



## AGENDA

1. **Call to Order** | Greenwood
  
2. **Approval of Minutes** | Greenwood
  - 2.1. Academic Senate Meeting on March 10, 2026 ..... pp. 3-6
  
3. **Communications and Announcements** | Greenwood
  
4. **Consent Agenda** | April 14, 2026 ..... pp. 7-8
  
5. **Written Reports**
  - 5.1. **Academic Senate Chair** | Greenwood ..... (none)
  - 5.2. **President** | Haft ..... (none)
  - 5.3. **Provost** | Liddicoat ..... pp. 9-10
  - 5.4. **CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) ..... pp. 11-12
  - 5.5. **CFA** | Kawamura (SLO) & Sinha (Solano) ..... pp. 13-15
  - 5.6. **ASI** | Cabeliza & Engel ..... (none)
  - 5.7. **Strategic Enrollment Management & Student Affairs** | Harris ..... pp. 16
  
6. **Discussion Items** | None
  
7. **Old Business Items** | All resolutions listed in this section are returning in first reading.
  - 7.1. **Resolution on UFPP 13.1 Administrative Memos**  
Kenneth Brown, Faculty Affairs Committee Chair ..... pp. 17-20
  - 7.2. **Resolution on UFPP Procedural Updates for Semester Conversion**  
Kenneth Brown, Faculty Affairs Committee Chair ..... pp. 21-22
  - 7.3. **Resolution on Changes in Academic Senate Grants Review Committee Membership**  
Philip Costanzo, Grants Review Committee Chair ..... pp. 23-25
  - 7.4. **Resolution on Final Assessments/Exam Scheduling Overload**  
Kris Jankovitz, Instruction Committee Chair ..... pp. 26-30
  
8. **New Business Items** | All resolutions listed in this section are being introduced in first reading.
  - 8.1. **Resolution on Scheduling of Online Assessments**  
Kris Jankovitz, Instruction Committee Chair ..... pp. 31-35
  - 8.2. **Resolution on Course Syllabi**  
Kris Jankovitz, Instruction Committee Chair ..... pp. 36-37



**8.3. Resolution on to Establish Cal Poly’s San Luis Obispo and Maritime Academy Principles of Community**

Jorge Moraga, Diversity Committee Chair ..... pp. 38-40

**8.4. Resolution on Office Hours**

Kenneth Brown, Faculty Affairs Committee Chair ..... pp. 41-64

**9. Adjournment | Greenwood**



## Attendees

### ACADEMIC SENATE MEMBERS

**Aubrie Adams; Benjamin N.B Alexander** OCOB Caucus Chair (proxy –Lisa Anderson); **Christian Anderson** (proxy – Brian Healy); **Lisa Anderson; Jacques Belanger; Darin Bennett; Graham Benton; Bret Betnar; Marc Cabeliza** ASI President; **Sabrina Canady; John Clements; Matthew Cole; Philip Constanzo; Nikhil Deb; Dennis Derickson; Shunping Ding; Robert Easton; Matthew Fairbanks; Samuel Frame** Vice Chair & Statewide Senator; **Scott Fraser; Lauren Garner; Christine Gray; Jerusha Greenwood** Academic Senate Chair; **Thomas Gutierrez** Immediate Past Senate Chair; **Brian Healy; Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; **Taiyo Inoue; Kris Jankovitz; Eric Jones; Eric Kantorowski; Angie Kraetsch; Sarah Lester; Patrick Lin; Bo Liu; Heather Liwanag; Ulric Lund; Addison Maerz; Casey McDonald-Liu; Elizabeth McNie; Ryan Miller; Allison Myers; José Navarro; Leslie Nelson; Phillip Nico; Patrick O’Sullivan; Erin Pearse; Nathan Perry; Steffen Peuker** CENG Caucus Chair; **Majid Poshtan; Steve Rein** CSU Statewide Senator; **Rebecca Richards; Andrew Schaffner** BCSM Caucus Chair; **Sarah Senk; Samuel Shalhoub; Dustin Stegner** CSU Statewide Senator; **Marc Swackhamer; Taufik; Hiren Trada; Alice Tierney-Fife; William Tsai; Stamatis Vokos; Daniel Waldorf; Christina Wolfe-Chandler; Ava Wright** CLA Caucus Chair

### GUESTS

**Simone Aloisio; Helen Bailey; PJ Crocker; Kyle Gustafson; Jennifer Haft; Dawn Janke; Lisa Kawamura; Michele Kekaha; Maneesh Kumar; Cheryl May; Andrew Morris; Yukie Murphy; Daniel Parsons; Dinesh Pinisetty; Tracy Richmond; Kelly Sebastian; Aparna Sinha; Zora Sowinska; Shannon Sullivan-Danser; Cem Sunata; John Walker; Dean Wendt; Prema Windokun; Xi Wu; Grace Yeh**

## Minutes

1. **Call to Order** | Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:11 p.m.
2. **Approval of Minutes**
  - 2.1. The [minutes](#) form the Academic Senate Meeting on February 24, 2026, were approved.
3. **Communications and Announcements**
  - 3.1. Jerusha Greenwood, Academic Senate Chair, shared that nominations for the Lecturer Electorate Representative for ASCSU are due Thursday, March 19. Committee statements of interest are available on the Academic Senate website. Statements of interest will be reviewed at the Executive Committee meeting on April 7th. Chair Greenwood clarified that this is not an absolute deadline but encouraged statements of interest be submitted by April 1. Chair Greenwood also acknowledged Vice Chair Samuel Frame and Shannon Sullivan-Danser for continuing Academic Senate operations in her recent absence.
4. **Consent Agenda** | None.



## 5. Written Reports

- 5.1. Academic Senate Chair:** Jerusha Greenwood, Academic Senate Chair, reported that the Resolution on UFPP 12.2 Office Hours was not accepted by the President's Office; however the Resolution on Credit/No Credit Grading Policy on Semesters was accepted.
- 5.2. President:** The Office of the President provided a written report that may be viewed [here](#) (p. 6).
- 5.3. Provost:** The Office of the Provost provided a written report that may be viewed [here](#) (pp. 7-8).
- 5.4. CSU Statewide Senate:** Samuel Frame, Statewide Senator SLO, reported that during the plenary meeting, the CFA President voiced support for AB 2370. During time with Dr. Leslie Kennedy, AVC for Academic Technology Services, Statewide Senator Eniko Csomay indicated that San Diego State University has a new major on artificial intelligence and human responsibility. In APEP, AS-37-85 is in first reading. This is a resolution in support of the Bachelor of Education degree in the CSU. Dustin Stegner, Statewide Senator SLO, reported that the statewide senate for the community colleges is moving two resolutions discussed in the Academic Affairs committee. One being a Resolution in Support for Student Transfer by Streamlining Cal-GETC Approval and the other regarding the Intersegmental Committee of the Academic Senates (ICAS) and automatically approving Ethnic Studies courses for transfer via Cal-GETC. Senator Stegner highlighted AB 1462, which would allow Allan Hancock College to award baccalaureate degrees, and changes to Title V, including proposals for 90-unit professional degrees. Sarah Senk, Statewide Senator Solano, reported that Vice Chancellor of Academic Affairs Junius Gonzales presented on strategy surrounding enrollment and attainment and opportunities for non-traditional learners. The CSSA Chair co-presented with the Vice Chancellor on increased student demand for remote mental health supports and artificial intelligence and AI ethics. The JEDI committee put forward a resolution in first reading surrounding the changing of language for academic probation on various CSU campuses. Taiyo Inoue, Statewide Senator Solano, reported that messages from AVC Gonzales and Chancellor Garcia were aligned on systemwide strategy, noting the CSU Forward initiative. Senator Inoue highlighted the Strategic Enrollment Management plan, aimed at improving enrollment challenges. Three new degree programs were suggested, including a Bachelor of Education, Bachelor of Professional Studies and a Bachelor of Applied Studies. The Academic Affairs committee will be composing a CSU 40 document to provide a more faculty-centric strategic plan for the CSU.
- 5.5. CFA:** Lisa Kawamura, CFA-SLO President, provided a written report that may be viewed [here](#) (p. 9).
- 5.6. ASI:** ASI provided a written report that may be viewed [here](#) (p. 10).
- 5.7. Strategic Enrollment Management & Student Affairs:** The Division of Strategic Enrollment Management & Student Affairs provided a written report that may be viewed [here](#) (pp. 11-12).

## 6. Discussion Items



**6.1. Election of AY 2026-2027 Academic Senate Officers – Chair and Vice Chair:** Upon call for nominations, Samuel Frame was elected Chair and Sean Hurley was elected Vice Chair, both by acclamation.

## 7. Old Business Items

**7.1. Resolution on External Exam Credit:** John Walker, Curriculum Committee Chair, returned in first reading a Resolution on External Exam Credit. This resolution replaces AS-331-90/1C and AS-468-96/1C. M/S/P to move a Resolution on External Exam Credit to second reading. M/S/P to adopt a Resolution on External Exam Credit.

**7.2. Resolution on UFPP 13.1 Administrative Memos:** Jerusha Greenwood, on behalf of Kenneth Brown, Faculty Affairs Committee Chair, introduced in first reading a Resolution on UFPP 13.1 Administrative Memos. This resolution revises UFPP 13.1 changing procedure for adding administrative memos to UFPP Appendix, upon adoption. This resolution will return in first reading at the next Academic Senate meeting.

**7.3. Resolution on UFPP Procedural Updates for Semester Conversion:** Jerusha Greenwood on behalf of Kenneth Brown, Faculty Affairs Committee Chair, introduced in first reading a Resolution on UFPP Procedural Updates for Semester Conversion. This resolution creates an ad hoc exception to normal Academic Senate procedure for approving omnibus procedural revisions to UFPP specifically for AY 2026-27. This resolution will return in first reading at the next Academic Senate meeting.

## 8. New Business Items

**8.1. Resolution on Changes in Academic Senate Grants Review Committee Membership:** Philip Costanzo, Grants Review Committee Chair, introduced in first reading a Resolution on Changes in Academic Senate Grants Review Committee Membership. This resolution supersedes AS-671-08 and AS-794-15. This resolution will return in first reading at the next Academic Senate meeting.

**8.2. Resolution on Final Assessments/Exam Scheduling Overload:** Kris Jankovitz, Instruction Committee Chair, introduced in first reading a Resolution on Final Assessments/Exam Scheduling Overload. This resolution updates AS-768-13 for semester conversion and provides a timeline for students to request rescheduling of an assessment during final exam week. This resolution will return in first reading at the next Academic Senate meeting.

**8.3. Resolution on Calling for the Updating of the University's Strategic Plan:** Sean Hurley, Budget and Long-Range Planning Committee Chair, introduced in first reading a Resolution on Calling for the Updating of the University's Strategic Plan. M/S/P to move a Resolution on Calling for the Updating of the University's Strategic Plan to second reading. M/S/P to adopt a Resolution on Calling for the Updating of the University's Strategic Plan.



**CAL POLY**  
Academic Senate

**Academic Senate Meeting**

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

9. **Adjournment** | Jerusha Greenwood, Academic Senate Chair, adjourned the meeting at 4:52 p.m.

Minutes submitted by

**P.J. Crocker**



The following courses have been put on the Consent Agenda for the April 14, 2026, Academic Senate meeting. These courses are exceptions to the catalog review cycle.

ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/Other	Academic Senate	Provost	Term Effective
BUS 4490 Data Visualization (3), 3 lectures  (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 03/06/2026.	On the consent agenda 4/14/26		Spring 2027
DATA 3302 Data Visualization (4), 3 lectures, 1 laboratory  (existing course lessening requisites)	Reviewed by ASCC and recommended for approval 03/06/2026.	On the consent agenda 4/14/26		Spring 2027
EDUC 4418 Teaching Emergent Bilingual Students and Students with Alternative Support Needs (4), 4 lectures  (existing course proposed to be offered online)	Reviewed by ASCC and recommended for approval 03/06/2026.	On the consent agenda 4/14/26		Spring 2027
GEOG 4471 Special Advanced Laboratory (1-4), laboratories	Reviewed by ASCC and recommended for approval 03/06/2026.	On the consent agenda 4/14/26		Spring 2027
KINE 4406 Motor Control (3) 3, lectures  (existing course lessening requisites)	Reviewed by ASCC and recommended for approval 03/06/2026.	On the consent agenda 4/14/26		Spring 2027
PHYS 3305 Classical Mechanics I (3) 3 lectures	Reviewed by GEGB and recommended for approval 03/18/2026.	On the consent agenda 4/14/26		Spring 2027



ITEMS TO BE CONSIDERED BY ACADEMIC SENATE				
Program Name or Course Number, Title	ASCC recommendation/Other	Academic Senate	Provost	Term Effective
PSC 3335 Physics of Music (3) 2 lectures, 1 laboratory  (existing course lessening requisites)	Reviewed by ASCC and recommended for approval 03/06/26.  Reviewed by GEGB and recommended for approval 01/15/2026.	On the consent agenda 4/14/26		Spring 2027
WGQS 3320 Disability Justice Intersectional Activisms (3), 3 lectures	Reviewed by ASCC and recommended for approval 03/06/26.  Reviewed by GEGB and recommended for approval 01/15/2026.	On the consent agenda 4/14/26		Spring 2027

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

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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."

### Cal Poly AI Symposium — May 7, 2026

The Office of the Provost, in partnership with the Noyce School of Applied Computing, will host the Cal Poly AI Symposium 2026 on Thursday, May 7, 2026 (9:00 a.m. – 5:00 p.m., reception to follow) in the Chumash Auditorium.

The universitywide event will convene faculty, staff, students, administrators, and industry partners to examine the evolving role of artificial intelligence in higher education, industry, and society. Virtual participation will be available for keynote and panel sessions.

The symposium will feature keynote speakers, panels, and applied sessions addressing:

- AI in higher education and teaching/learning
- Workforce and industry applications
- Ethical and human-centered considerations
- Emerging technologies and applied “sandbox” sessions

Confirmed speakers include:

- Dr. Julie Carpenter (Cal Poly, Ethics + Emerging Sciences Group)
- Dr. Rama Akkiraju (NVIDIA, VP of AI/ML for IT)
- Mike Abbott (Technology Executive; Cal Poly alumnus)
- Dr. Chris Clark (NYU; Noyce Distinguished Speaker)
- An industry panel will include representatives from organizations such as AWS, Apple, and Google.

Participation:

- Open to all faculty and staff across Cal Poly
- Virtual access provided for Cal Poly Solano and other participants
- Lunch and networking opportunities are included for in-person attendees

Registration and additional information: <https://provost.calpoly.edu/aisymposium2026>

### Academic Affairs Update: Maritime Integration

The Provost recently shared an update on progress toward full academic implementation of the Cal Maritime integration for AY 2026–27 at the Cal Poly Solano campus. Fall 2026 marks a key milestone, with a focus on ensuring a coordinated and well-supported start for students, faculty, and staff across both campuses.

The update highlighted progress in several core areas: alignment of academic processes (including curriculum, program review, and governance); development of a unified, cross-campus model for advising and student support; continued integration of faculty development, research, graduate education, EPaCE, and international programs; and coordination of library services, academic awards, and administrative systems to provide consistent and accessible support.

Additional details are available on the [Maritime Spring 2026 Academic Update – FAQ](#). You can also visit the [Maritime Integration SharePoint page](#) for ongoing updates and resources, or contact the integration team at [integration@calpoly.edu](mailto:integration@calpoly.edu) for questions or additional input.

**CSU Fully Online Participation**

As part of Cal Poly's transition to the semester system, the university will begin participating in CSU Fully Online in fall 2026. This program allows eligible students to enroll in one online course per term offered by another CSU campus, expanding access and flexibility for students at both the San Luis Obispo and Solano campuses.

The Office of the Registrar will provide guidance on its website, including expectations that students seek faculty approval before enrolling in external CSU Fully Online courses that fulfill major or support requirements. Additional information is available on the [CSU Fully Online website](#).

**Half-Term Scheduling Within Semesters**

Beginning in fall 2026, as part of the semester conversion, Cal Poly will implement the capability to schedule back-to-back half-term sessions (approximately 7.5 weeks each) within a single semester. This action fulfills, in part, a 2022 Academic Senate resolution calling for the ability to offer half-term sessions within regular semester terms.

Departments may adjust course offerings between the first and second half of the term. To be included in the fall 2026 published schedule, second-half-term classes must be added by April 27. Half-term sessions must be scheduled in college/department-controlled spaces.

Additional guidance, including financial aid considerations, is available on the [Semester Conversion FAQ website](#).

**Submitted by Steve Rein**

While I was unable to attend the March FGA meeting and Plenary, the following is based on discussions with the ASCSU Chair, Vice-Chair, Legislative Specialists and the April Fiscal and Governmental Affairs meetings.

The [current legislative positions of the ASCSU](#) were approved March 6. If amendments allow or force a position change, this file will be updated.

Key bills to watch would include:

[AB 2236 \(Berman\)](#) - Oppose. This bill would set up a common CCC curriculum for lower division and force the CSUs to accept those courses for transfer credit without review. The criterion of 70% commonality for a CCC course to be included as, for example, a Stat 1 course implies that at different CCCs students would be receiving considerably different content, but they would be transferring into the CSU as the same course. This could be particularly bad as it sets up some transfer students to do poorly in their follow-up courses. Problems with ASSIST.org and the speed of CCCs adopting a common course numbering system don't find solutions in this bill that is marketed as helping students transfer successfully.

[AB 2693 \(Alvarez\)](#) - Oppose. It is worth noting that the CSU CO also opposes this bill to grant doctoral programs to the CSUs. Assemblymember Alvarez was working with some individual SDSU faculty members on this bill but not the university as a whole. Whether CSU PhDs are a good thing or not, changing Ed Code without consulting all the relevant parties (including the ASCSU) is bad form. We also note that from the Legislative POV, if AB 2693 passes, it throws wide the door to pass AB 2694 (next on the list) as the pair are essentially saying "we should ignore the master plan for higher education entirely" while not tackling the issues related to the funding of higher education in the state that seem to favor the UCs in one way but favor the CCCs in another way.

[AB 2694 \(Alvarez\)](#) - Oppose. Allows 4-year baccalaureate degree programs in CCCs as long as there isn't CSU or UC duplication within the CCC's district. The bill also tips the scale very much in favor of the CCCs from even the AB 927 language. If the CCC CO thinks there may be CSU duplication, they will reach out to the CSU to ask and if the CSU believes there to be a problem, the CSU needs to reply formally with evidence which the CCC CO will then consider before making a decision to approve. Note: [SB 960](#) and many others are on the same topic. They're like the many variants of chocolate ice cream. Sure, one might be black chocolate and



another might have brownie chunks in it but they're all chocolate. AB 2694 and SB 960 seem the most likely to gain traction of the pack. We also presume due to how the CCC has historically worked, they will interpret an approval of a degree program for one CCC as an approval for all. I cannot find language in 2694 that says otherwise.

In discussions with the Chancellor's Office Lobbyists it has been signaled that the governor's office who has vetoed specific 4-year CCC degree bills in the past isn't interested in doing this again. Not because the bills don't deserve a veto but because if the legislature comes to the governor 3 years in a row with nearly identical asks, the governor isn't interested in the battle. That the CCCs have been pushing the CCC bills (2692 and 960 are only two of the many bills on this issue) is just a matter of them having far more lobbyists, campus presidents, etc. and they're in every single legislator's district. We in the CSU who aren't funded so well that we can afford such advocacy efforts need to step up.

The ASCSU legislative specialists are drafting opposition talking points for AB2236, AB2694, and are going to be asking individual ASCSU senators along with campus faculty legislative liaisons to take these issues to campus area legislators. We encourage individual faculty at Cal Poly to reach out to

Senators: Limon (pro-tem), Laird (Budget), Cabalden (Ed)

Assemblymembers: Addis (Budget 1 - health), Hart (Budget 7 - accountability and oversight), Wilson (Budget 4 - transportation), Wicks (Appropriations)

and let them know our opposition to legislative interference in our curriculum and financial stability.

**CFA-SLO CHAPTER PRESIDENT'S REPORT 1/23  
TO THE ACADEMIC SENATE, CAL POLY SLO**

**Lisa Kawamura**

**April 14, 2026**

**Bargaining**

CFA met with management on 3/26 and 3/27. Several proposals were advanced by both sides. We also held a Bargaining Townhall as we do after every bargaining session with management on Monday, 3/30.

You can find all of the proposals (CFA and management) [here](#).

You can access CFA's Bargaining full website [here](#).

Union membership is critical now, more than ever. The current chancellor has shown us in bargaining that she is unapologetic about cutting current benefits and security for faculty in the CSU. The best way to defend ourselves is to have strong union membership. She perceives us as weak because our membership numbers have fallen.

If you value what you do, I really want to suggest that you join CFA if you are not currently a member. Having the chance to sit at the bargaining table, across from the chancellor's bargaining team, I have noticed a lot. The chancellor is proposing monumental take-backs and her team cannot even look us in the eye or present their proposals with confidence. Their answers to our lead negotiator are weak and unpersuasive. It appears that even THEY know that the chancellor's proposals are unreasonable.

For instance, they proposed that FERP status be at the top of the layoff process. Every bargaining session, the chancellor's office tries to diminish FERP and our Bargaining Team has fought hard to maintain this right. This is only one example of how this chancellor is threatening our rights as faculty.

NOW is the time to become a member if you are not already. NOW is the time for you to get one of your colleagues to JOIN CFA if they are not a member.

Use this [link](#) to join CFA TODAY.

**CFA Lobby Days, March 17-18, 2026**

Cameron Jones and I attended CFA Lobby Days for CFA-SLO. We had several productive meetings with elected officials (Asm. Muratsuchi, Asm. Macedo's office, Asm. Borner, Asm. Jackson, Asm. Lackey's office and Asm. Haney) to:

- maintain the January budget proposal
- support Asm. Mike Fong's proposal to fully fund the compact for the next two budget years

**CFA-SLO CHAPTER PRESIDENT'S REPORT 2/3  
TO THE ACADEMIC SENATE, CAL POLY SLO**

**Lisa Kawamura**

**April 14, 2026**

**CFA Lobby Days, March 17-18, 2026 (continued)**

- adopt budget language that ensures the new CSU funding is spent on instruction and not administration.
- support for
  - AB 1831 (Aherens) CSU Executive Compensation
  - AB 2068 (Connoly) CSU residential Search
  - AB 2159 (Garcia) Clarifying Educational Equity
  - AB 2523 (Fong) Public Accessibility in Higher Ed Governing Boards
  - SB 928 (Cervantes) Protections for CSU Faculty from AI Encroachments
  - SB 1101 (Perez) Sharing Personal Information Notice
- oppose bills
  - AB 664 (Alvarez) Southwestern Community College District to offer 4 baccalaureate degree programs
  - AB 2053 (Ta) Coast Community College District to offer a cybersecurity baccalaureate degree program
  - AB 2117 (Alvarez) Superintendent of Public Instruction (SPI): Secretary of Education would shift the oversight of the California Department of Education (CDE) from the elected SPI to a Governor appointed position
  - AB 2136 (Pacheco) Cerritos Community College District to offer 3 baccalaureate degree programs
  - AB 2301 (Soria) CCC Bachelor of Nursing Pilot: requires the California Community College Chancellor's Office to develop and authorize 10 community college districts to offer a B.S. in Nursing
  - AB 2693 (Alvarez) CSU Doctoral Degrees: CSUs to unilaterally offer doctoral degrees without consulting the UC or AICCU.
  - AB 2694 (Alvarez) CCC Bachelor Degree Programs prohibits a community college district to offer a B.A. degree program substantially similar to program offered by the UC or CSU within the same region, except where the UC or CSU does not enroll students from that region in the program or there are documented unmet regional workforce needs.
  - SB 980 (Cabaldon) CCC Bachelor Degree Programs would allow any community college district to offer baccalaureate degree program if the program or program curricula is not offered at a campus of the CSU whose local admission area overlaps with the territory of the community college district, or if the program at the local CSU campus has been impacted for 3 consecutive year before the date the program is approved.

**CFA-SLO CHAPTER PRESIDENT'S REPORT 3/3  
TO THE ACADEMIC SENATE, CAL POLY SLO**

**Lisa Kawamura**

**April 14, 2026**

**Time, Place, and Manner Policy**

As you may be aware as CFA notified faculty on 4/6/26, factfinding on our bargaining with the CSU over the Interim Time, Place, and Manner (TPM) policy has concluded. CFA fought hard for over a year to support faculty and students' rights. We expect CSU to impose its last, best, and final concessions on the controversial policy that regulates speech and expression on CSU campuses. You can find more details on factfinding and TPM [here](#).

## Academic Senate Meeting — SEM and Student Affairs Reports

Meeting Date: April 14, 2026

### Disability Resource Center (DRC) Testing Update

Last fall, the DRC required faculty to print and provide physical exam copies for students testing with the DRC. Since then, the DRC has hired an additional full-time staff member, allowing it to restore its capacity to print exams. Faculty may choose to have the DRC print exams, drop off printed exams, or arrange pickup from the Dean's Office. After testing, faculty can:

- Pick up completed exams from the DRC
- Have exams returned to participating Dean's offices
- Have exams scanned and uploaded to the AIM faculty portal

Updated AIM resources (videos and how-to guides) are available online. Additional testing procedures and FAQs are available on the DRC website. Departments can request DRC staff presentations or direct questions to [drctesting@calpoly.edu](mailto:drctesting@calpoly.edu).

### Student Success Center Topping Out Ceremony

A topping out ceremony for the Lynda and Stewart Resnick Student Success Center was held Friday, April 3. The ceremony signified the completion of the steel structure framework, with the final steel beam being placed at the highest point of the structure. Campus members and construction teams gathered to hear remarks from campus leaders and to sign the beam before it was installed.

Student Affairs is collaborating with the Mustang Success Center and Academic Affairs to develop communications that clearly distinguish the Lynda and Stewart Resnick Student Success Center from the Mustang Success Center.

Adopted:

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

**AS-\_\_\_-26**

**RESOLUTION ON UFPP 13.1 ADMINISTRATIVE MEMOS**

**Impact on Existing Policy: Revises UFPP 13.1 changing procedure for adding administrative memos to UFPP Appendix, effective upon approval of this resolution.**

- 1 WHEREAS, University Faculty Personnel Policies (UFPP) Appendix of administrative
- 2 memos is a convenience to the university community by providing ready
- 3 access to administrative memos relevant to faculty personnel policies;
- 4 and
- 5
- 6 WHEREAS, Publishing memos in UFPP Appendix is a wholly editorial act in relation to
- 7 memos already in effect when they were distributed by administration;
- 8 and
- 9
- 10 WHEREAS, The current process of approving the addition of administrative memos
- 11 to UFPP Appendix by the Academic Senate Personnel Policies Consent
- 12 Agenda delays their publication, sometime by a few months; and
- 13
- 14 WHEREAS, UFPP Appendix functions as a document separate from UFPP without the
- 15 normal constraints on UFPP of an annual edition fixed in its content for
- 16 the upcoming faculty evaluation cycles for the academic year; therefore
- 17 be it
- 18
- 19 RESOLVED: That UFPP 13.1 be revised according to the attached documents; and be
- 20 it further
- 21
- 22 RESOLVED: That the procedure in the revisions to UFPP 13.1 be implemented
- 23 immediately upon presidential approval of this resolution.

Proposed by: Academic Senate Faculty Affairs Committee  
Date:

**UFPP 13.1 Administrative Memos  
Proposed Revisions  
Winter 2026**

**EXECUTIVE SUMMARY:** The Academic Senate Faculty Affairs Committee (FAC) proposes a revision to the process of adding administrative memos to the UFPP Appendix allowing additions as needed with notification to the Senate of any changes.

**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**

Adding administrative memos to UFPP Appendix would no longer require Academic Senate consent, but instead would occur as needed with FAC providing a written report to the Senate whenever an administrative memo is added to the UFPP Appendix.

**Impact on Existing Policy**

Supersedes the procedure in UFPP. 13.1.4–5.

**Implementation**

Effective upon the President’s approval of the Academic Senate’s resolution on this procedural change.

**Consultation**

Consultation will consist of Academic Senate deliberation on this resolution.

**What follows are the revised policy text for UFPP and a copy showing revisions from current policy (which can be seen in the current version of UFPP posted to the Academic Personnel website).**

**13.1. Administrative Memos**

- 13.1.1. UFPP includes an appendix containing copies of various administrative memos relevant to policies in UFPP or subordinate policy documents. Administrative memos state or create policy by administrative action. Gathering them into an appendix provides a convenience of a single location for policy memos cited in UFPP or in subordinate college, library, or department policy documents.
- 13.1.2. UFPP Appendix: Administrative Memos shall be contained in a document separate from UFPP, and accessible on the Academic Personnel website along with UFPP.
- 13.1.3. Administrative memos are sorted by date and assigned descriptive names typically drawn from their subject lines. To standardize citation of administrative memos, each is assigned a reference number in the following format: AM-YYYYMMDD. Any citation of administrative memos in UFPP or subordinate policy documents should use that reference standard.
- 13.1.4. FAC and Academic Personnel shall determine when an administrative memo be placed in the UFPP Appendix and do so as needed.
- 13.1.5. Adding administrative memos to UFPP shall be regarded as wholly editorial in relation to memos that are already in effect as they are issued by administration. To keep the university up to date on administrative memos, FAC shall provide a written report to the Academic Senate when any memos are added to the UFPP Appendix.

## 1.1. Administrative Memos

- 1.1.1. UFPP includes an appendix containing copies of various administrative memos relevant to policies in UFPP or subordinate policy documents. Administrative memos state or create policy by administrative action. Gathering them into an appendix provides a convenience of a single location for policy memos cited in UFPP or in subordinate college, library, or department policy documents.
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- 1.1.1. Administrative memos are sorted by date and assigned descriptive names typically drawn from their subject lines. To standardize citation of administrative memos, each is assigned a reference number in the following format: AM-YYYYMMDD. Any citation of administrative memos in UFPP or subordinate policy documents should use that reference standard.
- 1.1.1. ~~FAC and Academic Personnel shall determine when an administrative memo be placed in the UFPP Appendix and do so as needed. Administrative memos shall be placed in this appendix by Academic Senate Consent or Academic Senate Resolution cited in a list of the memos in UFPP.~~
- 1.1.1. Adding citations of administrative memos to UFPP shall be regarded as wholly editorial in relation to memos that are already in effect as they are issued by administration, and therefore needs no further Academic Senate action. To keep the university up to date on administrative memos, FAC shall provide a written report to the Academic Senate when any memos are added to the UFPP Appendix.

Adopted:

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

AS-\_\_\_\_-26

**RESOLUTION ON UFPP PROCEDURAL UPDATES FOR SEMESTER CONVERSION**

**Impact on Existing Policy: Ad hoc exception to normal Academic Senate procedure for approving omnibus procedural revisions to UFPP specifically for AY 2026-27.**

- 1 WHEREAS, Procedures described in University Faculty Personnel Policies (UFPP) that  
2 have been developed for a quarter calendar will be out of date when Cal  
3 Poly converts to a semester calendar; and  
4
- 5 WHEREAS, UFPP contains some other descriptions of procedures that have become  
6 out of date with current administrative processes; and  
7
- 8 WHEREAS, Any further changes to the academic calendar could require further  
9 changes to descriptions of procedures that make reference to academic  
10 calendars; and  
11
- 12 WHEREAS, Editing of UFPP to address quarter-specific language and various other  
13 discrete processes that would be outdated is easier to implement once all  
14 substantial policy revisions are established by the Academic Senate; and  
15
- 16 WHEREAS, Substantial policy revisions to UFPP will be occupying time in Academic  
17 Senate meetings through the end of AY 2025-26; therefore be it  
18
- 19 RESOLVED: That after all Academic Senate action on UFPP policy revisions is  
20 completed in AY 2025-26, the Academic Senate Faculty Affairs  
21 Committee implement a final update to UFPP for AY 2026-27 specifically  
22 to change references to a quarter calendar into semester or term-neutral  
23 procedures, and any other procedural matters that no longer align with  
24 current administrative processes; and be it further  
25
- 26 RESOLVED: That FAC provide a written report to the Academic Senate Executive  
27 Committee providing an account of all such procedural revisions

28 implemented after the conclusion of the Academic Senate's meeting  
29 schedule for AY 2025-26; and be it further

30  
31 RESOLVED: After summer 2026 any further updates to procedures described in UFPP  
32 continue to use existing consent agenda or business item (i.e. resolution)  
33 based changes to UFPP.  
34

Proposed by: Academic Senate Faculty Affairs Committee  
Date:

Adopted:

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

**AS-\_\_\_-26**

**RESOLUTION ON CHANGES IN ACADEMIC SENATE GRANTS REVIEW COMMITTEE  
MEMBERSHIP**

**Impact on Existing Policy:** Supersedes resolutions AS-671-08 and AS-794-15.

- 1 WHEREAS, The current practice of the membership since 2008 [AS-671-08] is that
- 2 the Grants Review Committee shall include one voting General Faculty
- 3 representative from each college and Professional Consultative Services,
- 4 a graduate student ASI representative, and the Dean of Research or
- 5 designee as ex officio members; and
- 6
- 7 WHEREAS, There has been a significant increase in the submissions to the RSCA
- 8 funding mechanism and to the system-wide CSU Student Research
- 9 Competition, which has increased the workload associated with this
- 10 committee; and therefore be it
- 11
- 12 RESOLVED: That the attached modification to the Grants Review Committee be
- 13 adopted beginning fall 2026.

Proposed by: Grants Review Committee  
Date: March 3, 2026

ATTACHMENT TO  
RESOLUTION ON CHANGES IN ACADEMIC SENATE  
GRANTS REVIEW COMMITTEE MEMBERSHIP

11. Grants Review

(a) Membership

- (1) Pursuant to AS-~~794XXX-2615~~, Resolution on Change in Academic Senate Grants Review Committee Membership ~~and Responsibilities~~, the Academic Senate Executive Committee appoints the voting members of the committee.
- (2) A recommended constitution of at least 12 members with a target of 2 representatives from each Cal Poly – SLO college and a member from Professional Consultative Services and not more than 3 representatives from any one Cal Poly - SLO college. Representation from Cal Poly - Solano is to include at least 1 representative with a target of 2 and a max of 6 with no more than 1 per Cal Poly – Solano college.
- (~~3~~) Ex officio members shall be the Chief officer ~~Dean~~ of Research or designee and an ASI representative. The ASI representative must be a graduate student.
- (4) In occurrences where the committee is not filled, the RSCA committee may be asked to assist in the GRC duties
- (~~5~~) No member of the Grants Review Committee is eligible to apply for any grant, leave, or award program administered by the committee while serving on the committee.

(b) Responsibilities

- (1) The Grants Review Committee will develop policies and procedures for the review of grant proposals referred to it, including but not limited to those funded through the Chancellor's Research, Scholarship, and Creative Activity allocations.
- (2) The Grants Review Committee will make recommendations to the Dean of Research concerning the funding of other internal grants subject to review by the source of funding.

- (3) The Grants Review Committee will develop policies and procedures for the selection of Cal Poly State University student delegates to the system-wide CSU Student Research Competition.
- (4) The Grants Review Committee will evaluate both the oral and written presentations of students and select the delegates for the system-wide CSU Student Research Competition.

Adopted:

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

**AS-\_\_\_-26**

**RESOLUTION ON FINAL ASSESSMENTS/EXAM SCHEDULING OVERLOAD**

**Impact on Existing Policy: Updates AS-768-13 for semester conversion. Provides timeline for students to request rescheduling of an assessment during final exam week.**

- 1 WHEREAS, AS-768-13 defined overload for assessments (or exams) scheduled during  
2 final exam week as more than two assessments scheduled on the same  
3 day; and  
4
- 5 WHEREAS, CAP 210.6 Final Assessments and Examinations  
6 <https://policy.calpoly.edu/cap/200/cap-210> specifies the policy  
7 guidelines that pertain to administering and scheduling final assessments;  
8 and  
9
- 10 WHEREAS, Final assessments are required, except in specific circumstances (CAP  
11 210.6.3); and  
12
- 13 WHEREAS, Faculty will use the week designated at the end of the term (aka: “finals  
14 week” for final assessment of student work (CAP 210.6.1); and  
15
- 16 WHEREAS, Faculty are required to meet with students at the scheduled final  
17 assessment period or follow the provisions for rescheduling described in  
18 CAP 210.6.4; and  
19
- 20 WHEREAS, Faculty should decide the pedagogically appropriate assessment  
21 methods/activities (e.g. exam, term paper, term project, presentation,  
22 performance, take home assessment, assessments administered and/or  
23 submitted online, etc.); and  
24
- 25 WHEREAS, Assessment methods/activities are included in new course proposals and  
26 course modification proposals and are reviewed and approved by the  
27 appropriate curriculum committee(s); and  
28

- 29 WHEREAS, the University's finals week schedule is available, with few  
30 exceptions, to students in the class schedule before registration for the  
31 next term; and  
32
- 33 WHEREAS, the University's finals week schedule is available at the Office of  
34 the Registrar's Calendars and Deadlines information website; and  
35
- 36 WHEREAS, Final assessments for online asynchronous courses in most cases do not  
37 have a final assessment time posted in the University's finals week  
38 schedule or in the class schedule; and  
39
- 40 WHEREAS, Faculty will include in the course syllabus the date and time of the  
41 scheduled final assessment and/or the deadline to submit the final  
42 assessment, and whenever applicable, provide students with advance  
43 notice if the final assessment date is not available at the start of the  
44 term or has been rescheduled with the approval of the appropriate dean;  
45 and  
46
- 47 WHEREAS, Students enrolled in a course with a "common assessment time" that  
48 creates a conflict with other courses' scheduled final assessment time  
49 shall be permitted to arrange an alternate assessment time; and  
50
- 51 WHEREAS, AS-977-24 describes reasons and extenuating circumstances that  
52 instructors consider allowing students to make up work or an assessment  
53 that is or will be missed due to an excusable absence; and  
54
- 55 WHEREAS, Scheduling an alternate assessment time for a student with a  
56 final assessment/exam overload is at the discretion of the instructor and  
57 is not guaranteed; and  
58
- 59 WHEREAS, If an instructor is amenable to granting the request for an alternate  
60 final assessment/exam time, it should be rescheduled to take place  
61 during finals week, except in circumstances described in CAP 210.6;  
62 therefore, be it  
63
- 64 RESOLVED: A final assessment overload is three or more final assessments scheduled  
65 for the same day during finals week; and  
66
- 67 RESOLVED: Faculty should make a reasonable effort to offer an alternative final  
68 assessment time to students with a final assessment overload; and be it  
69 further  
70

- 71 RESOLVED: The deadline for a student to notify instructors of a final assessment  
 72 overload and request to reschedule is before the end of 80% of  
 73 instruction for the term; and be it further  
 74
- 75 RESOLVED: The deadline for a student to notify instructors of a final  
 76 assessment overload will be posted on the Office of the Registrar’s  
 77 Student Planning Calendar website:  
 78
- 79 • “The last day to notify instructors of a final examination  
 80 overload (three or more final exams scheduled on the same  
 81 day) and request an alternate final examination time.  
 82 Rescheduling is at the instructor’s discretion and is not  
 83 guaranteed.”; and be it further  
 84
- 85 RESOLVED: Final assessments for online asynchronous courses without a scheduled  
 86 final assessment period in the University’s schedule for finals week  
 87 are not included as an overload of three or more final assessments  
 88 scheduled for the same day; and be it further  
 89
- 90 RESOLVED: The Cal Poly Academic Senate supports the adoption of this resolution to  
 91 update the provisions of the Final Assessment/Exam Scheduling Overload  
 92 in preparation for semesters; and be it further  
 93
- 94 RESOLVED: This policy will be effective Fall term 2026.

Proposed by: Academic Senate Instruction Committee  
 Date: March 3, 2026

### **Background Information:**

**<https://policy.calpoly.edu/cap/200/cap-210>**

## **CAP - 210.6 Final Assessments and Examinations**

### **210.6.1 Courses with Lectures and Seminars (other than 1-unit courses)**

Course activity, including assessments, shall continue through the week designated for final assessments for all courses with a lecture component. Faculty are required to meet with students at the scheduled final assessment period and will use the week designated at the end of the quarter for the final assessing of student work. Faculty should decide the pedagogically

appropriate assessment activity, e.g., exams, receipt of term papers or projects, presentations, etc.

The University's schedule for final assessment periods is available online at the Office of the Registrar's Calendars and Deadlines information site. The schedule, drafted by University Scheduling and approved by the provost, will designate an assessment period for each time block in which lecture sections are normally scheduled and the location assigned.

Final assessments will be given in all sections of lecture and seminar courses unless exempt under the provisions below.

The maximum time allotted for final assessment is three hours in a facility that is normally controlled by University Scheduling.

## **210.6.2 Non-lecture Courses and 1-unit Courses**

### **210.6.3 Exempt Courses**

Assessment exemptions may be granted for such reasons as uniqueness of course content or method of instruction, and/or a more appropriate procedure for establishing an evaluation of the student's performance in the course. Exemptions ordinarily will be established at the time the course is proposed by the department for inclusion in the University Catalog. Subsequent requests for exemptions will be submitted in writing through the department chair/head for approval by the appropriate college dean with notification of approved exemptions sent to University Scheduling.

### **210.6.4 Rescheduling**

#### **210.6.4.1 Early Assessments**

No final assessments shall be given prior to the scheduled final assessment period without written approval of the appropriate college dean and notification sent to University Scheduling at least two weeks before the final assessment.

#### **210.6.4.2 Common Assessments**

Courses with three or more sections may hold assessments during "common assessment" times designated by University Scheduling with approval by the department chair/head and appropriate college dean. Faculty who have requests approved must notify University Scheduling at least two weeks before the final assessment. Any student who is unable to attend the common assessment time due to a conflict with another course's final assessment shall be permitted to arrange an alternate assessment time.

#### **210.6.4.3 Alternate Assessments**

Faculty may offer an additional (i.e., alternate) assessment period during the final assessment week; however, the assessment must also be offered at the original time set aside in the final

exams schedule. Courses with alternate assessment periods during the final period must notify University Scheduling at least two weeks before the final assessment.

#### **210.6.4.4 Special Student Arrangements**

Permission to take final examinations out of schedule may be granted by the dean of the college in which the course is offered for the following reasons only:

1. Student going into the Armed Forces;
2. Illness of the student;
3. Death or serious illness in the student's family;
4. Student requested by the University to represent the University at an educational activity. Written statement by the person sponsoring the conflicting activity must be presented to the college deans of all schools in which the student is taking courses involved in the examination conflict;
5. Permanent job placement interview arranged by the University
6. As an accommodation for a disability as confirmed by Cal Poly's Disability Resource Center.

#### **210.6.5 Midterm Assessments and Examinations**

Examinations are given during normal class meetings. No University schedule is published.

#### **210.6.6 Student Conflicts**

Examinations which conflict with University activities should be brought to the attention of the college dean as early as possible.

#### **210.6.7 Procedures during Assessments and Examination**

Faculty members should make every effort to ensure academic honesty and integrity by properly monitoring assessments and examinations.

#### **References for CAP 210.6:**

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 will request 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 will request that a process be put in place to  
39 accommodate students at the Solano campus enrolled in Cal Poly online  
40 classes to take in-person assessments at the Solano campus.  
41
- 42 RESOLVED: That the Academic Senate will request that the Center for Teaching,  
43 Learning and Technology post the guidance on the Teaching Resources:  
44 Assessment and Activities webpage, and be it further  
45
- 46 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. As such, this guidance for scheduling online assessments can help faculty support students to manage their deadlines and other obligations when they are expected to complete assessments (i.e., quizzes, exams, etc.) outside of scheduled meeting times. Particularly those students enrolled in classes that are delivered in multiple modalities.

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

### Definition: “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 quiz with a 20-minute time limit to complete, could have a 48-hour “availability window” from Monday at 6:00 am to Wednesday at 5:59 am. The student could start the quiz at any time during that 48-hour availability window but would have to finish within 20 minutes of starting the quiz.)

### **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, assessments administered online should be offered during the regularly scheduled class meeting or have an availability window of **at least** 48 hours. Assessment availability windows may include weekend days, but *at least* 24 hours of the availability window should be on a weekday. *Faculty are encouraged to set the availability window for 72 hours if it includes a weekend.*

Classes WITHOUT a Scheduled Meeting Time:

2. For classes without a scheduled meeting time, assessments administered online should have an assessment availability window of **at least** 48 hours if the deadline is set during the week Monday-Friday.
3. For classes without a scheduled class meeting time, assessments administered online should have an assessment availability window of **at least** 72 hours, if the timeline includes weekend days.

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

Classes WITH a Scheduled Meeting Time:

4. 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 a weekend.*

Classes WITHOUT a Scheduled Meeting Time:

5. 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 a weekend.*

### **Scheduling Online Assessments during Finals Week for Lecture Course of Two or More Units**

Classes WITH a Scheduled Finals Week Meeting Time:

6. 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.

7. 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:

8. 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 Assessments for Online Classes**

9. 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 a minimal number of high stakes 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, 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 RESOLVED, that the Cal Poly Academic Senate supports this resolution on course  
 31 syllabi, and be it further  
 32
- 33 RESOLVED, Course syllabi shall at minimum include the following information or links to  
 34 the information:
- 35 • Instructor’s name and contact information
  - 36 • Office hours and office location and/or link for virtual office hours
  - 37 • Course title and description, (if applicable, indicate if course meets a  
 38 GE, GWR, or USCP requirement)<sup>1</sup>
  - 39 • Course learning outcomes or where they can be found<sup>2</sup>
  - 40 • Required texts, materials, technology, supplies. Supplementary  
 41 materials if applicable.
  - 42 • Class policies (if applicable, attendance, late work & make-up policies,  
 43 collaboration policies, academic integrity policies, etc.)
  - 44 • Methods of assessment, evaluation and grading
  - 45 • To the extent possible, a tentative calendar of assignments and  
 46 assessments<sup>3</sup>
  - 47 • Day/time of final assessment; and be it further  
 48
- 49 RESOLVED, the above resolved clause be updated in the Campus Administrative  
 50 Policies, Faculty Handbook, and Academic Programs and Planning  
 51 Academic Policies webpage; and be it further  
 52
- 53 RESOLVED, this policy shall be communicated to all faculty before the beginning of each  
 54 term by the Provost or their designee.  
 55
- 56 RESOLVED, this policy will be effective Fall 2026.  
 57  
 58  
 59  
 60 Proposed by: Academic Senate Instruction Committee  
 61 Date:

<sup>1</sup> Course title and description should be included exactly as written in the Catalog.

<sup>2</sup> Course Learning Outcomes should be included exactly as written in the approved course proposal in CIM (Course Inventory Management).

<sup>3</sup> 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.



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.<sup>1</sup>
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.

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

**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 allows for a difference in office hours between faculty teaching 12 units and faculty teaching 3 units.

**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 and a copy showing revisions from current policy (which can be seen in the current version of UFPP posted to the Academic Personnel website).**

Adopted: January 13, 2026

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

**AS-1000-26**

**RESOLUTION ON UFPP 12.2 Office Hours**

**Impact on Existing Policy:** Supersedes current policy in UFPP 12.2 established by AS-886-20 and AS-929-22.

- 1    WHEREAS,    The ability to coordinate faculty/student meetings using video  
2                    conferencing software such as Zoom has continued to improve; and  
3
- 4    WHEREAS,    Course units used to scale office hour requirements to faculty teaching  
5                    assignments will change when Cal Poly implements its semester calendar;  
6                    and  
7
- 8    WHEREAS,    Colleges can best determine whether or not there is any need for faculty  
9                    with instructional assignments reduced to zero units to hold office hours;  
10                  and  
11
- 12   WHEREAS,    The utility of a general directory of faculty office hours (as recommended  
13                    in AS-886-20) remains; therefore be it  
14
- 15   RESOLVED:    That UFPP 12.2 be revised effective Fall 2026 according to the attached  
16                    documents; and be it further  
17
- 18   RESOLVED:    That colleges and departments update their office hours policies to  
19                    conform with the revisions to UFPP 12.2.; and be it further  
20
- 21   RESOLVED:    That, when published on the Academic Programs and Planning website,  
22                    the scaling of the office hours to instructional workload shall be  
23                    translated into both minutes and hours; and be it further  
24
- 25   RESOLVED:    That Cal Poly prioritize the development of a directory of faculty office  
26                    hours accessible within the portal.

Proposed by: Academic Senate Faculty Affairs Committee  
Date: November 4, 2025

**UFPP 12.2 Office Hours  
Proposed Revisions  
Fall 2025**

**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.

**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.

**UFPP 12.2 Office Hours  
Proposed Revisions  
Fall 2025**

**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 will coincide with the policy moving through the Senate. During that period colleges and departments can direct their opinions about this proposal directly to the FAC chair, to their FAC representative, and/or to their Senate representatives.

**What follows are the revised policy text for UFPP and a copy showing revisions from current policy (which can be seen in the current version of UFPP posted to the Academic Personnel website).**

## 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>	<b>Office Hours</b>
<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.

**12.2. Office Hours**

- 12.2.1. Policy in 12.2 established by AS-886-20 and revised by AS-~~829929~~-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:

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

**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.



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

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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. <sup>i</sup>**

- 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

- 
- <sup>i</sup> (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.**

**Proposed Subchapter of University Faculty Personnel Policies Document:  
SUBCHAPTER 12.2: Office Hours**

The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to revise or create new personnel policies and place them in UFPP on an as-needed basis.

In Spring 2016 FAC recommended to the Academic Senate Executive Committee that a task force be formed to draft a new university office hour policy. In Spring 2018 the office hour task force concluded its work by proposing to the Academic Senate a resolution on office hour policies. The Academic Senate voted against that resolution. FAC agreed to take on the task of drafting a new office hour policy during AY 2018-19 for inclusion in UFPP. This proposed new office hour policy underwent extensive consultative review in Spring and Fall 2019, including meetings with the following groups:

- ASI Board of Directors
- Associate Deans Council
- Provost's Leadership Council

College deans distributed draft policy text to their department chairs and heads and to interested faculty. FAC received a great deal of feedback from all these affected parties and significantly revised the policy into the form now proposed for Senate consideration.

The rest of this document addresses all the aspects of a personnel policy revision that the FAC requires of itself when it proposes such changes to the Senate:

- Summary of the proposed policy
- Account of impact on existing policy, including the existing policy text
- How the policy would be implemented
- The text of the new policy

**Summary of subchapter 12.2: Office Hours**

The proposed office hour policy comprises a subchapter of UFPP Chapter 12: Workload.

The proposed office hour policy includes a statement of the contribution office hours make to the educational mission of Cal Poly. It defines what an office hour is, specifies minimum office hours for instructional faculty, and scales office hours to instructional assignments. It requires colleges to define their own more specific office hour policies and to publish them in their personnel policy documents. The policy allows for additional required scheduled office hours to be connected to various advising functions, provides guidance about how to coordinate the mode of office hours with the mode of instruction, and covers the notification of the scheduling of office hours and of changes or cancellation

**Proposed Subchapter of University Faculty Personnel Policies Document:  
SUBCHAPTER 12.2: Office Hours**

of office hours. The policy also provides provisions for granting ad hoc exceptions and for considering the role of exceptions in shaping further revisions to office hour policies.

**Impact on Existing Policy**

Subchapter 12.2 supersedes any and all other existing university, college, and department office hour policies that are *inconsistent* with the proposed university policy. *Any subordinate policy consistent with the minimal provisions of the new office hour policy may remain in effect until that faculty unit decides to revise it.*

The Collective Bargaining Agreement includes among the professional responsibilities of faculty “maintaining office hours, and/or opportunities for student consultation connected to online teaching” (CBA 20.1b). Further policy about office hours exists at the campus level.

The current university office hour policy at Cal Poly superseded a prior and rather simple office hour policy that “...each faculty member must schedule and conduct at least one office hour each day (Monday through Friday) for consultation with students...” Campus Administrative Manual (CAM) section 370.2. In 1980 the Academic Senate revised CAM 370.2 into the current office hour policy:

“In addition to scheduled classes, each full-time faculty member must schedule and conduct at least five (5) office hours each week (not more than two hours each day) for consultation with students. The faculty members will post their office hours outside their office doors. This section does not preclude pre-arranged appointments with students. Part-time faculty and full-time faculty with reduced teaching loads will have office hours proportional to their assignments.”

CAM is no longer the governing policy document at Cal Poly. Much of CAM has been revised into provisions of Campus Administrative Policies (CAP) or distributed to a variety of other repositories of policy around campus. The provisions on faculty workload are not in CAP but instead are on the Academic Personnel website, which summarizes the office hour policy on its Working Conditions webpage as follows:

“Full-time faculty members conduct at least five office hours each week for student consultation. Part-time and full-time faculty with reduced teaching loads schedule office hours in proportion to their assignments.”

This statement is located here:

<https://academic-personnel.calpoly.edu/content/handbook/workingconditions>

Some colleges and departments include the university office hour policy in their policy documents. For instance, The Architecture Department includes the following in its list of faculty responsibilities: “[m]aintain a minimum of 5 scheduled office hours per week in a designated faculty office.”

This statement about office hours is located here:

**Proposed Subchapter of University Faculty Personnel Policies Document:  
SUBCHAPTER 12.2: Office Hours**

<https://architecture.calpoly.edu/faculty/administration/workload>

The current university office hour policy predates the proliferation of online communication by many years. Online communication has relieved some of the need for in-person contact in office hours. The Academic Senate offers this interpretation of office hours in its remarks on the university office hour policy on its FAQ webpage after quoting the original CAM office hour policy:

**“Can office hours be held online?** Many faculty will spend time responding to students email outside of office hours. The University required office hours must be scheduled so students will have access to faculty at specific scheduled times either at a scheduled location or to be held virtually at the scheduled time.”

This Academic Senate statement about office hours is located here:

<https://academicsenate.calpoly.edu/content/faq-office-hours>

The CLA policy on office hours, distributed annually to its faculty by email, explicitly includes online communication as a basis for reducing the total number of scheduled office hours:

**“OFFICE HOURS:** Pursuant to university policy (CAM 370.2), all Cal Poly faculty are expected to conduct at least five office hours each week for student consultation. For faculty with reduced teaching schedules and part time faculty, the five hours are reduced in proportion thereof with no less than one face-to-face office hour per week. Faculty have the option of offering 4 hours per week of face-to-face office hours plus 1 hour per week of alternative, but demonstrable, contact with students, such as email or other on-line communication. No prior approval is required, but the format of the alternative hour should be stated in the faculty information about office hours that is given to students, and the contact method must be demonstrable should it ever be necessary to do so. Faculty still have the option of holding 5 hours per week of face-to-face office hours. For full-time faculty, the 4-5 hours of face-to-face office hours must be spread over at least three days. In accordance with this policy, faculty do have a responsibility to respond to student emails, even if it is to let students know about regularly scheduled office hours and ways to schedule an alternate appointment.” (CLA Faculty Information Memo 9/13/2018)

### **Implementation**

*The new office hour policy would go into effect no sooner than the term following its enactment by the Academic Senate and ratification by the President. The Academic Senate may propose a later date for enactment, but that should not be later than the following Fall term after ratification by the President.*

Colleges need to formulate office hour policies. Any college with formulated and published office hour policies must consider whether their office hour policies are inconsistent with the new university policy. Any inconsistency with university policy must be resolved in their new office hour policy. College level office hour policies would be in Chapter 12 of the college personnel policy documents,

**Proposed Subchapter of University Faculty Personnel Policies Document:  
SUBCHAPTER 12.2: Office Hours**

and would be subject to approval the same way that any personnel policy is approved as per UFPP 1.5.5 and 1.5.6.

Current subordinate office hour policies that are roughly in line with the long-standing university policy from CAM 370.2 (such as those in ARCH and CLA) may remain consistent with the new office hour policy. For instance, the subordinate policy from ARCH quoted above requiring five office hours for all faculty would be consistent with a university policy requiring a minimum of less than five because the university policy does not specify a maximum. The subordinate policy from CLA quoted above would also be consistent with the new university policy in its allowance of online modes of office hours even in cases where one's entire instructional assignment is in normal classroom settings, since it also requires at least as many in-person office hours as the university requires.

**What follows is the proposed text of subchapter 12.2...**

## 12.2. Office Hours

- 12.2.1. [CITATION OF FOUNDATIONAL SENATE ACTION] 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.
- 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 in a regularly scheduled location.
- 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 weekly office hour scheduling shall be scaled to instructional assignments as follows:

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

- 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. 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. Scheduled office hours should be congruent with the mode of engagement with students for the instructional or advising function that requires the scheduling of the office hours.
- 12.2.10.2. For normal classroom instruction, scheduled office hours should be held in-person in the faculty member's office. Faculty with more than one scheduled office hour may hold up to one office hour conducted in a synchronous online mode suited to the nature of the engagement with the affected students.
- 12.2.10.3. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students.
- 12.2.10.4. Hybrid courses may warrant an appropriate combination of in-person and synchronous online office hours.
- 12.2.10.5. 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 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.



### Faculty Office Hours Policy

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

*Jeffrey D. Armstrong*

**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.