



## AGENDA

1. **Call to Order** [Greenwood]
2. **Approval of Minutes** [Greenwood]
  - 2.1. Executive Committee Meeting Minutes from February 17, 2026 ..... pp. 2-6
3. **Communications and Announcements** [Greenwood]
4. **Reports**
  - 4.1. **Academic Senate Chair** [Greenwood]
  - 4.2. **President’s Office** [Haft]
  - 4.3. **Provost** [Liddicoat]
  - 4.4. **Statewide Senate** [Frame, Rein, & Stegner; Inoue & Senk]
  - 4.5. **CFA SLO & Solano** [Kawamura, Sinha]
  - 4.6. **ASI** [Cabeliza, Engel]
5. **Discussion Items**
  - 5.1. **CAP 211 Draft Policy** [Cheryl May and Rachel Fernflores]
6. **Business Items**
  - 6.1. Appointment of Andy Pollin as CAED part-time employee representative to the Academic Senate for AY 2026-2027
  - 6.2. Appointment of Faculty Legislative Liaison ..... p. 7
  - 6.3. **Resolution on Changes in Academic Senate Grants Review Committee Membership**  
[Philip Costanzo, Grants Review Committee Chair] ..... pp. 8-9
  - 6.4. **Resolution to Establish Cal Poly’s San Luis Obispo and Maritime Academy Principles of Community** [Jorge Moraga, Diversity Committee Chair] ..... pp. 10-12
  - 6.5. **Resolution on Final Assessments/Exam Scheduling Overload** [Kris Jankovitz, Instruction Committee Chair] ..... pp. 13-19
  - 6.6. **Resolution on Scheduling of Online Assessments** [Kris Jankovitz, Instruction Committee Chair] ..... pp. 20-24
  - 6.7. **Resolution on Calling for the Updating of the University’s Strategic Plan** [Sean Hurley, Budget and Long-Range Planning Committee Chair] ..... pp. 25-26
7. **Adjournment** [Greenwood]



## ATTENDEES

### Executive Committee Members

**Benjamin Alexander** OCOB Caucus Chair; **Marc Cabeliza** ASI President; **Alyson Engel** ASI Board of Directors Chair; **Samuel Frame** Vice Chair & CSU Statewide Senator; **Jerusha Greenwood** Academic Senate Chair; **Thomas Gutierrez** Immediate Past Senate Chair; **Kara Hitchcock** PCS Caucus Chair; **Sean Hurley** CAFES Caucus Chair; **Taiyo Inoue** CSU Statewide Senator; **Lisa Kawamura** CFA-SLO Chapter President; **Al Liddicoat** Provost and Executive Vice President; **Elizabeth McNie** Solano Campus Representative; **Steffen Peuker** CENG Caucus Chair; **Steve Rein** CSU Statewide Senator; **Andrew Schaffner** BCSM Caucus Chair; ~~**Sarah Senk** CSU Statewide Senator~~; **Dustin Stegner** CSU Statewide Senator; **Ava Wright** CLA Caucus Chair  
**Vacant:** CAED Caucus Chair

### Guests

Helen Bailey; PJ Crocker; Rachel Fernflores; Daniel Grassian; Jen Haft; Carly Head; Cheryl May; Teshia Roby; Shannon Sullivan-Danser; John Walker

---

## AGENDA

1. **Call to Order:** Jerusha Greenwood, Academic Senate Chair, called the meeting to order at 3:10 pm.
2. **Approval of Minutes:** The Executive Committee meeting minutes from February 3, 2026, were approved.
3. **Communications and Announcements:** Jerusha Greenwood, Academic Senate Chair, announced that caucus chairs should encourage their caucuses to vote for Academic Senate senators and speak with any faculty interested in becoming an officer.
4. **Reports**
  - 4.1. **Academic Senate Chair:** None.
  - 4.2. **President's Office:** None.
  - 4.3. **Provost:** Al Liddicoat, Provost, provided a [written report](#).
  - 4.4. **Statewide Senate:** Steve Rein (STAT), SLO Statewide Senator, reported on notable pieces of upcoming legislation: AB 664, which decrees that Southwestern Community



College in El Cajon, CA shall be able to provide bachelor's degrees and will likely pass; SB 690 by Senator Christopher Caldabon Baldwin, which decrees that any community college can offer any bachelor's degree provided it is not duplicative of a degree at the nearest CSU (Senator Baldwin has also allowed for a broader direct admissions program); AB 1558 Lowenthal, which decrees that CSU students at Long Beach State who have effectively completed an associated degree should receive it; AB 1552 by Assemblymember Corey A. Jackson, which decrees that the CSU should be teaching civics as a GE and which the ASCSU is opposed to due to curricular interference; and SB 895, a 23.5 billion bond measure which will likely not pass. Furthermore, Assemblymember Marc Berman is intending to introduce a bill requiring common course numbering across the CSU and community colleges. Dustin Stegner (ENGL), SLO Statewide Senator, followed up on Senator Rein's report with insight from the Academic Affairs Committee (AAC), including a two-class cap for participation in CSU Online. Additionally, AAC Vice Chair Brent Foster mentioned the community college Bachelor of the Arts issue, in which the CSU has decided to write memos that allow for community colleges to pair with the media to spread their messaging. A Bachelor of Arts degree with less than 120 units, proposed by the CSU, is moving through shadow work groups at the Chancellor's Office. Samuel Frame (STAT), SLO Statewide Senator, reported that the Statewide Senate's Executive Committee's report to the Academic Preparation & Education Programs (APEP) Committee included the recently released draft of the CSU Strategic Enrollment Initiative. Senator Frame shared examples of "formalizing multiple instruction formats," such as year-round calendars and eight-week classes. The draft also indicated that the CSU Math Council has requested for mathjobs.org to be officially recognized as a resource for hiring mathematicians, and Chancellor's Office representatives participated in a discussion of the process used to review community college courses for lower division GE Areas Two and Six. Areas Two and Six differ from other GE Areas due to their requirements of additional faculty review. The review is not intended to function as a course-to-course articulation, but rather as an evaluation of accordance with Cal-GETC standards. In the following week, APEP will meet with the CSU Ethnic Studies Council to discuss the resolution mentioned in AS 3778 on the appointment of Area Six Ethnic Studies disciplinary faculty reviewers.

- 4.5. CFA-SLO and Solano:** Lisa Kawamura, CFA SLO President, orated her report through Aparna Sinha, CFA Maritime President. She encouraged faculty to support the ongoing Teamsters Union strike. Aparna Sinha, CFA Solano President, reported that Solano Meet and Confers resulted in CFA's hope of reaching an agreement on MOU #2 on lecture rights, entitlement, travel, and service. In terms of the sabbatical discussion,



administration and CFA are considering separate sabbatical quotas for SLO and Solano for a set number of years before merging them. For MOU #3 on union leave, which is based on Article 6.13, administration has proposed limiting Maritime faculty's union representation and course release and proposed a 2026 merger. CFA has countered this offer. Administration continues to argue that Cal Poly Solano should not have its own six WTU's course release because the campus will be merged into Cal Poly SLO's and has also mentioned that the Solano pay calendar will merge with SLO's pay calendar in the fall, which could lead to disruption in faculty benefits and salaries.

- 4.6. ASI:** Marc Cabeliza, ASI President, reported that ASI recently hosted Engagement Day, which involved students speaking with a variety of attendees, including Mayor Erica Stewart, City Manager Whitney McDonald, and Deputy City Manager Greg Hermann, Chief Rick Scott of SLO Police Department, Chief Robert Plastino of Cal Poly Police Department, and Supervisor Bruce Gibson. In March, the Cal State Student Association (CCSA) will be attending the California Higher Education Summit in Sacramento to advocate for four bills under consideration: AB 713, public post-secondary education student employment; SB 961, CalFresh student eligibility; a bill about technologies facilitating sexual violence in higher education; and a bill surrounding student financial aid and Cal Grant Program cost of attendance.

## 5. Discussion Items

### 5.1. Semester Meeting Schedules for the Academic Senate and Executive Committee:

Jerusha Greenwood, Academic Senate Committee Chair, introduced a discussion item about a new draft of the meeting schedule for the 2026-2027 Academic Year. She posed questions about continuing with the pattern of not having meetings twice a term and maintaining consistency about the number of Academic Senate meetings versus Executive Committee meetings. Dustin Stegner, SLO Statewide Senator, asked a clarifying question about which weeks would be considered no-meet weeks. Sean Hurley, CAFES Caucus Chair, suggested having an extra Academic Senate meeting instead of an Executive Committee meeting to allow for more voting time. Thomas Gutierrez, Immediate Past Senate Chair, mentioned that he would prefer to have more scheduled Senate meetings instead of as-needed meetings. Shannon Sullivan-Danser, Academic Senate Analyst, pointed out a sizeable gap between Executive Committee meetings in the fall and spring. Thomas Gutierrez followed up on Hurley's point, advising having the first meeting of every term be an Executive Committee meeting. Steve Rein, Solano Statewide Senator, preferred to have the last two meetings of every term be Academic Senate meetings, hoping that the final meetings would not be



needed. He also recommended seven Executive Committee meetings and six Academic Senate meetings for fall and the inverse for spring to accommodate changing workload needs across the academic year. Gutierrez also inquired about the possibility of having an as-needed Executive Committee meeting during finals week. However, Chair Greenwood responded that due to shifting schedules during finals week, a set meeting time cannot be confirmed. Senator Stegner raised questions about service during the summer term in a year-round operations calendar and how that would impact the Executive Committee. Al Liddicoat, Provost, spoke of what operations would be on a case-by-case basis for departments but recognized that it would look different for the Executive Committees since they are not twelve-month employees. since the Executive Committee serves on behalf of the Senate during the summer, there may be other considerations. Chair Greenwood advocated for administration to guarantee that no faculty-related or curriculum-related decisions are made during the summer in order to eliminate the need for summer Senate meetings. Senator Stegner emphasized the challenge of regularizing summer service during Year-Round Operations (YRO). Andrew Schaffner, BCSM Caucus Chair, followed up on this point and mentioned the difficulties involved with staff working different terms (i.e. fall-summer versus fall-spring) during YRO. He also suggested changing the bylaws to extend the last two Senate meetings of the year to three hours, which would still provide committees with ample time for deliberation. Hurley dissented, instead proposing scheduling more meetings instead of longer meetings. Sullivan-Danser mentioned that the breaks in fall semester provide a natural, balanced break for meetings as opposed to not meeting during weeks two and five.

**5.2. Solano Caucus or At-Large Membership in the Academic Senate:** Jerusha Greenwood, Academic Senate Chair, introduced a discussion item about the format of Solano campus representation on the Executive Committee. Elizabeth McNie, Solano Campus Representative, mentioned that Solano’s biggest challenge remains a lack of human capital to engage in service-related communities. Therefore, she stated that a caucus would be a promising idea but may lack adequate participation. She also mentioned issues with communication and understanding and emphasized the need for improving communication between campuses and making structural changes to facilitate this change. Taiyo Inoue, Solano Statewide Senator, also brought up issues about communication, referencing a frequent problem with inefficient information dissemination amongst Solano faculty. He stated that many rank-and-file faculty members are largely in the dark about ongoing, broadly impactful issues and that some of these problems must be resolved before implementing new measures for



representation. Aparna Sinha, CFA Solano President, echoed her Solano colleagues that a caucus would not solve Solano’s workload and communication issues, and posed course release as a solution. Sean Hurley, CAFES Caucus Chair, mentioned similar discussions occurring in the Budget and Long-Range Planning Committee surrounding workload issues and the need for providing representation without overextension. Andrew Schaffner, BCSM Caucus Chair, followed up with insight about current vacancies in caucuses at SLO, explaining that the existence of a caucus still provides the opportunity for increased representation, and wondered about the value of having a Solano caucus even if it cannot be initially filled. Steve Rein, SLO Statewide Senator, encouraged Executive Committee members to look at and potentially draw inspiration from the Stockton Campus Council’s use of the Sonoma State model. Dustin Stegner, SLO Statewide Senator, further emphasized the need for workload compensation.

## 6. Business Items

**6.1. Resolution on External Exam Credit:** John Walker, Curriculum Committee Chair, introduced a resolution which would update Cal Poly’s external exam policies in accordance with the upcoming transition to semesters and increase overall equitability. This resolution would replace AS-331-90/1C (Resolution on the International Baccalaureate Program) and AS-468-96/1C (Resolution on Credit for Advanced Placement Exams). M/S/P to agendize the Resolution on External Exam Credit.

**7. Adjournment:** Jerusha Greenwood, Academic Senate Chair, adjourned the meeting at 5:04 pm.

Minutes submitted by

A handwritten signature in black ink, appearing to be "Zora Sowinska".

Zora Sowinska

**FACULTY STATEMENTS OF INTEREST RECEIVED**  
**AT-LARGE POSITION**

**Cal Poly Faculty Legislative Liaison Position (2025-2027) (any college – 1 rep)**

**STEVE REIN, BCSM – Statistics (26 years at Cal Poly); Tenured**

As the Chair of the ASCSU (statewide academic senate) Fiscal and Governmental Affairs (FGA) I helped pass the resolution to recommend campus senates establish a Faculty Legislative Liaison position. I also helped write the resolution establishing the Cal Poly Faculty Legislative Liaison position.

Having been in FGA since 2020 and having watched how legislation has impacted the CSU and Cal Poly, it has become very clear to me that the faculty needs a voice represent the faculty in bargaining, CA Ed Code says that the Academic Senates speak for the faculty as a whole. We need someone in this role who can reach out to local legislators as well as committee members to represent our position instead of letting the administration and CFA speak for us.

As Chair of FGA during the 2023 and 2024 legislative cycles, I helped guide the ASCSU to adopt positions on some 30ish high priority bills and some 150ish medium priority bills from a list of over 4500 bills. Furthermore, I helped plan legislative advocacy efforts in Sacramento and via zoom.

When the legislature sees that administrators, the faculty, the union, and students all agree, it is hard for them to say that the issue isn't clear. Furthermore, when faculty don't agree with the official CSU position (as initially the case with AB 2395 last year), the administration or the legislature are typically open to make changes to obtain faculty support.

I've worked with the CSU office of Advocacy and State Relations, the ASCS Legislative Liaisons, staff members of the Assembly Higher Education Committee, and CFA's current chair of the Political Action and Legislative Activity committee for several years and expect that if I were selected to be Cal Poly's Faculty Legislative Liaison, those relationships would make the job considerably easier.

Thank you for considering my interest in this position.

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-XXX-26, Resolution on Change in Academic Senate Grants Review Committee Membership, the Academic Senate Executive Committee appoints the voting members of the committee.
- (2) A minimum constitution of 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
- (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.



- 27 RESOLVED: that the Academic Senate of the California Polytechnic State University and  
28 Maritime Academy urge campus stakeholders to publicize and promote these  
29 Principles of Community across campus, including but not limited to:  
30 Administration (1) Health Center, Performing Arts Center (6), (27), University  
31 Housing (31), Kennedy Library (35), University Police (36), Recreation Center  
32 (43), and Student Services (124).  
33
- 34 RESOLVED: that this resolution be delivered to Cal Poly President Jeffrey Armstrong; CSU  
35 Chancellor Mildred Garcia; the California State Student Association; the Chairs of  
36 the twenty-two CSU Academic Senates; Chair of the Academic Senate CSU  
37 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 Maritime Academy) Principles of Community:

Cal Poly (San Luis Obispo and Maritime Academy) recognizes the invaluable opportunity of 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 Maritime Academy) 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.
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.

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 process 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 three or more 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 should decide the pedagogically appropriate assessment activity  
14 (e.g. exam, term paper, term project, presentation, performance,  
15 take home assessment, assessments administered and/or submitted  
16 online, etc.); and  
17
- 18 WHEREAS, Assessment activities are included in new course proposals and course  
19 modification proposals and are reviewed and approved by the  
20 appropriate curriculum committee(s); and  
21
- 22 WHEREAS, Faculty are required to meet with students at the scheduled final  
23 assessment period and will use the week designated at the end of the  
24 term for the final assessing of student work; and  
25
- 26 WHEREAS, the University’s schedule for final assessment periods (aka: “finals week”  
27 is available online at the Office of the Registrar’s Calendars and Deadlines  
28 information site; and

- 29 WHEREAS, the University's final assessment schedule is available, with few  
30 exceptions, to students in the class schedule before registration for the  
31 next term; and  
32
- 33 WHEREAS, Faculty will include in the course syllabus the date and time of the  
34 scheduled final assessment and/or the deadline to submit the final  
35 assessment, and whenever applicable, provide students with advance  
36 notice if the final examination date is not available at the start of the  
37 term or has been rescheduled with the approval of the appropriate dean;  
38 and  
39
- 40 WHEREAS, A final assessment overload is three or more final assessments scheduled  
41 for the same day during finals week; and  
42
- 43 WHEREAS, Final assessments for online asynchronous courses in most cases do not  
44 have a final assessment time posted in the University's schedule for final  
45 assessments; 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 accept to allow students to make up work missed  
53 due to an excusable absence; and  
54
- 55 WHEREAS, Faculty should schedule alternative final assessment times during finals  
56 week, except in circumstances described in CAP 210.6: therefore, be it  
57
- 58 RESOLVED: Faculty should make a reasonable effort to offer an alternative final  
59 assessment to students with three or more final assessments scheduled  
60 for the same day, and be it further  
61
- 62 RESOLVED: The deadline for a student to notify an instructor(s) of  
63 the final assessment overload and request to reschedule the final  
64 assessment is before the end of 80% of instruction for the term, and be it  
65 further  
66
- 67 RESOLVED: Final assessments for online asynchronous courses without a scheduled  
68 final assessment period in the University's schedule for final assessments  
69 are not included as an overload of three or more final assessments  
70 scheduled for the same day; and be it further  
71

- 72 RESOLVED: That the date for a student to notify the instructor of a final assessment  
 73 overload be listed online at the Office of the Registrar’s Calendar and  
 74 Deadlines information site; and be it further  
 75
- 76 RESOLVED: The Cal Poly Academic Senate supports the adoption of this resolution to  
 77 update the provisions of the Final Assessment/Exam Scheduling Overload  
 78 in preparation for semesters; and be it further  
 79
- 80 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: June 4 2013

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

AS-768-13

**RESOLUTION ON FINAL EXAMINATION OVERLOAD CONFLICTS**

- 1 WHEREAS, There are no university policies governing the maximum number of finals a  
2 student can be required to sit in one day; and  
3
- 4 WHEREAS, The final examination schedule is available, with few exceptions, to students  
5 before Plan A Student Schedule (PASS) opens for registration in order to inform  
6 students of potential overload conflicts  
7 ([registrar.calpoly.edu/content/Calendars\\_Deadlines/index](http://registrar.calpoly.edu/content/Calendars_Deadlines/index)); and  
8
- 9 WHEREAS, Final examinations are required, except in specific circumstances (see CAM  
10 484.4), to be administered during finals week (CAM 484.1 and 484.2); therefore  
11 be it  
12
- 13 RESOLVED: That faculty should make a reasonable effort to offer an alternative final  
14 examination time to students with more than two final examinations on the same  
15 day; and be it further  
16
- 17 RESOLVED: That faculty schedule the alternative final examination time during finals week  
18 (except in circumstances defined in CAM 484.4); and be it further  
19
- 20 RESOLVED: That faculty include the date and time of the final examination on the course  
21 syllabus, if the course uses an in-class examination as its final assessment, and,  
22 whenever applicable, provide students with advance notice if the final  
23 examination date is not available at the start of the term or has been rescheduled  
24 with the written approval of the appropriate dean; and be it further  
25
- 26 RESOLVED: That a student should notify an instructor of the final examination overload  
27 conflict and request to reschedule the final examination by the end of the seventh  
28 week of instruction.

Proposed by: Academic Senate Instruction Committee

Date: April 16 2013

Revised: April 23 2013

Revised: May 25 2013

Revised: June 4 2013

State of California  
**M e m o r a n d u m**

**CAL POLY**  
SAN LUIS OBISPO

**To:** Steven Rein  
Chair, Academic Senate

**Date:** July 11, 2013

**From:** Jeffrey D. Armstrong  
President



**E-Copies:** K. Enz Finken  
M. Pedersen

**Subject:** Response to Academic Senate Resolution AS-768-13  
Resolution on Final Examination Overload Conflicts

---

This memo formally acknowledges receipt and approval of the above-entitled Academic Senate resolution.

Please express my appreciation to the members of the Academic Senate Instruction Committee for their attention to this important matter.

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 least once per year by the  
36 Provost or their designee, and be it further  
37
- 38 RESOLVED: That the Academic Senate will request that the Center for Teaching,  
39 Learning and Technology post the guidance on the Teaching Resources:  
40 Assessment and Activities webpage, and be it further  
41
- 42 RESOLVED: This will be effective Fall term 2026.

Proposed by:

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 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.

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