AS-886-20 Resolution on University Faculty Personnel Policies
Subchapter 12.2: Office Hours

I am pleased to endorse the above-entitled Academic Senate resolution with the caveat that efforts to identify a mechanism to schedule and display office hours for all faculty on campus need to transpire. This yet to be identified mechanism may require a third party software solution or support for the development of a custom solution which would require additional time and funding to implement.

Colleges as well as the library are encouraged to revise their personnel policy documents to align with Subchapter 12.2 of the University Faculty Personnel Policies (UFPP) as outlined in this resolution and supporting documentation.

Please express my appreciation to the Academic Senate members and the Academic Senate Faculty Affairs Committee for their attention to this important curricular matter.

Adopted: February 11, 2020

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

AS-886-20

**RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 12.2: OFFICE HOURS**

Impact on Existing Policy: The policy enacted by this resolution supersedes CAM 370.2, established by AS-91-80. Further details about its impact on existing policy is described in the attached report.ⁱ

- 1 WHEREAS, Cal Poly’s office hour policy was last updated in 1980; and
2
- 3 WHEREAS, Office hours in the form of regularly scheduled, direct, and immediate
4 interaction with students remains integral to Cal Poly’s instructional
5 mission; and
6
- 7 WHEREAS, Improvements in online communication with students has reduced
8 some of the need for office hours; and
9
- 10 WHEREAS, Online and hybrid forms of course delivery especially warrant the use
11 of synchronous online modes of office hours; and
12
- 13 WHEREAS, Online directories of office hours and teaching schedules facilitate the
14 communication of office hour availability to students and the rest of
15 the university community; and
16
- 17 WHEREAS, Office hour policies should be flexible to accommodate for varying
18 needs of instructors and differences in the ways faculty interact with
19 students in various instructional settings across the university;
20 therefore be it
21
- 22 RESOLVED: The office hour policy contained in the attached report “Proposed
23 Subchapter of University Faculty Personnel Policies Document:
24 SUBCHAPTER 12.2: Office Hours” be established as Subchapter 12.2:
25 Office Hours of UFPP, and be it further
26

- 27 RESOLVED: Colleges revise chapter 12 of their personnel policy documents by Fall
28 2020 to include office hours suited to the needs of their faculty and
29 the students they serve, and be it further
30
- 31 RESOLVED: Colleges and departments seek guidance from the Center for Teaching
32 and Learning (CTLT) about best practices for the holding of online
33 office hours, and be it further
34
- 35 RESOLVED: Cal Poly establish a readily accessible online directory allowing the
36 university community to access faculty teaching and office hour
37 schedules.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 5, 2019

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

26
27 RESOLVED: that the Academic Senate of the California Polytechnic State University urge its
28 San Luis Obispo and Solano campus stakeholders to publicize and promote these
29 Principles of Community across its campuses, including but not limited to:
30 Administration (1), Maritime Faculty Offices (3), Performing Arts Center (6),
31 Health Center (27), University Housing (31), Maritime Library (5)/Kennedy
32 Library (35), Maritime University Police Department (50)/University Police (36),
33 Maritime Dining Center (40), Recreation Center (43), Maritime Management
34 (48), and Maritime Student Services Building (16)/Student Services (124); and be
35 it further

36
37 RESOLVED: that this resolution be delivered to Cal Poly President Jeffrey Armstrong; CSU
38 Chancellor Mildred Garcia; the California State Student Association; the Chairs of
39 the twenty-two CSU Academic Senates; Chair of the Academic Senate CSU
40 Elizabeth A. Boyd; and the CSU Board of Trustees.

Proposed by: Academic Senate Diversity Committee

Date: February 24, 2026

Cal Poly (San Luis Obispo and Solano) Principles of Community

Cal Poly recognizes the invaluable opportunity to reside, work, and aspire in California, a state that boasts a rich diversity of people, industry, ideas, and cultures. It is both a gift and a duty, then, to ensure that our intellectual community continues to reflect the diversity of this state and provide for the mental and physical wellbeing of our students, faculty, staff, guests, and families. As institutions committed to “educating both the head and the hand”, it is vital that we continue to embody spaces for critical inquiry, meaningful dialogue, the scientific method, and supporting one another with respect, kindness, and accountability.

Civil rights activist, poet and humanitarian Audre Lorde (1934 – 1992) wrote: “You do not have to be me in order for us to fight alongside each other. I do not have to be you to recognize that our wars are the same. What we must do is commit ourselves to some future that can include each other and to work toward that future with the particular strengths of our individual identities. And in order to do this, we must allow each other our differences at the same time as we recognize our sameness” (*Sister Outsider: Essays & Speeches*, 1984, pg. 121). In this spirit, these Principles of Community underscore our hopes to cultivate an inclusive future, one guided by our differences and not despite them. Cal Poly (San Luis Obispo and Solano campus) commits to our Principles of Community and invite every individual to do the work individually and collectively to safeguard against the harms of ignorance, prejudice, fear, and hate. Our principles are:

1. We affirm the necessity of recognizing each individual’s unique identity as integral to the mission of student success as defined by the CSU Framework for Student Success.¹
2. We are a community composed of individuals whose diversity can provide a foundation for growth, flourishing, and excellence.
3. We advocate for open and equitable access to educational experiences, learning, and development.
4. We believe that building a foundation for success is an active ongoing process and is therefore the responsibility of all community members; fostering such a community requires an approach grounded in equity in every decision, strategy, and action.
5. We acknowledge that our society inherits historical and ongoing biases, and we promote constructive strategies for addressing these biases based on research, data, and scholarship.
6. We avow that active participation and collaboration are central to addressing the issues facing our local, global communities and our educational mission.

¹ See <https://www.calstate.edu/impact-of-the-csu/diversity/Pages/Student-Success-Framework.aspx>

Adopted:

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

AS-____-26

RESOLUTION ON REVISED ACADEMIC ASSESSMENT COUNCIL MEMBERSHIP

Impact on Existing Policy: Supersedes “Resolution on New Academic Assessment Council Membership” ([AS-909-21](#)).

- 1 WHEREAS, Cal Poly’s Academic Senate approved the Resolution on New Academic
2 Assessment Council Membership (AS-909-21) in January 2021; and
3
- 4 WHEREAS, current full-time faculty staffing in **the School of Education (SOE)** makes it
5 difficult for the unit to provide faculty representation on university-wide
6 committees like the Academic Assessment Council (AAC); and
7
- 8 WHEREAS, the SOE has a dedicated academic staff member (the Assessment &
9 Accreditation Analyst) with the responsibility for assessment of student
10 learning and possessing expertise in the field clearly sufficient to make
11 significant contributions to the work of the AAC; and
12
- 13 WHEREAS, the SOE staff member in an approximate position (the Assessment
14 Coordinator) served productively on the AAC between 2012 and 2020; and
15
- 16 WHEREAS, **Academic Advising** (which includes the Mustang Success Center, Transfer
17 Center, University Advising – Retention, and College Advisors) uses data to
18 analyze student success and identify academic barriers to timely degree
19 completion, which can help inform broader institutional efforts, including
20 those of the AAC; and
21
- 22 WHEREAS, current full-time Professional Consultative Service (PCS) staffing in Academic
23 Advising may make it difficult for the unit to provide PCS representation on
24 university-wide committees like the Academic Assessment Council (AAC); and
25
- 26 WHEREAS, in the case where a PCS-eligible member of Academic Advising is not available
27 to serve on the AAC, a non-PCS-eligible staff member with expertise and

- 28 experience in the assessment of student learning may be appointed to serve as
 29 the Academic Advising representative on the AAC; and
 30
- 31 WHEREAS, not all **Professional Consultative Services** staff are faculty members, making
 32 the current membership Category II (Faculty representatives) inaccurate; and
 33
- 34 WHEREAS, faculty at the **Cal Poly Maritime Academy / Solano Campus** must be
 35 meaningfully included in the university's work to assess student learning and
 36 engagement; and
 37
- 38 WHEREAS, [AS-989-25 Resolution on the Establishment of One Academic Senate](#)
 39 [Inclusive of Faculty at Cal Poly Solano Campus](#) accounted for one at-large
 40 Solano Campus voting position on each of 14 Academic Senate standing
 41 committees, but did not account for Solano Campus representation on
 42 university committees; and
 43
- 44 WHEREAS, the Director of United States Coast Guard (USCG) Licensing Programs at Cal
 45 Poly Maritime Academy is responsible for compliance with the USCG-
 46 approved Academy program, and works closely with faculty from the
 47 licensing majors, and since one cannot assume that an at-large Solano
 48 Campus representative would be licensed faculty; and
 49
- 50 WHEREAS, the **Information Technology Services** (ITS) representative be moved from AAC
 51 member to AAC guest due to its non-critical and infrequent engagement with
 52 the AAC; and
 53
- 54 WHEREAS, Cal Poly offers 35 master's degrees as of Fall 2026, and **graduate student**
 55 **Representation** will be valuable for this committee; and
 56
- 57 WHEREAS, all university-wide expertise in assessment of student learning and
 58 engagement in the curriculum and co-curriculum should be listed specifically
 59 and clearly in the AAC roster; therefore, be it
 60
- 61 RESOLVED: that the Academic Senate of Cal Poly endorse the attached proposal to adjust
 62 the membership of the Academic Assessment Council; and be it further
 63
- 64 RESOLVED: that this revised AAC membership be put into effect beginning with the
 65 2026-27 academic year.
 66

Proposed by: Academic Assessment Council

Date: May 4, 2026

Revised Membership for Cal Poly's Academic Assessment Council

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

~~Part~~ Category I—: Academic representatives from each academic unit appointed by the respective deans

(~~8-9~~ total)

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

Category~~Part~~ II—: Faculty representatives appointed by the Academic Senate Executive Committee (~~8-7~~ total):

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

Category~~Part~~ III—: ~~Non-academic~~ Administrative representatives appointed by the respective heads of the departments

(~~8-7~~ total):

- Academic Advising
- Academic Programs and Planning
- Center for Teaching, Learning and Technology
- Culture and Institutional Excellence
- ~~• Director of Academic Assessment (Academic Affairs)~~
- ~~• Director of Research and Assessment (Student Affairs)~~
- ~~• Information Technology Services~~
- ~~Office of~~ Institutional Research
- United States Coast Guard Licensing Programs, Cal Poly Maritime Academy
- ~~• Office of University Diversity and Inclusion~~
- Office of Writing and Learning ~~Initiatives~~

Category IV: Student representatives (one undergraduate-level, one graduate-level) appointed annually by the ASI president (2 total)

Category V: Divisional assessment specialists (2 total)

- Faculty Director of Academic Assessment Program Improvement (Academic Affairs)
- Director of Research and Assessment and Research (Student Affairs)

Category Part IVI—: Academic Senate committee representatives appointed by the Senate Executive Committee (2 total):

- General Education Governance Board
- Academic Senate Curriculum Committee

Membership guidelines:

- ~~Part V— Student representatives appointed annually by the ASI president (2 total):~~

All representatives will be voting members.

- ~~The committee shall select its own chair, which whose term shall be two (2) years long.~~
- Term lengths for committee members from Categories I-III shall be ~~for~~ three (3) years and are renewable.

Adopted:

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

AS-__-26

RESOLUTION TO ESTABLISH THE CAL POLY MARITIME ACADEMY COUNCIL

- 1 WHEREAS, The California State University Board of Trustees (CSU BOT) directed Cal
- 2 Poly and Cal Maritime to integrate and become one university by July 1,
- 3 2026; and
- 4
- 5 WHEREAS, One Cal Poly Academic Senate inclusive of faculty at the Cal Poly Solano
- 6 Campus was established as of July 1, 2025 (AS-989-25), and
- 7
- 8 WHEREAS, AS-989-25 charged the academic senate with developing long-term
- 9 shared governance and representation plans in collaboration with the Cal
- 10 Poly administration to ensure Cal Poly Solano faculty are included in
- 11 shared governance at Cal Poly; therefore be it
- 12
- 13 WHEREAS, The bylaws of the Academic Senate establish the Cal Poly Maritime
- 14 Academy Council; therefore be it resolved
- 15
- 16 RESOLVED: That the Council’s responsibilities in the attached revision to the Academic
- 17 Senate bylaws be adopted; and therefore be it
- 18
- 19 RESOLVED: That the Council’s responsibilities be located under the section on
- 20 Representation in the senate bylaws; and therefore be it
- 21
- 22 RESOLVED: That the Council Chair be assigned Weighted Teaching Units the
- 23 equivalent of one 3-unit lecture course per year for their service.
- 24

Proposed by: The Academic Senate Executive Committee
Date:

1. CAL POLY SOLANO CAMPUS REPRESENTATION

As outlined in AS-XXXX-26, the Cal Poly Maritime Academy Council will serve as a representative body for the General Faculty at the Cal Poly Solano Campus. Their membership and responsibilities are outlined in AS-XXXY-26. The council shall consist of members of the General Faculty, ex officio members from Solano campus administration, and a representative from the ASI from the Solano campus. The Chair of the Council will be a member of the General Faculty elected by the members of the General Faculty of Solano Campus, who shall serve on the Academic Senate Executive Committee as a voting member. They shall serve one-year terms as Council Chair for a maximum of four consecutive terms. The members of the Council may but are not required to be elected members of the Academic Senate, and are appointed by the Senate Executive Committee. Terms shall be staggered to ensure continuity.

a. Membership

- i. The Cal Poly Maritime Academy Council (CPMA) will be comprised of three members of the General Faculty of the Solano Campus, one of whom shall be appointed as CPMA Council Chair by the Executive Committee after a vote by the Solano campus General Faculty.
- ii. The members of the council may be but are not required to be elected members of the Academic Senate, and are appointed by the Executive Committee. Terms shall be staggered to ensure continuity of service.
- iii. The Council Chair shall serve one-year terms, for a maximum of four consecutive terms.
- iv. The Council will also include ex officio members of the Cal Poly Solano Campus administration, including the Vice President and CEO, or designee, the Superintendent, or designee, and the Chair of the ASI Maritime Council.

b. Responsibilities of the Cal Poly Maritime Academy Council

- i. The Council chair will lead the Council and will serve as a constant advocate for the General Faculty at the Cal Poly, Solano campus. They will interface with Solano campus administration, communicate the business of the Academic Senate to the General Faculty (for example, through monthly reports and town hall style meetings), and serve as an advocate for Solano campus to the Academic Senate. In consultation with college and PCS caucus chairs, recruit members of the Solano campus General Faculty to Senate and University committees (standing and ad hoc), either as caucus representatives or at-large representatives for the Solano campus, as appropriate. The Council Chair will also collaborate with senate committee chairs when appropriate to coordinate the Solano campus's participation in achieving senate committee charges. As a voting member of the Executive Committee, the Council Chair will serve as an at-large representative for the General Faculty of the Solano Campus, attend both Executive Committee and Academic Senate meetings, and report to Senate officers or the Executive Committee relevant updates.
- ii. The Council Members will serve the Cal Poly Maritime Academy/Solano campus as at-large representatives with the responsibility of advocating the interests of

the General Faculty of the Cal Poly Maritime Academy. They will assist the Council Chair communicating with Solano campus constituents about the senate agendas, general issues, and will canvass the General Faculty before meetings for questions and votes.