



AGENDA

1. **Call to Order** | Greenwood

2. **Approval of Minutes** | Greenwood
 - 2.1. Academic Senate Meeting on February 24, 2026 pp. 3-5

3. **Communications and Announcements** | Greenwood

4. **Consent Agenda** | None

5. **Written Reports**
 - 5.1. **Academic Senate Chair** | Greenwood (none)
 - 5.2. **President** | Haft p. 6
 - 5.3. **Provost** | Liddicoat pp. 7-8
 - 5.4. **CSU Statewide Senate** | Frame, Rein, & Stegner (SLO); Senk & Inoue (Solano) (none)
 - 5.5. **CFA** | Kawamura (SLO) & Sinha (Solano) p. 9
 - 5.6. **ASI** | Cabeliza & Engel p. 10
 - 5.7. **Strategic Enrollment Management & Student Affairs** | Harris pp. 11-12

6. **Discussion Items**
 - 6.1. **Election of AY 2026-2027 Academic Senate Officers – Chair and Vice Chair** | Greenwood

7. **Old Business Items**
 - 7.1. **Resolution on External Exam Credit** (Returning in First reading) | John Walker, Curriculum Committee Chair pp. 13-17
 - 7.2. **Resolution on UFPP 13.1 Administrative Memos** (First reading) | Jerusha Greenwood on behalf of Kenneth Brown, Faculty Affairs Committee Chair pp. 18-21
 - 7.3. **Resolution on UFPP Procedural Updates for Semester Conversion** (First reading) | Jerusha Greenwood on behalf of Kenneth Brown, Faculty Affairs Committee Chair pp. 22-23

8. **New Business Items**
 - 8.1. **Resolution on Changes in Academic Senate Grants Review Committee Membership** (First reading) | Philip Costanzo, Grants Review Committee Chair pp. 24-26
 - 8.2. **Resolution on Final Assessments/Exam Scheduling Overload** (First reading) | Kris Jankovitz, Instruction Committee Chair pp. 27-31



8.3. Resolution on Calling for the Updating of the University’s Strategic Plan

(First reading) | Sean Hurley, Budget and Long-Range Planning Committee Chair pp. 32-33

9. Adjournment | Greenwood



ATTENDEES

ACADEMIC SENATE MEMBERS

Aubrie Adams; Benjamin N.B Alexander OCOB Caucus Chair; **Christian Anderson** (proxy – Brian Healy); **Jacques Belanger; Darin Bennett** (proxy – Siroj Pokharel); **Bret Betnar; Marc Cabeliza** ASI President; **David Camp; Sabrina Canady; John Clements; Matthew Cole; Nikhil Deb; Shunping Ding; Robert Easton; Alyson Engel** ASI Board of Directors Chair; **Matthew Fairbanks; Samuel Frame** Vice Chair & Statewide Senator; **Scott Fraser; Lauren Garner; Christine Gray; Thomas Gutierrez** Immediate Past Senate Chair (proxy – Dustin Stegner); **William Harrison; Brian Healy; Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; **Taiyo Inoue; Eric Kantorowski; Angie Kraetsch; Sarah Lester; Patrick Lin; Bo Liu; Heather Liwanag; Ulric Lund; Casey McDonald-Liu; Elizabeth McNie; James Mealy; Ryan Miller; Keir Moorhead; Allison Myers; José Navarro; Leslie Nelson; Phillip Nico; Erin Pearse** (proxy – Dave Camp); **Nathan Perry; Steffen Peuker** CENG Caucus Chair; **Siroj Pokharel; Majid Poshtan; Steve Rein** CSU Statewide Senator (proxy – Andrew Schaffner); **Rebecca Richards; Andrew Schaffner** BCSM Caucus Chair; **Sarah Senk; Samuel Shalhoub; Dustin Stegner; 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; Susan Cheng; PJ Crocker; Jennifer Haft; Maren Hufton; Dawn Janke; Michele Kekaha; Maneesh Kumar; Amanda Lathrop; Meggan Levitt; Beth Merritt Miller; Andrew Morris; Daniel Parsons; Dinesh Pinisetty; Tracy Richmond; Teshia Roby; Kelly Sebastian; Soma Roy; Aparna Sinha; Zora Sowinska; Shannon Sullivan-Danser; Cem Sunata; Jennifer Teramoto Pedrotti; David Valadez; Cari Vanderkar; John Walker; Prema Windokun

MINUTES

1. **Call to Order** | Samuel Frame, Academic Senate Vice Chair, called the meeting to order at 3:16 p.m. Jerusha Greenwood, Academic Senate Chair, could not be at today's meeting.
2. **Approval of Minutes**
 - 2.1. The [minutes](#) from the Academic Senate meeting on February 10, 2026, were approved.
3. **Communications and Announcements** | None.
4. **Consent Agenda**
 - 4.1. Department Name Change: There being no objections, [all consent agenda items](#) passed.
5. **Written Reports**
 - 5.1. **Academic Senate Chair**: No report.
 - 5.2. **President**: The Office of the President provided a written report that may be viewed [here](#) (pp. 13-14).



- 5.3. Provost:** The Office of the Provost provided a written report that may be viewed [here](#) (pp. 15-16).
- 5.4. CSU Statewide Senate:** Statewide Senators Samuel Frame and Steve Rein provided written reports that may be viewed [here](#) (p. 17). Dustin Stegner, Statewide Senator-SLO, reported that, in the inter-plenary meeting for Academic Affairs, there was discussion surrounding bachelor's degree offerings from California Community Colleges. He clarified that CSU Fully Online is a system in which students from any CSU campus may take an online course at another campus, should there be enrollment seats. He reported that in the next academic year, students will now be able to take two CSU Fully Online courses per term, up from one course per term. With Semester Conversion, Cal Poly students will then be able to participate in CSU Fully Online. Sarah Senk, Statewide Senator-Solano, reported that the JEDI committee is building a survey for internal-facing issues within the ASCSU. She shared that nominations will be accepted for a guest speaker on diversity, equity, and belonging for the ASCSU for the next academic year. Taiyo Inoue, Statewide Senator-Solano, reported that the additional courses allowed via CSU Fully Online is a point of concern for the Faculty Affairs committee.
- 5.5. CFA:** Lisa Kawamura, CFA-SLO President, provided a written report that may be viewed [here](#) (pp. 18-19).
- 5.6. ASI:** ASI provided a written report that may be viewed [here](#) (p. 20). Marc Cabeliza, ASI President, added that there is a vacant Solano faculty seat for the Campus Fee Advisory Committee. He shared that Solano faculty input is highly desired as the committee explores a restructuring of the campus fees for the Solano campus.
- 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. 21-23).
- 6. Old Business Items**
- 6.1. Resolution on Modifications to the Bylaws of the Academic Senate regarding the Distinguished Teaching Awards Committee:** Soma Roy, Distinguished Teaching Awards Committee Chair, introduced in first reading a Resolution on Modifications to the Bylaws of the Academic Senate regarding the Distinguished Teaching Awards Committee. This resolution will establish Distinguished Teaching Awards committees on the Cal Poly San Luis Obispo and Solano campuses, which requires modification to the *Bylaws* to enact this change. M/S/P to move a Resolution on Modifications to the Bylaws of the Academic Senate regarding the Distinguished Teaching Awards Committee to second reading. M/S/P to adopt a Resolution on Modifications to the Bylaws of the Academic Senate regarding the Distinguished Teaching Awards Committee.
- 7. New Business Items**



CAL POLY

Academic Senate

Academic Senate Meeting

Tuesday, February 24, 2026 | 3:10 p.m. – 5:00 p.m.

7.1. Resolution on External Exam Credit: John Walker, Curriculum Committee Chair, introduced in first reading a Resolution on External Exam Credit. This resolution replaced AS-331-90/1C and AS-468-96/1C. This resolution will return in first reading at the next Academic Senate meeting.

8. Adjournment | Samuel Frame, Academic Senate Vice Chair, adjourned the meeting at 4:12 pm.

Minutes submitted by

P.J. Crocker

2026.03.10 Academic Senate Update from the Office of the President

Student Town Hall

Last week, we partnered with ASI to conduct a Student Town Hall, providing an open opportunity to ask questions about the upcoming St. Patrick's Day guidelines and the Morning on the Green concert.

It's always helpful to hear directly from students. It was also an opportunity to reinforce key messages about St. Patrick's Day including the importance of following guidelines, watching out for fellow students and being respectful of Cal Poly's neighbors.

We are following last year's very successful Morning on the Green music festival with a similar program, increasing capacity to 14,000 attendees from 5,000. Campus Health & Wellbeing is conducting an educational outreach campaign to encourage safe behavior and will have Sober Up spaces for those who need them. Lastly, we continue to work closely with the city and law enforcement to promote safe practices and reduce disturbances.

Thanks to ASI for their partnership in planning the Town Hall. Following St. Patrick's Day, we will host other Town Halls to hear from students at both the San Luis Obispo and Solano campuses. These events will cover a wide range of topics.

AGB Visiting Fellow

James Bridgeforth, Assistant Vice President of Student Affairs & Experience at Virginia Tech and an AGB Visiting Fellow, will be on campus from March 14 through 18. Dr. Bridgeforth participated in AASCU's Millennium Leadership Initiative and serves as a 2025-26 Association of Governing Boards (AGB) Leadership and Governance Presidential Fellow. At the suggestion of Cal State Fresno President Saúl Jiménez-Sandoval, Dr. Bridgeforth will spend a week at Cal Poly as part of the fellowship program designed to prepare senior higher education leaders for the university presidency.

Dr. Bridgeforth's career has been shaped by a commitment to building environments where students learn by doing and communities flourish through collaboration. He has responsibility for more than 2,500 staff members and oversees a \$155 million auxiliary enterprise supporting housing, dining, wellbeing, student engagement, cultural centers and living-learning communities.

Please reach out to my office if you are interested in meeting Dr. Bridgeforth to learn from his experiences and/or to support his ongoing professional development.

Disability Resource Center (DRC) Testing Operations Update

The Provost and Vice President for SEMSA are providing a brief update in response to faculty concerns regarding DRC testing operations, particularly during peak exam periods. The central issue raised is ensuring that accommodations are implemented appropriately while maintaining exam integrity and equitable testing standards across modalities.

Summary of Faculty Concerns

- **Monitoring Capacity During Peak Periods**
 Questions regarding whether staffing levels and oversight are sufficient during high-volume testing windows.
- **Proctoring and Video Oversight Controls**
 Clarification requested regarding:
 - Existence of video monitoring
 - Recording retention practices
 - Faculty access to documentation in cases of academic integrity concerns
 - Safeguards preventing unauthorized device use
- **Consistency of Exam Conditions**
 Whether DRC testing environments consistently mirror classroom expectations, particularly regarding device control and enforcement.
- **Operational Review**
 Recommendation that a structured review during high-demand periods assess:
 - Proctor-to-student ratios
 - Monitoring protocols
 - Documentation access procedures
 - Overall consistency and fairness

Current Practices

- **Video Oversight**
 - Current cameras provide live monitoring only; they do not record.
- **Testing Protocols**
 - Testing conditions mirror classroom expectations unless otherwise specified by accommodation or instructor policy.
 - Backpacks and unauthorized materials are stored away.
 - Smart devices are not permitted unless approved by the instructor or required as an accommodation.
 - Students confirm compliance during check-in and sign a quarterly testing agreement acknowledging DRC policies.
 - A student proctor is physically present in the testing center.

Operational Oversight and Improvement

- **Monitoring Structures**
 - The DRC is working with a newly approved university vendor to replace cameras and expand coverage in a new testing center.
 - The upgraded system is expected to include recording capability, with retention timelines pending final specifications.
 - Once recording capability is implemented, recordings will be available to faculty in cases involving academic integrity concerns.
- **Staffing & Protocols**

- A Senior Testing Coordinator position has been posted. This role will be responsible for conducting a structured review of testing workflows, monitoring practices and documentation protocols, and for implementing operational improvements.
- Staffing levels are being actively evaluated relative to peak-period demand. This includes proctor-to-student ratios and determining the need for additional proctors and/or graduate assistants to ensure appropriate oversight during high-volume testing windows.
- **Assessment**
 - In January 2025, the DRC team conducted site visits to review national best practices at: SDSU, UC San Diego, Harvard y, University of Massachusetts, Northwestern, Boston University, University of Connecticut, and Adelphi University.
 - The DRC recently completed an AHEAD audit addressing elements of testing administration and compliance.
 - A Business Transformation Team review may be requested to provide a formal assessment of testing capacity, workflow, and monitoring processes and to recommend scalable improvements.

The DRC remains committed to upholding legally required accommodations while strengthening monitoring infrastructure, staffing capacity, and documentation practices to ensure exam integrity and consistent implementation. University leadership will continue to monitor implementation progress and provide updates as operational improvements are completed.

Update on Advising Resources for Semester Conversion (Q2S)

In response to questions raised at the Feb. 24 Academic Senate meeting regarding advising resources to support the upcoming quarter-to-semester (Q2S) conversion, the Division of Academic Affairs is providing the following information.

A total of \$1.5 million was allocated across all advising centers to support semester conversion preparation and implementation. These funds have enabled centers to hire additional temporary advisors to manage increased advising demand and support students through the transition. In addition to this shared allocation, Academic Affairs has committed further Q2S funds to support advising materials, student assistants, extended staffing, and the development and implementation of advisement tools, including the degree planner. Collectively, the total advising-related investment associated with semester conversion is estimated at approximately \$2.8 million.

This investment reflects the university's commitment to ensuring that advising infrastructure, staffing capacity, and planning tools are in place to support students and academic programs throughout the semester conversion process.

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

Lisa Kawamura

March 10, 2026

Bargaining

CFA has not met with management since my last report.

If you have not had a chance to see what your Bargaining Team has proposed and what management has proposed, you can find them [here](#).

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

CFA-SLO Bowl-A-Rama, March 11, 2026

CFA-SLO is happy to announce our first Bowl-A-Rama of the year! Come join us for some fun bowling the night away (actually, it will only be for 2 hours). We have lanes reserved from 5:30-7:30 pm. We will have pizza and lanes available for folks and your families.

This is also a members only event, but you can always join at the door!

Please let us know if you have specific dietary needs (email cfa_slo@calfac.org) so we can accommodate you!

Join CFA

If you are not already a member (you need to actively join, if you were a fee payer before, you need to join to become a member), please join [here](#). Only members can vote in CFA elections, bargaining, resolutions, etc. We are only as strong as our union. Remember, Union, starts with U.

CHESS

- The California Higher Education Student Summit (CHESS) is an annual conference hosted by the Cal State Student Association. During the two-day event in Sacramento, students receive training in policy and governance, engage in advocacy at the Capitol, and network with legislators and student leaders.
- Our students are prepping to meet with Legislators regarding the Higher Education Budget and certain CSU Supported bills.

ASI Spirit Day

- Upcoming: Thursday, March 5th (11 AM - 1 PM in UU 220)
- This event celebrates 125 years of Cal Poly! There will be booths from Athletics, FSL, Alumni, Cal Poly Partners, and the President's Office! Additionally, there will be Free food and live music!

Grocery Shuttle

- In the last 6 weeks, we have served over 2000+ students in the Grocery Shuttle. The pilot program will continue to run through Spring Quarter, switching to Saturday and Sunday.
- We will be exploring funding options for the Shuttle through the Student Success Fee and Cal Poly Opportunity Fee.

ASI Elections

- Filing for ASI Board of Directors and President has closed. ASI Elections will begin in April!
- There were 46 students who applied.
 - 6 BCSM Board of Directors Applicants
 - 8 CAFES Board of Directors Applicants
 - 3 CAED Board of Directors Applicants
 - 6 CENG Board of Directors Applicants
 - 15 CLA Board of Directors Applicants
 - 6 OCOB Board of Directors Applicants
 - 2 Presidential Candidates

Academic Senate Meeting — SEM and Student Affairs Reports

Meeting Date: March 10, 2026

College Corps Awarded Funding to Continue Service for Next Three Years

- Cal Poly and partner campuses have been awarded up to \$20 million over three years from California Volunteers, Office of the Governor to continue the impactful #CaliforniansForAll College Corps program.
- Now in its fourth year, the program engages students in addressing community needs while creating debt-free pathways to college.
- This funding ensures that hundreds of College Corps fellows will continue contributing thousands of volunteer hours at 31 community-based sites focused on K–12 education, climate action and food insecurity through the 2028–29 fiscal year.
- Cal Poly serves as the lead institution for the Coastal California College Corps Consortium, which also consists of CSU Long Beach, Cuesta College and Allan Hancock College — and new this year, UC Santa Barbara and Long Beach City College.

Student Affairs Wins Award for Most Promising Places to Work

- ACPA-College Student Educators International and the EDU Ledger has announced Cal Poly one of the Most Promising Places to Work in Student Affairs for the seventh time since 2017.
- The university is among 30 institutions of higher learning to earn the honor in 2026.
- Cal Poly is one of the only two CSUs recognized alongside CSU Long Beach.

Save the Date for Poly Gives April 9-11, 2026

- Poly Gives is a three-day giving campaign that is part of a larger movement on campus to cultivate a spirit of philanthropy among the greater Cal Poly community.
- This year, the SEMSA division will focus on the following giving priorities:
 1. Cal Poly Cares
 - Thanks to a generous Cal Poly parent donor, every dollar raised for Cal Poly Cares will be matched up to \$25,000.
 2. Cal Poly Food Pantry
 3. Cal Poly Rose Float
 4. Professional Development Fund
 5. Competitive Club Sports

- This year, the three participating club sports teams that raise the most will unlock bonus support from an anonymous donor: \$750 for first place, \$500 for second place, and \$250 for third place.
- SEMSA can provide resources and guidance for all departments and clubs to promote their funds.
- Students are encouraged to help promote these giving priorities to raise awareness and boost campaign engagement.

Adopted:

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

AS-___-26

RESOLUTION ON EXTERNAL EXAM CREDIT

Impact on Existing Policy:

- **Replaces AS-331-90/1C (Resolution on the International Baccalaureate Program)**
- **Replaces AS-468-96/1C (Resolution on Credit for Advanced Placement Exams)**

1 WHEREAS, Cal Poly will convert from quarters to semesters beginning in Fall 2026; and
 2
 3 WHEREAS, the CSU requires Cal Poly to update its policies on external exam credit effective
 4 Fall 2026 to convert to semester units and to match CSU policy for the minimum
 5 GE credit earned for each exam—as described in the CSU Systemwide Credit for
 6 External Examinations policy; and
 7
 8 WHEREAS, Cal Poly’s current policy awards 9 quarter units (6 semester units) credit for each
 9 Advanced Placement (AP) exam passed and 8 quarter units (5 semester units)
 10 credit for each International Baccalaureate (IB) exam passed, which is typically
 11 more than the credit for the equivalent courses and the CSU-mandated units;
 12 and
 13
 14 WHEREAS, the current policy creates inequities by offering these excess units for AP and IB
 15 exams, which may only be used as free electives, but not for external credit from
 16 other sources; and
 17
 18 WHEREAS, some Cal Poly majors have no free elective units and cannot use the excess units
 19 currently offered for AP and IB exams, which creates additional inequity for
 20 students in those majors; and
 21
 22 WHEREAS, most other CSU institutions grant no excess free elective credit for external
 23 exams, and only award credit for articulated courses or CSU mandates; and
 24

25 WHEREAS, Cal Poly students who have received excess degree-applicable free electives
26 from external exams gain advantages in earlier registration and earlier access to
27 upper-division courses compared to other students; and
28
29 WHEREAS, the start of the semester curriculum offers a timely opportunity to implement a
30 more equitable external exam credit policy for students; therefore, be it
31
32 RESOLVED: that Cal Poly Academic Senate adopts the attached Policy on External Exam
33 Credit to begin in Spring 2026.

Proposed by: Academic Senate Curriculum Committee and the General
Education Governance Board
Date: February 17, 2026

POLICY ON EXTERNAL EXAM CREDIT

1. This policy will take effect for exams taken in Spring 2026 or later. Cal Poly credit for external exams taken prior to Spring 2026 will be awarded according to the previous Cal Poly policy.
2. Cal Poly will follow the minimum passing score, minimum semester credits earned for admission, semester credits toward GE certification, and the GE area for all external exams listed in the CSU Systemwide Credit for External Examinations policy (the CSU policy).
3. Individual departments/areas will decide what specific course(s) articulate for each exam and may award credit in different courses for exam scores above the CSU minimum passing score if they wish.
4. If a department articulates course(s) that award more than the CSU-mandated minimum exam credit, then the student will receive the higher number of credits.
5. If a department articulates course(s) that award fewer credits than the CSU-mandated minimum, the student will receive the balance of the CSU minimum credits as free elective units or GE units if the exam confers GE credit under the CSU policy.
6. If the CSU policy lists more than one GE area as an option for an exam and no articulated GE course exists, then the General Education Governance Board (GEGB) will review the exam and decide whether to allow credit in only one of the areas or to give credit in whichever area is most advantageous to the student.
7. If the CSU policy lists more than one GE area as an option for an exam and a department articulates course(s) covering one of those areas, the student will receive the articulated GE course credit. If the student has already fulfilled that GE area by other means, then the student will be given completion of the other GE area mandated by the CSU but no additional unit credit beyond the higher of the CSU minimum units or the articulated course units. (Using AY 2025-2026 as an example, according to CSU policy a passing score on the AP European History Exam awards 3 units of credit in either GE Area 3B or GE Area 4. Suppose that the History Department decides that this exam gives credit for HIST 2212, which is 3 units in GE Area 4B. However, the student already receives GE Area 4B credit through their major but has not fulfilled GE Area 3B. The student receives 3 units of credit in HIST 2212 and fulfills GE Area 3B but gets no additional units since CSU only mandates 3 units for completion of this exam.)
8. If a student receives the CSU passing score on an external exam with a mandated GE area and the exam articulates to a Cal Poly course with a different GE area, the student will receive credit in the articulated course and the CSU-mandated GE area but not in the GE area covered by the course. (This preserves the course articulation without awarding credit in an extra GE area for a single exam.)

9. If a student receives the CSU passing score on an external exam without a mandated GE area, and the exam does not articulate to any Cal Poly course, the student will receive free elective credit equal to the minimum semester credits earned for admission listed in the CSU policy.
10. If a student receives the CSU passing score on an external exam with a mandated GE area, and the exam does not articulate to any Cal Poly course, the student will receive GE credit equal to the semester credits towards GE certification listed in the CSU policy.
11. If a student receives the CSU passing score on an external exam with a mandated GE area, and the exam articulates to non-GE Cal Poly course(s), the student will receive the articulated course credit as GE credit up to the units of the articulated course or the semester credits towards GE certification listed in the CSU policy, whichever is higher.
12. No excess free elective credit will be given for any exam beyond the number of units listed in the minimum semester credits earned for admission or the semester credits toward GE certification listed in the CSU policy. If Cal Poly course(s) articulate to the exam, the course units will be used to meet the CSU mandate whenever applicable.
13. Due to technical limits on Cal Poly systems, it may be necessary to offer more credits than this policy allows until the systems are replaced or revised. These limitations do not alter the underlying policy. In these instances, the guiding principles will be that (a) Cal Poly course articulations will be honored, (b) CSU mandates will be met, and (c) the total units of credit granted will be the minimum to satisfy both (a) and (b) subject to the limitations of the systems.
14. The Senate empowers the Registrar's Office—in consultation with the General Education Governance Board (GEGB) and the Academic Senate Curriculum Committee (ASCC)—to determine the details of how this policy will be implemented in areas not clearly defined by the policy.
15. Any disputes arising from this policy concerning GE credit will be resolved by the GEGB. Any disputes concerning non-GE credit will be resolved by the ASCC.
- ~~15.~~16. [The attached External Exam Credit Decision Grid will be used by the Registrar's Office to implement the Policy on External Exam Credit in consultation with the General Education Governance Board \(GEGB\) and the Academic Senate Curriculum Committee \(ASCC\).](#)

ADDENDUM

External Exam Credit Decision Grid

The table below shows the combinations of CSU mandate and Cal Poly course articulations covered by this policy.

CSU Mandate	Cal Poly Articulation	Action	Policy Items
Non-GE	None	CSU mandated units	9
Non-GE	Non-GE	Higher of CSU mandated units (balance as free electives) or course articulation	4, 5
Non-GE	GE	Higher of CSU mandated units (balance as free electives) or course articulation; plus GE	4, 5
GE (1 option)	None	CSU mandated units; plus GE	10
GE (1 option)	Non-GE	Higher of CSU mandated units (balance as GE units) or course articulation; plus GE	4, 5, 11
GE (1 option)	GE (same as CSU)	Higher of CSU mandated units (balance as GE units) or course articulation; plus GE	4, 5
GE (1 option)	GE (different than CSU)	Higher of CSU mandated units (balance as GE units) or course articulation; plus CSU-mandated GE only	4, 5, 8
GE (2+ options)	None	GEGB decides CP option(s); CSU mandated units plus GE from GEGB choice	6, 10
GE (2+ options)	Non-GE	GEGB decides CP option(s); Higher of CSU mandated units (balance as GE units) or course articulation; plus GE from GEGB choice	4, 5, 6, 11
GE (2+ options)	GE (matches CSU option)	Higher of CSU mandated units (balance as GE units) or course articulation; plus GE in area most favorable to student	4, 5, 7
GE (2+ options)	GE (different than CSU)	Higher of CSU mandated units (balance as GE units) or course articulation; plus CSU-mandated GE only in area most favorable to student	4, 5, 8

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.
- 1.1.1. UFPP Appendix: Administrative Memos shall be contained in a document separate from UFPP, and accessible on the Academic Personnel website along with UFPP.
- 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, Implementation of year-round operation may require further changes to
- 9 descriptions of procedures making references to academic calendars that
- 10 would be prudent to anticipate; 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 college and a member from Professional Consultative Services and not more than 3 representatives from any one college. Representation from CSU Solano is encouraged.
- (~~3~~) Ex officio members shall be the Dean of Research or designee and an ASI representative. The ASI representative must be a graduate student.
- (~~4~~) 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-XXX-26

RESOLUTION ON CALLING FOR THE UPDATING OF THE UNIVERSITY'S STRATEGIC PLAN

- 1 WHEREAS, The faculty Academic Senate called upon the Administration in resolution AS-
2 863-19 to complete the University Strategic Plan by May 2019; and
3
- 4 WHEREAS, The University's most recent Strategic Plan was completed and written to cover
5 the years 2018-2023; and
6
- 7 WHEREAS, Since the development of the current Strategic Plan, Cal Poly has experienced
8 and is actively planning for major institutional changes, including the integration
9 of Cal Maritime into Cal Poly, the potential transition from the quarter system to
10 the semester system, and the shift to year-round academic operations; and
11
- 12 WHEREAS, President Armstrong has proposed increasing student enrollment by over 3,000
13 students within the next five years, which is a significant increase in the student
14 body that can have substantial effects on campus and ASI facilities, faculty and
15 staff workload, and quality of instruction; and
16
- 17 WHEREAS, Cal Maritime developed a strategic plan for 2016 – 2021 and has recently
18 updated its strategic priorities to cover 2022 – 2027, which now intersect with
19 Cal Poly's institutional planning as part of the integrated university; and
20
- 21 WHEREAS, Changes in state and federal funding are already prompting challenging
22 budgetary decisions and will likely continue to do so, creating an urgent need for
23 a clear articulation of Cal Poly's hierarchy of priorities, strategic deadlines, and
24 accountability metrics; and
25
- 26 WHEREAS, The CSU Chancellor's office has recently released its systemwide strategic plan,
27 CSU Forward, creating an additional need for campus-level strategic alignment or
28 clearly articulated areas of distinction; and

- 29 WHEREAS, The University's movement to semesters facilitates students taking classes from
30 CSU Online, which could have a meaningful impact on enrollment management
31 and planning; and
32
- 33 WHEREAS, Faculty input across both Cal Poly and Cal Poly Maritime Academy is crucial to
34 establishing university-wide priorities; now, therefore, be it
35
- 36 RESOLVED: That the Academic Senate calls upon the Administration to update Cal Poly's
37 Strategic Plan to account for the recent institutional changes and the planned
38 student enrollment growth; and be it further
39
- 40 RESOLVED: That the strategic planning process considers Cal Maritime's (pre-integration)
41 strategic priorities and Cal Poly Maritime Academy's faculty members' input as
42 the University re-evaluates and updates its strategic plan; and be it further
43
- 44 RESOLVED: That the updated strategic plan includes more specific deadlines, relative
45 prioritization of strategic priorities, and accountability goals and metrics than the
46 current plan sufficient to assess progress and guide institutional decision-making;
47 and be it further
48
- 49 RESOLVED: That the updated Strategic Plan clearly identifies strategic priority steward by
50 administrative role or position for each priority area that is documented in the
51 published plan and updated when roles change; and be it further
52
- 53 RESOLVED: That the Academic Senate Budget and Long-Range Planning Committee works
54 collaboratively with the Administration to support the development of the
55 updated Strategic Plan; and be it further
56
- 57 RESOLVED: That the updated strategic planning process starts at the beginning of Spring
58 2026 and be potentially completed by the end of Fall 2026.

Proposed by: Academic Senate Budget and Long-Range Planning Committee
Date: March 3, 2026