CAL POLY
Academic Senate

Meeting of the Academic Senate Executive Committee

Tuesday, May 10, 2022

3:10 to 5:00pm

https://calpoly.zoom.us/j/84279634805

I. **Minutes**: April 19, 2022, Minutes (pp. 2-3)

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

III. **Reports**:

A. Academic Senate Chair:
B. President's Office: None
C. Provost: (p. 4)
D. Statewide Senate: None
E. CFA: None
F. ASI: (p. 5)

IV. **Business Item(s)**:

A. **Approval of 8 WTU's for Academic Senate USCP Chair, Grace Yeh, for 2022-2023 Academic Year**
    i. The USCP Chair requires 8 WTU rather than 4 WTU for AY 2022-23 because work for USCP from AY 2021-2022 is rolling into next year: USCP recertifications that were just submitted will be reviewed in the fall; some departments (e.g., Ethnic Studies, which had quite a number of upper division D courses) deferred some of their USCP certifications until next year.
B. **Appointments to Academic Senate Committees for 2022-2024 Term:** (pp. 6-8)
C. **Resolution to Establish Processes for Curriculum and Academic Program Review for Conversion to Semesters:** Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair (pp. 9-20)
D. **Resolution on Units of Credit and Time Patterns on Semester Terms:** Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair (pp. 21-46)
E. **Resolution on Timely Adoption of Courseware in Support of Affordability and Transparency:** John Hagen, Academic Senate Instruction Committee Chair (pp. 47-48)
F. **[TIME CERTAIN 4:15 p.m.] Resolution on Cal Poly Values:** Steven Rein, Academic Senate Budget and Long-Range Planning Committee Chair (pp. 49-50)

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

A. **[TIME CERTAIN 3:15 p.m.] Commencement Grand Marshalls:** Keith Humphrey, Vice President for Student Affairs and Tessa Espinoza, Senior Director of External Relations and Director of Development for Student Affairs (pp. 51-52)

VI. **Adjournment**:

CAL POLY
Academic Senate

Meeting of the Academic Senate Executive Committee

Tuesday, April 19, 2022

3:10 to 5:00pm

https://calpoly.zoom.us/j/84410128775

I. **Minutes**: March 29, 2022 (pp. 2-4) M/S/P to approve the minutes for March 29, 2022.

II. **Communication(s) and Announcement(s)**: none.

III. **Reports**:

A. Academic Senate Chair: Thomas Gutierrez, Academic Senate Chair, discussed that WASC event is coming up next week, encouraging attendance for all. Dustin Stegner has been approved by the Provost office as the GEGB chair next year. May 24th has been rescheduled for a Senate meeting instead of Executive meeting to assure we are completing necessary business items.

B. President's Office: None

C. Provost: Cynthia Jackson-Elmoore, Provost, provided a written report found here.

D. Statewide Senate: None

E. CFA: Lewis Call, CFA representative, provided a written report found here.

F. ASI: Tess Loarie, ASI president, provided a written report found here.

IV. **Business Item(s)**:

A. **Approval of 2022-2023 Assigned time for Academic Senate Officers and Committee Chairs for the 2022-2023 Academic Year:** M/S/P to approve the 2022-2023 Assigned time for Academic Senate Officers and Committee Chairs for the 2022-2023 Academic Year.

B. **Approval of Corinne Lehr, Chemistry and Biochemistry, as the Fairness Board chair for the 2022-2023 Academic Year.** M/S/P to approve Corinne Lehr, Chemistry and Biochemistry, as the Fairness Board chair for the 2022-2023 Academic Year.

C. **Approval of Angelos Sikalidis, CAFES, as substitute for Darin Bennett for Spring Quarter 2022.** M/S/P to approve of Angelos Sikalidis, CAFES, as substitute for Darin Bennett for Spring Quarter 2022.

D. **Appointments to Academic Senate Committees for 2022-2024 Term:** M/S/P to appoint Academic Senate Committees for 2022-2024 Term.

College of Liberal Arts	
Silvia Marjuan	*General Education Governance Board*
College of Science and Math	
Erik Sapper	*Budget & Long-Range Planning Committee*
Christine Hackman	*Grants Review Committee*
Corinne Lehr	*Chair of Fairness Board Committee*
College of Business	
Joongmin Shin	*Fairness Board Committee*

E. **Appointments to University Committees for the 2022-2024 Academic Year:** M/S/P to appoint to University Committees for the 2022-2024 Academic Year.

College of Liberal Arts

Anuraj Dhillion — *Status of Women Committee*

College of Science and Math

Shanju Zhang — *GWR Advisory Board*

College of Agriculture, Food and Environmental Sciences

Seeta Sistla — Sustainability Advisory Committee

F. **Resolution to Establish Semester Terms:** Dustin Stegner, Academic Senate Ad Hoc Semester Conversion Committee Chair. M/S/P to agendize Resolution to Establish Semester Terms.

G. **Resolution on AB 928 and CSU Golden Four:** Gary Laver, Academic Senate General Education Governance Board Chair. M/S/P to agendize Resolution on AB 928 and CSU Golden Four.

H. **Resolution on the Creating of a School of Applied Computing**: Zachary Peterson, School of Applied Computing Steering Committee. Executive Committee moved to a closed session to discuss the Resolution on the Creating of a School of Applied Computing.

I. **Resolution on Cal Poly Values:** Steven Rein, Academic Senate Budget and Long-Range Planning Committee Chair. M/S/P to return to agenda in a future Executive meeting.

V. **Discussion Item(s)**: none.

VI. **Adjournment**: 5:03 pm

Submitted by,

Sessa Renfrew

Sessa Renfrew
Academic Senate Student Assistant

CAL POLY
Academic Affairs

CSU Student Research Competition

Four Cal Poly students received awards at the 36th Annual CSU Student Research Competition, which was held April 29-30. Students competed by discipline category and, where feasible, by division (undergraduate/graduate). With four awards, Cal Poly was tied for the most awards received by any campus at this year's competition.

The awarded students are listed below with their major/program, research project title and, and the name of their faculty advisor.

First Place in Health, Nutrition and Clinical Sciences – Undergraduate Category, Tanvi Gehani (Biomedical Engineering), Effect of Coconut Oil Intake in a Pig Model of Pediatric Non-Alcoholic Fatty Liver Disease
Advisor: Magdalena Maj (Biological Sciences Department)

Second Place in Education – Graduate Category, Jacob Campbell (Higher Education Counseling in Student Affairs Graduate Program), Defining Mixed-Race College Students: Examining Graduation Gaps Between Multiracial & Monoracial Undergraduates
Advisor: Sonia Ramrakhiani (School of Education)

Second Place in Behavioral, Social Sciences and Public Administration – Graduate Category, Isaac Ho (Food Science Blended Master's Program), Use of Preference Analysis to Identify Early Adopter Mind-Sets of Insect-based Food Products
Advisor: Amy Lammert (Food Science and Nutrition Department)

Second Place in Biological and Agricultural Sciences – Graduate Category, Savannah Weaver (Biological Sciences Graduate Program), Additive Effects of Humidity and Temperature on Acclimation in a Lizard
Advisor: Emily Taylor (Biological Sciences Department)

Faculty Members Invited to Complete Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is available until May 15 for all faculty members to share their feedback related to teaching, learning and the quality of students' educational experience. In concert with the National Survey of Student Engagement (NSSE), this survey is an important method in understanding students' college experiences both in and out of the classroom. Faculty members received an email invitation to complete the FSSE on April 5 and reminders on April 11, 14, and 20. These emails include a personalized link to complete the survey. Completing the FSSE is voluntary, but participation is encouraged.

ASI Report to the Academic Senate Executive Committee May 10, 2022

- The ASI Board of Directors approved Michelle Crawford for the position of Interim Executive Director. Michelle's background check has cleared & she has been extended an offer as of 5/3
- The ASI Director of Children's Programs is underway. First-round interviews are closing this week.
- The Cal Poly Opportunity fee did NOT vote on the proposed fee allocations for 2022-23 due to a lack of quorum. The budget is being revised by the Provost & will return to the committee in a few weeks for a vote.

04/13/22

Statements of Interest Received for 2022-2024 Academic Senate Committee Vacancies by College

(All appointments are for 2-years unless noted below)

College of Architecture and Environmental Design

Curriculum Committee 2022-2024
DTA 2022-2024
Diversity 2022-2024
Instruction 2021-2023
RSCA 2022-2024

College of Agriculture, Food and Environmental Sciences

Instruction 2022-2024

Jeremy James, Natural Resources and Environmental Sciences (2 years at Cal Poly) Tenure Track

As a department head in CAFES I am broadly interested in advancing the quality of teaching and streamlining/enhancing key processes that support instruction. I receive substantial feedback from both the faculty and students side of these processes and am simply interested in helping to support instruction university wide. Past committee work related to timeliness of posting instructional material, grade disputes have been beneficial and I am interested in helping continue to advance similar work.

College of Engineering

Distinguished Teaching Awards Committee 2022-2024
GEGB 2022-2025
Instruction 2022-2024

College of Liberal Arts

DSA 2022-2024

Allison Myers, Art & Design (2 years at Cal Poly) Tenure Track

As a recent hire at Cal Poly, this will be my first non-departmental committee. I chose to apply to the DSA because it will help me become more familiar with faculty scholarship happening across campus. I've served on multi-disciplinary awards committees before, while I was a grad student at UT Austin. Members of these committees must be able to compare (as objectively as possible) the accomplishment and impact of applicants' scholarship across different fields. As an art historian, I'm well-equipped to consider both the creative processes and the social and institutional impacts that qualify research as significant.

Sustainability 2022-2024

Linh Dao, Art & Design (2 years at Cal Poly) Tenure Track

I am writing to express my interest in being part of the suitability committee. I believe that I have a strong commitment to furthering the initiatives that the committee might have planned and genuine interest in the subject matter, especially in the area of curriculum, collaboration, and undergraduate research.

Currently, I am collaborating with the School of Business's Industrial Packaging technology program through co-teaching a course with them as part of my course ART 437 Graphic Design Studio III. The content of this class focuses on sustainable packaging design. We have won multiple national and international industry awards in the past in this course. Most recently, we have won 7 awards for our sustainable packaging design:

Paperboard Packaging Alliance Student Design Challenge (PPA SDC) 2021: Finalist (Top 3): Shahla Prouty (ART, CLA), Adi Saaf (ART, CLA), Runar Schmidt (ART, CLA) Honorable mention (Top 5): Cayley Nickerson (ART, CLA), Allison Munden (ART, CLA), Ian Myers (ART, CLA) Shout-Out (Top 9): Joey Marshall (ART, CLA), Mady McNeill (ART, CLA), Natalie Mitchell (ART, CLA)

World Packaging Organization WorldStar Student Design Challenge 2021: Bronze Star Trophy Winner (Overall): Shahla Prouty (ART, CLA), Adi Saaf (ART, CLA), Runar Schmidt (ART, CLA) Marketing Appeal Silver Trophy: Shahla Prouty (ART, CLA), Adi Saaf (ART, CLA), Runar Schmidt (ART, CLA) Certificate of Merit (Top 10): Joey Marshall (ART, CLA), Mady McNeill (ART, CLA), Natalie Mitchell (ART, CLA), Cayley Nickerson (ART, CLA), Allison Munden (ART, CLA), Ian Myers (ART, CLA).

I enjoy learning about and continue to teach this content in my classroom tremendously. I recognize that there is need for the curriculum and the college at large to response to the pressing issues of climate change, natural resource use, waste production, water pollution, deforestation, overfishing, air pollution, to name a few. I am hoping to be able to learn more and help with sustainability initiatives within and beyond the College of Liberal Arts and bring more into my classroom, and within my department where it is appropriate.

College of Science and Math

None

Orfalea College of Business

Budget and Long Range Planning 2022-2024
DTA 2021-2023
Diversity 2022-2024
Faculty Affairs 2022-2024

Bradford Anderson, Accounting and Law (16 years at Cal Poly) Tenured – Incumbent

I previously worked in the MPP capacity in Academic Affairs for over 9 years, and so I bring an understanding and appreciation of both the administrative concerns as well as faculty concerns in issues that come before the FAC.

My background in understanding the CFA contract, campus policies, and CSU policies, as well as 35 years as an active member of the bar, helps to contribute towards the depth necessary for the FAC to protect the interests of faculty, while being cognizant of the environment in which we operate.

Another reason for my interest in continuing is Ken Brown's role as chair.

Ken is an amazing chair of the committee, who dedicates an enormous amount of time to the FAC leadership, and creates an atmosphere where we can approach and resolve issues of great complexity in an equitable, efficient, and effective manner.

GEGB 2020-2023
Grants 2022-2024

Professional Consultative Services
Curriculum Committee 2021-2023
DTA 2021-2023
Fairness 2022-2024
Sustainability 2021-2023

Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-___-22

RESOLUTION TO ESTABLISH PROCESSES FOR CURRICULUM AND ACADEMIC PROGRAM REVIEW FOR CONVERSION TO SEMESTERS

WHEREAS, the California State University Chancellor's Office has directed Cal Poly to convert from quarters to semesters beginning in fall 2026; and,

WHEREAS, the California State Legislature has mandated in Assembly Bill 928: Student Transfer Achievement Reform Act a revision to general education in the California State University system beginning in Fall 2025; and,

WHEREAS, the conversion of Cal Poly's curriculum and academic programs requires a review of every course (4,320 total courses) and academic program (undergraduate and graduate degree programs, minors, concentrations, options, credentials, emphases, specializations) on a variety of timelines between 2022-2026; and

WHEREAS, in terms of university-level curriculum and academic program review, the different timelines necessitate a significantly increased workload for the chairs and committee members of the Academic Senate Curriculum Committee, General Education Governance Board, and United States Cultural Pluralism Review Committee; therefore, be it

RESOLVED, that the Academic Senate approve the attached "Procedures for Curricular and Program Review, 2022-26."

Proposed by: Academic Senate Ad Hoc Semester Conversion Committee
Date: April 23, 2022

Academic Senate Ad Hoc Quarter to Semester Committee Procedures for Curricular and Program Review, 2022-26

Executive Summary

As part of the quarter-to-semester conversion, the university shall establish

- Curricular review for all courses
- Program review for all academic programs: undergraduate and graduate degree programs, minors, concentrations, options, specializations, credentials, emphases, and certificates

The Academic Senate shall

- Charge appropriate university-wide review committees—Academic Senate Curriculum Committee, General Education Governance Board, and United States Cultural Pluralism Review Committee—to coordinate with the academic colleges to complete curricular and program review for the quarter-to-semester conversion

Part 1: Academic Program Plan

Introduction
The quarter-to-semester conversion requires a review of all curricula and academic programs (undergraduate and graduate degree programs, minors, concentrations, options, specializations, credentials, emphases, and certificates). To facilitate these review processes, each academic department shall complete an Academic Program Plan for each of its academic degrees (undergraduate and graduate), minors, concentrations, options, specializations, credentials, emphases, and certificates. The Academic Program Plan is a concise overview of course and program revisions. Each department shall submit their Academic Program Plan(s) to the appropriate college curriculum committee for review and approval by January 27, 2023. Academic Program Plans will be published online so that academic departments can coordinate their course offerings. The process during Winter 2023 will be dynamic and iterative as departments work together to meet program requirements. The deadline for final approval of Academic Program Plans by College Curriculum committees will be March 17, 2023.

A. Academic Program Plan
The first part of the plan will be the Course Identification Section. This section shall

1. Identify each course offered by the department as New, Significantly Revised, Converted, or Discontinued. (See Part 2: Course Review Processes for course proposal categories and definitions)
2. Identify the number of semester-units for each course

The second part of the plan will be the Academic Program Section. This section shall

1. Identify each academic program offered by the department as New, Significantly Revised, Converted, or Discontinued (See Part 3: Program Review Processes for academic program proposal categories and definitions)
2. Identify all of the required major courses required for the academic program
3. Identify all of the support courses required for the program offered by other departments
4. Identify all electives offered within the department and by other departments
5. Identify the semester-unit totals for the academic program.

Part 2: Course Review Processes

A. *Course Proposal Categories and Definitions*
As part of the quarter-to-semester conversion, all courses must undergo curricular review. Courses will be divided into four categories that will determine the type of review to be applied (see Table 1 below). To provide a clear structure for this review, the curricular review process has been divided into five workflows:

1. **New or Significantly Revised Non-General Education Courses**
2. **Converted Non-General Education Courses**
3. **New or Significantly Revised General Education Courses**
4. **Converted General Education Courses**
5. **Discontinued Courses**

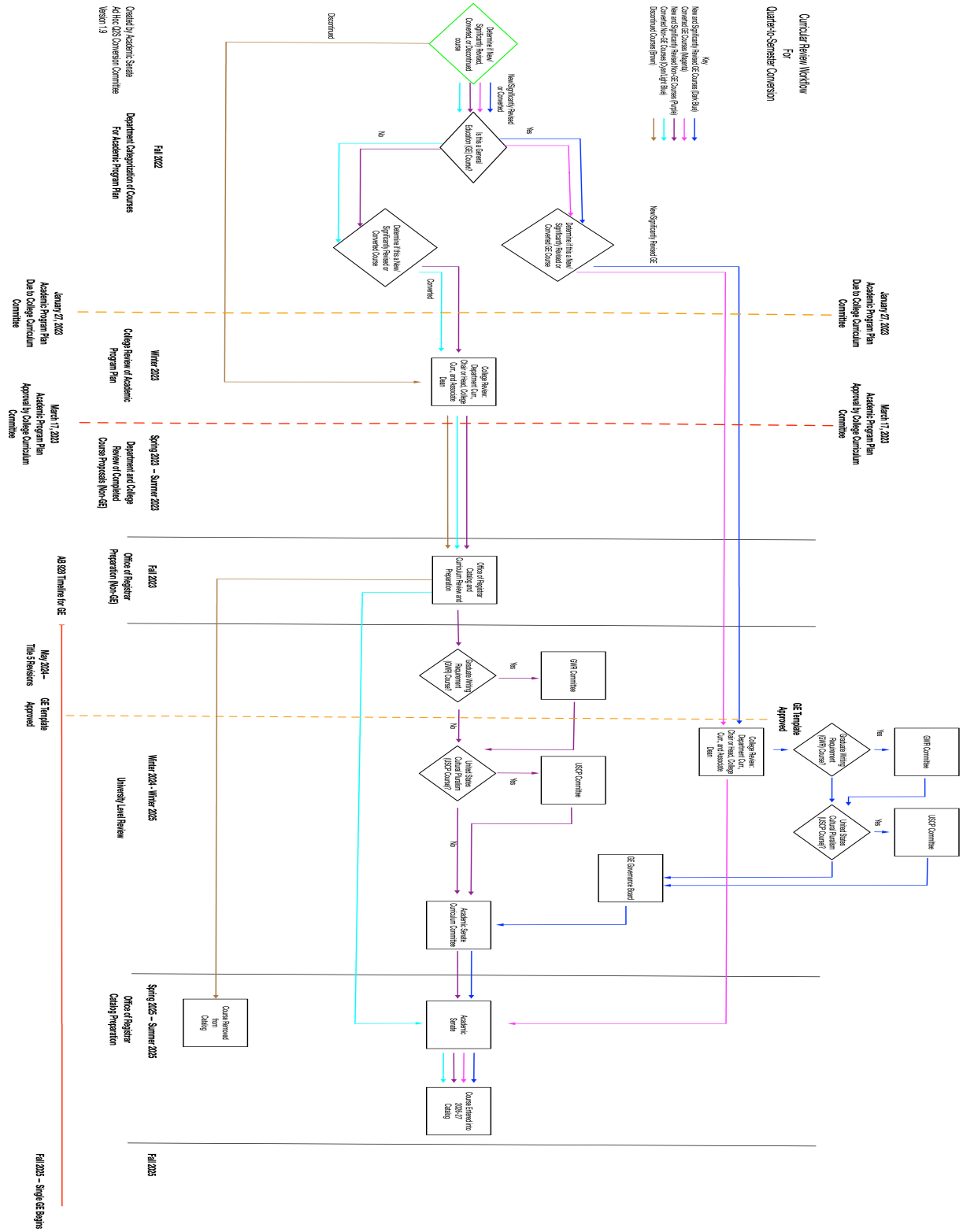
All courses will be submitted using the Course Management Inventory (CIM) and reviewed by the appropriate department/program curriculum committee, department head/chair, college curriculum committee, college associate dean, Academic Senate Curriculum Committee, and, finally, by the Academic Senate. Where required, courses will also be reviewed by the appropriate university curriculum review committees: United States Cultural Pluralism (USCP) Committee, Graduation Writing Requirement (GWR) Committee, and/or General Education Governance Board (GEGB). For specific workflow paths, see Diagram 1. To distinguish between the quarter and semester catalogs, all courses will be assigned a new course number by the Office of the Registrar.

Table 1: Course Categories and Definitions

Course Category	Definition
1. New	• New course that does not appear in the 2022-2025 Catalog
2. Significantly Revised	• Course that has modified 50% or more of its course content • Course that has significantly modified 50% or more of its Course Learning Outcomes (CLOs) or course criteria • Course currently has no Course Learning Outcomes (CLOs) and is adding them for the 2026-27 Catalog • Course revised to satisfy General Education (GE) Recertification (AB 928 EO) criteria or adding GE designation

	• Course revised to satisfy United States Cultural Pluralism (USCP) criteria (AS-910-21) or adding USCP designation • Course revised to satisfy Graduate Writing Requirement (AS-858-18) or adding GWR designation • Course open non-majors that has changed its mode • Changing course from lower to upper division or vice versa • Adding course prerequisites outside of the college
3. Converted	• Course that has modified less than 50% of its course content • Course that has modified less than 50% of its Course Learning Outcomes (CLOs) or course criteria • Course restricted to majors that has changed its mode • Changing units with the quarter-unit to semester-unit ratio (e.g. 4 quarter-unit Lecture/Seminar/Discussion to 3 semester units; 1 quarter unit Laboratory to 1 semester unit) • Changing course title or description for clarity • Removing and adding prerequisites within the college • Minimal changes to course title, course description, and descriptions in the Course Delivery and Resources section of the Course Inventory Management • Adding or removing modalities • Retention of existing articulation for lower-division courses (100-200 level). (Departments that do not want their existing articulation to carry over can request this through the Articulation Officer in the Office of the Registrar.)
4. Discontinued	• Course will be discontinued at the conclusion of the 2022-2025 Catalog

Diagram 1: Curricular Review Workflow, Including Compensation for Faculty Members and Staff for Summer 2023



B. *Curricular Review Timelines*

The timeline for curricular review depends on compensation available to faculty members and staff. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024. In addition, guidelines from the Chancellor's Office related to AB 928 could affect the timeline for General Education course review.

Table 2: Curricular Review Timeline, Including Faculty and Staff Support for Summer 2023

Fall 2022	Each academic department categorizes courses as New/Significantly Revised (Non-GE), Converted (Non-GE), or Discontinued in its Academic Program Plan and submits its plan to the appropriate college curriculum committee. (Please note: GE Courses can be categorized for the Academic Program Plan, but full course proposals cannot be submitted until Chancellor's Office releases AB 928 Requirements and New GE Template)
January 27th, 2023	Submission of Academic Program Plan(s) to College Curriculum Committee
Winter 2023	College Curriculum Committee Review of Academic Program Plans
March 17, 2023	Deadline for Academic Program Plan Approval by College Curriculum Committees
Sp. 2023-Su. 2023	Department and College-Level Review of Curriculum and Program Proposals by College Curriculum Committees
End of Summer 2023	Courses and program proposals due to the University
Fall 2023	Catalog & Curriculum Team review Proposals in preparation for review
W 2024 to W 2025	USCP, GWR, and ASCC review 2026-27 Catalog proposals
Fall 2024-W 2025	GEGB reviews 2026-27 Catalog proposals
Winter 2025	Complete Catalog Review and incorporate GE Pattern
Sp. and Su. 2025	Build and publish 2026-27 Catalog

Part 3: Program Review Processes

A. *Program Proposal Categories and Definitions*

As part of the quarter-to-semester conversion, all academic programs must undergo review. Academic programs include degree programs (undergraduate and graduate), minors, concentrations, options, specializations, credentials, emphases, and certificates. Academic programs will be divided into four categories that will determine the type of review to be applied (see Table 4 below). To provide a clear structure for this review, the academic program review process has been divided into five workflows:

1. **New Degree Program (undergraduate or graduate), Minor, Concentration, Option, Specialization, Credential, Emphasis, or Certificate**
2. **Significantly Revised Degree Program (undergraduate or graduate), Minor, Concentration, Option, Specialization, Credential, Emphasis, or Certificate**

3. **Converted Degree Program (undergraduate or graduate), Minor, Concentration, Option, Specialization, Credential, Emphasis, or Certificate**
4. **Discontinued Minor, Concentration, Option, Specialization, Credential, Emphasis, or Certificate**
5. **Discontinued Degree Program (undergraduate and graduate)**

All academic programs will be reviewed by the appropriate department/program curriculum committee, department head/chair, college curriculum committee, college associate dean, Academic Senate Curriculum Committee, and, finally, by the Academic Senate. Following California State University Policy, all newly proposed academic programs must also be submitted to the Chancellor's Office to review.

Please Note: *The Chancellor's Office has not provided guidelines for program review of quarter to semester conversion for high-unit programs (programs that exceed 180-quarter units or would exceed 120-semester conversion units). All categories, definitions, and workflow processes for program conversion are subject to revision, pending requirements of the Chancellor's Office*.

Table 3: Program Categories and Definitions

Program Category	Definition
New	• New Degree Program that does not appear in the 2022-2025 Catalog *Please note*: New Degree Programs (undergraduate and graduate) shall follow the preestablished university procedures and timelines. Available on the Academic Programs and Planning website: https://academicprograms.calpoly.edu/content/academicpolicies/new-degrees • New Minor, Concentration, Certificate, Option, or Emphasis that does not appear in the 2022-25 Catalog *Please note*: New Minor, Concentration, Certificate, Option, or Emphasis may require approval from the Chancellor's Office. Please consult with Academic Programs and Planning for guidance.
Significantly Revised	• Significant changes to an undergraduate or graduate degree program, including the following modifications: ○ Restructuring core curriculum or sequence of required courses

	○ Adding or removing required courses ○ Adding units to an undergraduate or graduate program ○ Changes to budgetary requirements for the program ○ Undergraduate degree programs that exceed 120 semester units • Significant changes to Minor, Concentration, Certificate, Option, or Emphasis, including the following modifications: ○ Restructuring of course curriculum ○ Adding or removing required courses ○ Adding or removing units
Converted	• Minimal changes to a Degree Program (undergraduate or graduate), Minor, Concentration, Certificate, Option, or Emphasis including the following modifications: ○ Contraction or expansion of course sequences due to the new semester term length ○ Changing course sequences to align more effectively with semester term length ○ Adding or removing electives
Discontinued	• Discontinuation of Degree Program (undergraduate or graduate), Minor, Concentration, Certificate, Option, or Emphasis that appears in the 2022-25 Catalog *Please note*: Discontinuation of Degree Program (undergraduate and graduate) shall follow the preestablished procedures and timelines. Available on the Academic Programs and Planning website: https://academicprograms.calpoly.edu/content/academicpolicies/discontinuance

B. Timeline for Academic Program Review

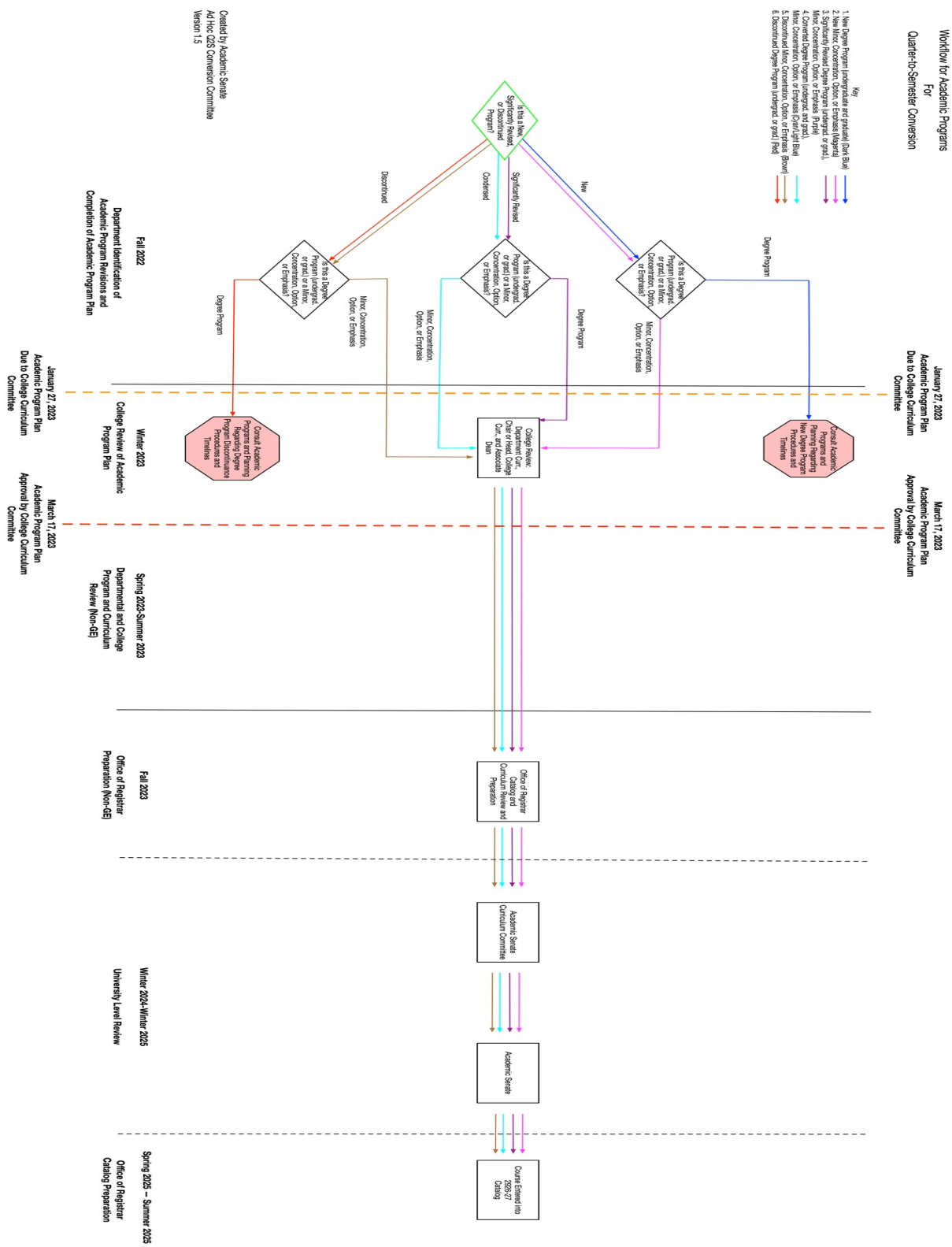
The timeline for academic program review is dependent on support models available to faculty members and staff. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024. The timeline with faculty and staff support may be found

in Table 4. This timeline is subject to change given faculty and support compensation for summer 2022 and summer 2024.

Table 4: Timeline for Academic Program Review, including Faculty and Staff Support for Summer 2023

January 27, 2023	Each academic department submits its Academic Program Plan to the appropriate college curriculum committee.
March 17, 2023	Deadline for Academic Program Plan Approval by College Curriculum Committees
Summer 2023	Program proposals due to the University
Fall 2023	Catalog & Curriculum Team review Proposals in preparation for review
W 2024 to W 2025	ASCC reviews 2026-27 Catalog proposals
Sp. and Su. 2025	Build and publish 2026-27 Catalog

Diagram 2: Academic Program Review Workflow



Part 4: Compensation Models for Academic Senate Curriculum Committees

Currently, members of the Academic Senate curriculum committees – Academic Senate Curriculum Committee (ASCC), General Education Governance Board (GEGB), and United States Cultural Pluralism (USCP) Review Committee – receive different levels of support time for their respective chairs and members (see Table 6). As part of the quarter to semester conversion curriculum review process, the workload on these committee will be significantly increased, as indicated in the different workflows in Diagrams 1 and 2

The appropriate level for support for Academic Senate curriculum committee chairs and members for the 2023-24 and 2024-25 Academic Years, excluding summers, are indicated in Table 5.

Table 5: Compensation for Academic Senate Curriculum Committee Chairs and Members

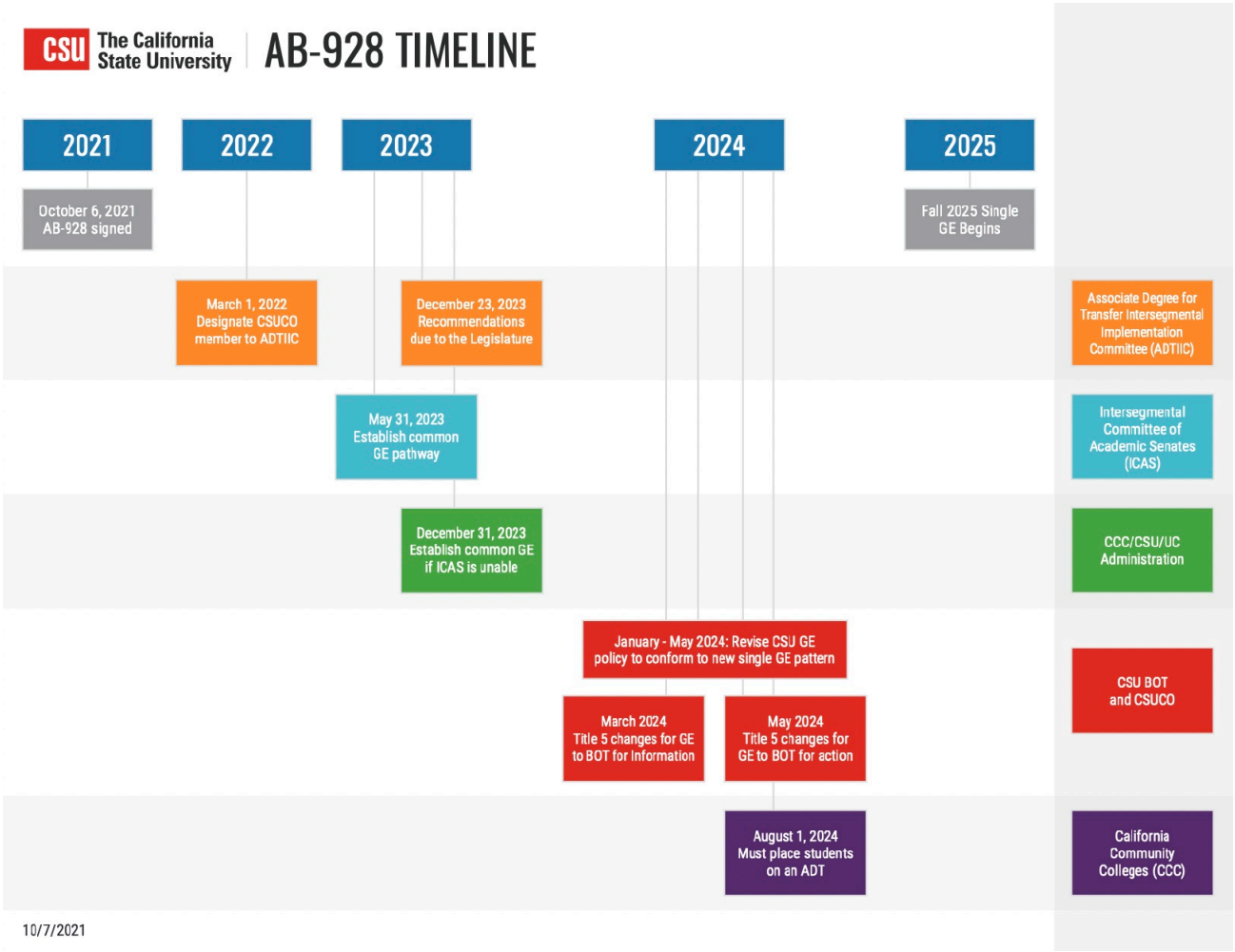
Position/Committee		2024-25	2023-24
Curriculum Committee	Chair	24	16
Courses to Review 4,230	CAED	24	8
	CAFES	24	8
	CLA	24	8
	CENG	24	8
	CSM	24	8
	OCOB	24	8
GE Governance Board	Chair	20	16
429 Courses to Review	CAED	4	
	CAFES	4	
	CLA	8 (4x2)	
	CENG	4	
	CSM	8 (4x2)	
	OCOB	4	
USCP Review Committee 96 Courses to Review	Chair	8	4

Table 6: Academic Senate Assigned Time, 2017-23

Position/Committee	Chair 2022-2023	2022-2023	2021-2022	2020-2021	2019-2020	2018-19	2017-18
Curriculum Committee	Chair	12	12	16	12	16	10*
	CAED	8	8	10	6	10	4**
	CAFES	8	8	10	6	10	6
	CLA	8	8	10	6	10	6
	CENG	8	8	10	6	10	6
	CSM	8	8	10	6	10	6
	OCOB	8	8	10	6	10	6
GE Governance Board		12	12	12	12	12	12
USCP Review Committee		4	8	2	2	0	2

Part 4: Background Information

Diagram 3: CSU AB-928 Timeline



Adopted:

ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA
AS-____-22

RESOLUTION ON UNITS OF CREDIT AND TIME PATTERNS ON SEMESTER TERMS

Impact on Existing Policy[i]: (3) Reaffirmation of existing curricular and scheduling policies approved by the Academic Senate and University President, specifically AS-453-96CC: "Resolution on Standardizing Course Units"; AS-748-12: "Resolution on Shared Governance"; AS-835-17: "Resolution on Proposing New Courses or other Changes to Curricula"; and AS-922-21: "Resolution on How Credit Hour Policy Adherence Is Assessed and Assured."

WHEREAS, The California State University Chancellor's Office has directed Cal Poly to convert from quarters to semesters beginning in fall 2026; and,

WHEREAS, The conversion of Cal Poly's curriculum and academic programs requires a review of every course (approximately 4,320 total courses) to determine how learning objectives will be met on a semester term; and

WHEREAS, The California State Legislature has mandated in Assembly Bill 928: Student Transfer Achievement Reform Act a revision to general education in the California State University system that will include course unit requirements and will not be finalized until Spring 2024; and

WHEREAS, Cal Poly currently offers courses with a range of units of credit that vary within instruction modes (Lecture, Seminar, Discussion, Activity, Laboratory, Supervision); and

WHEREAS, The California State University has set the requirements for the number of contact hours scheduled per unit of credit[2]; and

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

[2] See https://registrar.calpoly.edu/course-policies-guidelines and AS-922-21: "Resolution on How Credit Hour Policy Adherence Is Assessed and Assured."

WHEREAS, Units of credit per course vary across the California State University System (see attached Table 1: Unit of Credits in General Education across the California State University System); and

WHEREAS, Cal Poly's *Constitution of the Faculty* states that "the Academic Senate is empowered to exercise all legislative and advisory powers on behalf of the General Faculty. These legislative powers shall include all educational matters that affect the General Faculty (e.g., curricula, academic personnel policies, and academic standards)" (Article III.2)[3]; and

WHEREAS, The Academic Senate and University President has repeatedly reaffirmed through shared governance that curricular development is the responsibility of the faculty[4]; and

WHEREAS, The Academic Senate has exercised its legislative power to determine course units in "Resolution on Standardizing Course Units" (AS-453-96CC); and

WHEREAS, The Academic Senate has previously collaborated with the Office of the Registrar on scheduling time patterns, as requested by the University President[5]; and

WHEREAS, Campus Administrative Policy states, "The University Scheduling Office has as its primary responsibility the management of academic course scheduling and University facilities usage, the management of the University's Master Calendar, and the maintenance and continued development of the information systems utilized to maintain and support these responsibilities" (CAP 280); and [6]

WHEREAS, Time patterns are term-length neutral (e.g. a 3-unit Lecture on a quarter-length term will have the same time pattern as a 3-unit Lecture on a semester-length term)[7]; therefore, be it

RESOLVED, That each Academic Program modify each course in its respective curricula with units of credit that best meet its program needs and course learning outcomes; and be it further

[3] See https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/CONSTITUTION_BYLAWS_summer_2021_0.pdf.
[4] See AS-748-12: "Resolution on Shared Governance" and AS-835-17: "Resolution on Proposing New Courses or other Changes to Curricula."
[5] AS-453-96CC: "Resolution on Standardizing Course Units."
[6] See also CAP 281-85, available at https://policy.calpoly.edu/cap/200/cap-280, and AS-895-17.
[7] See "Scheduling Time Patterns," available at https://content-calpoly-edu.s3.amazonaws.com/registrar/1/universityscheduling/documents/academic/SchedulingTimePattern112017.pdf.

RESOLVED, That each Academic Program offering support courses uses the existing course consultation process with all Academic Programs that include its support courses as part of their required curricula; and be it further

RESOLVED, The Academic Senate collaborate with the Office of the Registrar to develop time patterns as part of the quarter-to-semester conversion process.

Proposed by: Academic Senate Ad Hoc Semester Conversion Committee
Date: April 29, 2022

Adopted: April 9, 1996

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-453-96CC/
RESOLUTION ON
STANDARDIZING COURSE UNITS

Background Statement: In January 1994, the Curriculum and Calendar Task Force was appointed and charged with "establishing principles for baccalaureate programs across campus, constructing a template within which the programs will revise their curricula, integrating the co-curriculum with the baccalaureate degree, and guiding the process of change in curriculum and calendar." The extensive work of the Task Force resulted in the publication on September 29, 1995 of the "Commitment to Visionary Pragmatism" document. (Report of the Curriculum & Calendar Task Force, September 29, 1995).

At the beginning of the fall 1995 quarter, Harvey Greenwald, Chair of the Academic Senate, gave the Academic Senate Curriculum Committee the responsibility of generating, from the recommendations found in the Visionary Pragmatism document, action resolutions related to curricular matters. The following resolution is the result of the committee's work.

WHEREAS, Standardizing courses to four or more units will benefit students by allowing them to:
register for fewer courses per term and hence allowing for greater attention to each course while maintaining or increasing the total number of credit units earned in each term
have fewer scheduling complications, books and materials to purchase, papers and projects to accomplish, exams to take, assignments to complete and, in general, barriers towards the completion of their degree
transfer units from semester campuses more efficiently; and

WHEREAS, Standardizing courses to four or more units will benefit faculty by allowing them to:
reduce the number of class preparations per quarter and thus allow for greater attention to each course taught
reduce the number of students they contact per term and hence improve the quality of their interaction with these students
generate greater focus of their time and energy in their instructional activities and therefore enhance their efforts directed towards professional growth, research and service to the University; and

WHEREAS, Standardizing courses to four or more units can occur while preserving:
the total number of units required in a degree
the number of SCU taught per tenn
the number of faculty members required to teach the curriculum
the number of laboratory units taught and hence Cal Poly's traditional commitment to hands-on education; and

RESOLUTION ON STANDARDIZING COURSE UNITS
AS-453-96/CC
Page Two

WHEREAS, In a university curriculum, courses with fewer than four units may be desirable in the following cases:

activity or laboratory classes (PE, Art, Music, etc.)
classes taught in the supervision mode
orientation classes
library classes
coupled classes (e.g., lecture and labs taken concurrently but listed separately)

therefore, be it

RESOLVED: That all courses taught at Cal Poly, with the exception of those listed above, be standardized to four or more units. Other cases may be appealed to the Academic Senate with appropriate documentation.

Proposed by the Academic Senate
Curriculum Committee
January 26, 1996
Revised April 9, 1996

RECEIVED
MAY 3 1996
Academic Senate

State of California
Memorandum

CAL PoLy
SAN LUIS OBISPO
CA 93407

To: Harvey Greenwald
Chair, Academic Senate

Date: April 24, 1996

From: Warren J. Baker
President

Copies: P. Zingg, G.Irvin
T. Zuur, D. Arseneau

Subject: Academic Senate Resolution AS-453-96/CC
Resolution on Standardizing Course Units

The Academic Senate Resolution (AS-453-96/CC) on Standardizing Course Units is approved. In approving this resolution, it is my intention to initiate a process that will explore scheduling templates that minimize class conflicts and create appropriate blocks of time for laboratory instruction. I would appreciate advice from the Academic Senate on acceptable ways to structure the student contact time for the various modes of instruction used on the campus.

Please extend my appreciation to both the Academic Senate and the members of the Academic Senate Curriculum Committee for this significant step toward implementation of the "Commitment to Visionary Pragmatism."

Adopted: May 1 2012

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

RESOLUTION ON SHARED GOVERNANCE

AS-748-12

WHEREAS, One of the key tenets of quality higher education is shared governance in which responsibility for the running of the University is shared by faculty, staff, students, administrators, and trustees; and

WHEREAS, The American Association of University Professors (AAUP) "Statement on Governance of Colleges and Universities" 1990 and Academic Senate California State University (ASCSU) "Shared Governance Reconsidered: Improving Decision-Making in the California State University" 2001 characterize the best practices of shared governance; and

WHEREAS, Cal Poly has a long history of participation in respectful, collaborative practices of shared governance; and

WHEREAS, Our new President, Provost, along with various other new higher administrators and Deans newly or soon to be hired may be unfamiliar with the implementation of shared governance at Cal Poly, and

WHEREAS, The faculty, for their own sake, also have an interest in explicitly articulating what shared governance means at Cal Poly; therefore be it

RESOLVED: The faculty affirm its primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes; and be it further

RESOLVED: On matters wherein faculty has primary responsibility, decisions of trustees and the President should concur with faculty judgment except in rare circumstances, and for reasons clearly communicated to the faculty, and with the full input from and consultation with the faculty; and be it further

RESOLVED: The faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the trustees or president; and be it further

RESOLVED: The faculty should strive to apply the model of shared governance detailed in Appendix C of the ASCSU report in The Constitution of the Faculty and the Bylaws Of The Academic Senate; and be it further

RESOLVED: The Academic Senate propose to amend the preamble to the Constitution of the Faculty to include shared governance in the definition of the functions of the Academic Senate as follows:

> We, the faculty of California Polytechnic State University, San Luis Obispo, in order to meet our academic responsibilities, hereby establish this Constitution of the Faculty for our governance. The responsibilities of the faculty, the powers necessary to fulfill those responsibilities, and the collegial form of shared governance are based on historic academic traditions that have been recognized by the people of the State of California through their legislature.

Proposed by: Academic Senate Faculty Affairs Committee
Date: March 13 2012
Revised: March 20 2012
Revised: March 30 2012

Statement on Government of Colleges and Universities

The statement that follows is directed to governing board members, administrators, faculty members, students, and other persons in the belief that the colleges and universities of the United States have reached a stage calling for appropriately shared responsibility and cooperative action among the components of the academic institution. The statement is intended to foster constructive joint thought and action, both within the institutional structure and in protection of its integrity against improper intrusions.

It is not intended that the statement serve as a blueprint for governance on a specific campus or as a manual for the regulation of controversy among the components of an academic institution, although it is to be hoped that the principles asserted will lead to the correction of existing weaknesses and assist in the establishment of sound structures and procedures. The statement does not attempt to cover relations with those outside agencies that increasingly are controlling the resources and influencing the patterns of education in our institutions of higher learning: for example, the United States government, state legislatures, state commissions, interstate associations or compacts, and other interinstitutional arrangements. However, it is hoped that the statement will be helpful to these agencies in their consideration of educational matters.

Students are referred to in this statement as an institutional component coordinate in importance with trustees, administrators, and faculty. There is, however, no main section on students. The omission has two causes: (1) the changes now occurring in the status of American students have plainly outdistanced the analysis by the educational community, and an attempt to define the situation without thorough study might prove unfair to student interests, and (2) students do not in fact at present have a significant voice in the government of colleges and universities; it would be unseemly to obscure, by superficial equality of length of statement, what may be a serious lag entitled to separate and full confrontation. The concern for student status felt by the organizations issuing this statement is embodied in a note, "On Student Status," intended to stimulate the educational community to turn its attention to an important need.

This statement was jointly formulated by the American Association of University Professors, the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges (AGB). In October 1966, the board of directors of the ACE took action by which its council "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the institutions which are members of the Council." The Council of the AAUP adopted the statement in October 1966, and the Fifty-third Annual Meeting endorsed it in April 1967. In November 1966, the executive committee of the AGB took action by which that organization also "recognizes the statement as a significant step forward in the clarification of the respective roles of governing boards, faculties, and administrations," and "commends it to the governing boards which are members of the Association." (In April 1990, the Council of the AAUP adopted several changes in language in order to remove gender-specific references from the original text.)

1. Introduction

This statement is a call to mutual understanding regarding the government of colleges and universities. Understanding, based on community of interest and producing joint effort, is essential for at least three reasons. First, the academic institution, public or private, often has become less autonomous; buildings, research, and student tuition are supported by funds over which the college or university exercises a diminishing control. Legislative and executive governmental authorities, at all levels, play a part in the making of important decisions in academic policy. If these voices and forces are to be successfully heard and integrated, the academic institution must be in a position to meet them with its own generally unified view. Second, regard

for the welfare of the institution remains important despite the mobility and interchange of scholars. Third, a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.

2. The Academic Institution: Joint Effort

a. *Preliminary Considerations.* The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.

Joint effort in an academic institution will take a variety of forms appropriate to the kinds of situations encountered. In some instances, an initial exploration or recommendation will be made by the president with consideration by the faculty at a later stage; in other instances, a first and essentially definitive recommendation will be made by the faculty, subject to the endorsement of the president and the governing board. In still others, a substantive contribution can be made when student leaders are responsibly involved in the process. Although the variety of such approaches may be wide, at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

b. *Determination of General Educational Policy.* The general educational policy, i.e., the objectives of an institution and the nature, range, and pace of its efforts, is shaped by the institutional charter or by law, by tradition and historical development, by the present needs of the community of the institution, and by the professional aspirations and standards of those directly involved in its work. Every board will wish to go beyond its formal trustee obligation to conserve the accomplishment of the past and to engage seriously with the future; every faculty will seek to conduct an operation worthy of scholarly standards of learning; every administrative officer will strive to meet his or her charge and to attain the goals of the institution. The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Special considerations may require particular accommodations: (1) a publicly supported institution may be regulated by statutory provisions, and (2) a church-controlled institution may be limited by its charter or bylaws. When such external requirements influence course content and the manner of instruction or research, they impair the educational effectiveness of the institution.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of governing board, administration, and faculty prior to final decision.

c. *Internal Operations of the Institution.* The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or uni-

versity. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources. The board, president, and faculty should all seek agreement on basic decisions regarding buildings and other facilities to be used in the educational work of the institution.

A third area is budgeting. The allocation of resources among competing demands is central in the formal responsibility of the governing board, in the administrative authority of the president, and in the educational function of the faculty. Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections. The function of each component in budgetary matters should be understood by all; the allocation of authority will determine the flow of information and the scope of participation in decisions.

Joint effort of a most critical kind must be taken when an institution chooses a new president. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested. The president should be equally qualified to serve both as the executive officer of the governing board and as the chief academic officer of the institution and the faculty. The president's dual role requires an ability to interpret to board and faculty the educational views and concepts of institutional government of the other. The president should have the confidence of the board and the faculty.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established.[1]

d. *External Relations of the Institution.* Anyone—a member of the governing board, the president or other member of the administration, a member of the faculty, or a member of the student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

It should be noted that only the board speaks legally for the whole institution, although it may delegate responsibility to an agent.

The right of a board member, an administrative officer, a faculty member, or a student to speak on general educational questions or about the administration and operations of the individual's own institution is a part of that person's right as a citizen and should not be abridged by the institution.[2] There exist, of course, legal bounds relating to defamation of character, and there are questions of propriety.

3. The Academic Institution: The Governing Board

The governing board has a special obligation to ensure that the history of the college or university shall serve as a prelude and inspiration to the future. The board helps relate the institution to its chief community: for example, the community college to serve the educational needs of a defined population area or group, the church-controlled college to be cognizant of the announced position of its denomination, and the comprehensive university to discharge the many duties and to accept the appropriate new challenges which are its concern at the several levels of higher education.

The governing board of an institution of higher education in the United States operates, with few exceptions, as the final institutional authority. Private institutions are established by charters; public institutions are established by constitutional or statutory provisions. In private institutions the board is frequently self-perpetuating; in public colleges and universities the present membership of a board may be asked to suggest candidates for appointment. As a whole and individually, when the governing board confronts the problem of succession, serious attention should be given to obtaining properly qualified persons. Where public law calls for election of governing board members, means should be found to ensure the nomination of fully suited persons, and the electorate should be informed of the relevant criteria for board membership.

Since the membership of the board may embrace both individual and collective competence of recognized weight, its advice or help may be sought through established channels by other components of the academic community. The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

One of the governing board's important tasks is to ensure the publication of codified statements that define the overall policies and procedures of the institution under its jurisdiction.

The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution.[3]

4. The Academic Institution: The President

The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and by the nature of the office

is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

5. The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.[4] On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.[5]

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.

On Student Status

When students in American colleges and universities desire to participate responsibly in the government of the institution they attend, their wish should be recognized as a claim to opportunity both for educational experience and for involvement in the affairs of their college or university. Ways should be found to permit significant student participation within the limits of attainable effectiveness. The obstacles to such participation are large and should not be minimized: inexperience, untested capacity, a transitory status which means that present action does not carry with it subsequent responsibility, and the inescapable fact that the other components of the institution are in a position of judgment over the students. It is important to recognize that student needs are strongly related to educational experience, both formal and informal.

Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.

The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.

Notes

1. See the 1940 "Statement of Principles on Academic Freedom and Tenure," AAUP, *Policy Documents and Reports*, 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 "Statement on Procedural Standards in Faculty Dismissal Proceedings," ibid., 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 "Statement" has been endorsed by numerous learned and scientific societies and educational associations.

2. With respect to faculty members, the 1940 "Statement of Principles on Academic Freedom and Tenure" reads: "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution" (*Policy Documents and Reports*, 3–4).

3. Traditionally, governing boards developed within the context of single-campus institutions. In more recent times, governing and coordinating boards have increasingly tended to develop at the multi-campus regional, systemwide, or statewide levels. As influential components of the academic community, these supra-campus bodies bear particular responsibility for protecting the autonomy of individual campuses or institutions under their jurisdiction and for implementing policies of shared responsibility. The American Association of University Professors regards the objectives and practices recommended in the "Statement on Government" as constituting equally appropriate guidelines for such supra-campus bodies, and looks toward continued development of practices that will facilitate application of such guidelines in this new context. [Preceding note adopted by the AAUP's Council in June 1978.]

4. With regard to student admissions, the faculty should have a meaningful role in establishing institutional policies, including the setting of standards for admission, and should be afforded opportunity for oversight of the entire admissions process. [Preceding note adopted by the Council in June 2002.]

5. The American Association of University Professors regards collective bargaining, properly used, as another means of achieving sound academic government. Where there is faculty collective bargaining, the parties should seek to ensure appropriate institutional governance structures which will protect the right of all faculty to participate in institutional governance in accordance with the "Statement on Government." [Preceding note adopted by the Council in June 1978.]

State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

To: Steven Rein
Chair, Academic Senate

Date: June 18, 2012

From: Jeffrey D. Armstrong
President

Copies: K. Enz Finken, E. Smith, D. Wehner, T. Jones, D. Christy, D. Larson, D. Valencia-Laver, P. Bailey

Subject: Response to Academic Senate Resolution AS-748-12
Resolution on Shared Governance

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

Please express my appreciation to the members of the Academic Senate for recognizing the importance of shared governance within the academic community.

State of California
Memorandum

CAL POLY
SAN LUIS OBISPO

To: Steven Rein
Chair, Academic Senate

Date: September 20, 2012

From: Elizabeth Kinsley
Chief of Staff

Copies:

Subject: Academic Senate Resolution AS-748-12

It has come to my attention that President Armstrong's June 18, 2012, response to the above-entitled Academic Senate Resolution was incorrectly addressed to you as chair of the Academic Senate, which was before your term began.

Please consider this memo as acknowledgment that President Armstrong's response should have been addressed to 2011-2012 Academic Senate Chair Rachel Fernflores.

Thank you.

Adopted: June 6, 2017

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

AS-835-17

RESOLUTION ON PROPOSING NEW COURSES OR OTHER CHANGES TO CURRICULA

WHEREAS, The Constitution of the Faculty of the California Polytechnic State University empowers the Academic Senate to "exercise all legislative and advisory powers on behalf of the General Faculty," and that such "legislative powers shall include all educational matters that affect the General Faculty (e.g., curricula, academic personnel policies, and academic standards);"[1] and

WHEREAS, The responsibility of the faculty for the development of curriculum and instruction is a fundamental principle supported by the American Association of University Professors (AAUP) (*Statement on Government of Colleges and Universities*)[2] and the Academic Senate of the CSU (ASCSU) (*Collegiality in the California State University System*, 1985)[3] to name a few; and

WHEREAS, At times it has been necessary to reassert this principle, for example by the ASCSU (*Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, AS-3081-12/FA/AA)[4], and by the Cal Poly Academic Senate (*Resolution on Shared Governance*, AS-748-12)[5]; and

WHEREAS, Current campus procedures establish the workflow for proposing new curricula: the Office of the Registrar states that "Proposals for new courses are developed by faculty and submitted for approval through the Curriculum Management system," (http://registrar.calpoly.edu/course-policies-guidelines#Propose%20a%20New%20), and Academic Senate Bylaws (VIII.I.2b) state that "[t]he Curriculum Committee evaluates curriculum proposals from departments and colleges;" and

WHEREAS, Faculty may welcome input or seek collaborative opportunities with anyone within the campus community, but the responsibility for the curriculum ultimately resides with the General Faculty; therefore be it

RESOLVED: That the faculty reassert and reaffirm that, by virtue of the Constitution of the Faculty, development of curriculum and instruction are the purview of the General Faculty; and be it further

RESOLVED: That all proposals for new courses or other changes to curricula be made through and sponsored by the curriculum committee of the appropriate academic department(s) and associated college(s).

Proposed by: Glen Thorncroft, Senator, CENG
Paul Rinzler, Senator, CLA
Lauren Garner, Senator, CAFES
Date: December 5, 2016
Revised: April 19, 2017

Footnotes:

[1] Constitution of the Faculty and the Bylaws of the Academic Senate, Article III, Section 2.

[2] "When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction." AAUP *Statement on Government of Colleges and Universities*

[3] "Because the university's curriculum is of central concern to the faculty and because faculty have the primary responsibility in curricular decisions, it follows that faculty should have the major voice in academic policy decisions which closely affect the curriculum, access to the curriculum, or the quality of the curriculum." *Collegiality in the California State University System*, Academic Senate of the CSU (1985)

[4] "RESOLVED: That the Academic Senate of the California State University (ASCSU) reassert that the quality of the curriculum for academic credit, including technology-mediated courses and online courses, remain the purview of the faculty individually and collectively…" *Reasserting Faculty Control of Curricula Regardless of Delivery Mode*, CSU Academic Senate, AS-3081-12/FA/AA

[5] "RESOLVED: That the faculty affirm its primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and student educational processes…" *Resolution on Shared Governance*, Cal Poly Academic Senate Resolution AS-748-12

MEMORANDUM

Cal Poly | Office of the President

To: Dustin Stegner
Chair, Academic Senate

From: Jeffrey D. Armstrong
President

Date: October 25, 2017

Copies: K. Enz Finken
M. Pedersen
A. Liddicoat
G. Thorncroft
P. Rinzler
L. Garner

Subject: Response to Academic Senate Resolution AS-835-17
Resolution on Proposing New Courses or Other Changes to Curricula

---

This memo acknowledges receipt of the above-entitled resolution. I want to reiterate that while the development and approval of curriculum is the responsibility of the faculty and Academic Senate, financial support and implementation of curriculum is the responsibility of the administration. While any member of the campus community may propose ideas and content for curriculum, all proposals must be sponsored by an academic department and approved through the formal curricular review and approval process prior to adoption.

Please extend my thanks to the Academic Senate members for their attention to this matter.

Phone: 805-756-6000 | presidentsoffice@calpoly.edu

CAL POLY
SAN LUIS OBISPO

Scheduling Time Patterns

Prime Time = 9 am -3 pm

REMINDER: 50% of scheduled lecture classes should be outside of Prime Time hours

MWF 3 units
(150 min/wk)

MW, WF, MF, TR
2 units
(100 min/wk)

7:10am-8:00am
8:10am-9:00am
9:10am-10:00am
10:10am-11:00am
11:10am-12:00pm
12:10pm-1:00pm
1:10pm-2:00pm
2:10pm-3:00pm
3:10pm-4:00pm
4:10pm-5:00pm
5:10pm-6:00pm
6:10pm-7:00pm
7:10pm-8:00pm
8:10pm-9:00pm

MW, WF, MF 4 units
(220 min/wk)

8:10am-10:00am
10:10am-12:00pm
12:10pm-2:00pm
2:10pm-4:00pm
4:10pm-6:00pm
6:10pm-8:00pm
7:10pm-9:00pm
8:10pm-10:00pm

MW 3 units
(160 min/wk)

7:40am-9:00am
4:10pm-5:30pm
4:40pm-6:00pm
5:10pm-6:30pm
5:40pm-7:00pm
6:10pm-7:30pm
6:40pm-8:00pm
7:10pm-8:30pm
7:40pm-9:00pm
8:10pm-9:30pm

TR 3 units
(160 min/wk)

7:40am-9:00am
8:10am-9:30am
9:40am-11:00am
University Hour
12:10pm-1:30pm
1:40pm-3:00pm
3:10pm-4:30pm
4:10pm-5:30pm
4:40pm-6:00pm
5:10pm-6:30pm
5:40pm-7:00pm
6:10pm-7:30pm
6:40pm-8:00pm
7:10pm-8:30pm
7:40pm-9:00pm
8:10pm-9:30pm
8:40pm-10:00pm

TR 4 units
(220 min/wk)

7:10am-9:00am
9:10am-11:00am
University Hour
12:10pm-2:00pm
2:10pm-4:00pm
4:10pm-6:00pm
5:10pm-7:00pm
6:10pm-8:00pm
7:10pm-9:00pm
8:10pm-10:00pm

LABS
Any day/wk
(3 hrs/wk)

8:10am-11:00am
9:10am-12:00pm
University Hour
12:10pm-3:00pm
3:10pm-6:00pm
6:10pm-9:00pm
7:10pm-10:00pm
*Department space only

Any 4 days/wk
4 units
(200 min/wk)

7:10am-8:00am
8:10am-9:00am
9:10am-10:00am
10:10am-11:00am
11:10am-12:00pm
12:10pm-1:00pm
1:10pm-2:00pm
2:10pm-3:00pm
3:10pm-4:00pm
4:10pm-5:00pm
5:10pm-6:00pm
6:10pm-7:00pm
7:10pm-8:00pm
8:10pm-9:00pm

5 days/wk 5 units
(250 min/wk)

7:10am-8:00am
8:10am-9:00am
9:10am-10:00am
10:10am-11:00am
University Hour
12:10pm-1:00pm
1:10pm-2:00pm
2:10pm-3:00pm
3:10pm-4:00pm
4:10pm-5:00pm
5:10pm-6:00pm
6:10pm-7:00pm
7:10pm-8:00pm
8:10pm-9:00pm

MW/TR 4 units
STUDIO SCHEDULE*

8:10am-9:30am	3:10pm-4:30pm
9:40am-11:00am	4:40pm-6:00pm
12:10pm-1:30pm	6:10pm-7:30pm
1:40pm-3:00pm	7:40pm-9:00pm

Lecture and Lab taught back to back in **studio** pattern. Select two of the above in consecutive pattern. *Must* be in department controlled space.

***Ex. TR 8:10-9:30am (Lect) | TR 9:40-11am (Lab)**

Table 1: Unit of Credits in General Education across the California State University System

GE Area	San Diego	San Jose	Long Beach	San Bernardino	Channel Islands	Los Angeles	Pomona	Bakersfield	Fresno	East Bay	San Francisco	Sonoma State	Sacramento	Northridge	San Marcos	Chico	Fullerton	Dominguez Hills	Stanislaus
A1	0	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
A2	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	5
A3	0	1	0	0	2	0	0	0	0	0	0	19	0	1	0	0	0	0	0
B1	3	15	8	4	8	11	0	0	11	11	4	6	6	2	7	5	3	0	1
B2	0	4	5	3	6	3	0	0	2	4	1	6	2	0	8	5	5	0	0
B3	3	19	0	3	14	14	0	0	0	14	5	8	7	0	11	10	8	0	0
B4	5	5	5	1	4	6	10	2	2	2	4	14	5	9	3	6	4	6	5
UDB	0	2	5	0	3	0	0	0	0	7	2	4	0	0	0	0	1	0	0
C1	0	2	0	0	0	0	0	0	3	8	0	17	0	0	2	0	0	0	0
C2	58	25	60	1	13	18	0	0	21	13	26	51	11	22	12	41	29	0	30
UDC	5	0	2	0	0	0	0	0	6	17	2	51	0	0	0	0	0	0	1
D	0	6	0	0	0	0	0	0	0	5	1	12	0	0	2	0	0	0	0
UDD	0	0	0	0	0	0	0	0	1	13	34	10	0	0	0	0	0	0	4
E	0	0	0	0	1	0	0	0	0	0	0	3	0	0	1	0	0	0	2
F	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0

Columns indicate the number of GE courses that are 4 semester units or higher

Adopted: March 25, 2021

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

AS-922-21

RESOLUTION ON HOW CREDIT HOUR POLICY ADHERENCE IS ASSESSED AND ASSURED

Impact on Existing Policy[i]:

(1) This resolution does not change existing credit hour policy, but does formalize and routinize program-, college-, and university-level policies and processes that communicate and ensure the application of credit hour policy as specified by the federal government, WSCUC, and CSU.

(2) This resolution cites AS-838-17 "Resolution on Review of Courses with Condensed Time Schedules" and AS-896-20 "Resolution on Online Teaching and Learning" but does not supersede or rescind them.

WHEREAS, the California State University uses the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement and that is also consistent with requirements of our accreditor, the WASC Senior College and University Commission (WSCUC); and

WHEREAS, Cal Poly will host a WSCUC Accreditation site visit in April 2022; and

WHEREAS, WSCUC's Credit Hour Policy (revised November 2020) states that peer review teams will now examine documentation on
"1. The adoption of a policy on credit hour for all courses and programs at the institution.
2. The processes the institution employs to review periodically the application of its policy on credit hour across the institution to assure that credit hour assignments are accurate, reliable, and consistently applied;" and

WHEREAS, a CSU Chancellor's Office memo of December 2020 states that
"For purposes of accreditation, all CSU campuses are required to develop, communicate and implement procedures for regular, periodic review of this credit hour policy to ensure that credit hour assignments are accurate, reliable and consistently applied;" and

WHEREAS, this same CSU memo continues, "Campuses will be responsible (effective summer 2021) for publishing a clearly stated practice or process that ensures they are in compliance with the student credit hour definition;" and

WHEREAS, AS-838-17 "Resolution on Review of Courses with Condensed Time Schedules" helps explicate and apply credit hour policy to courses offered outside of the conventional ten-week quarter format; and

WHEREAS, AS-896-20 "Resolution on Online Teaching and Learning" helps to clarify how credit hour equivalents can be calculated for all modes of face-to-face and online course delivery; and

WHEREAS, the curricular review process as supervised by the faculty and the course scheduling process as instituted quarterly by the Office of the Registrar both provide a rigorous assurance of the credit hour policy; therefore be it

RESOLVED: Cal Poly updates and unifies its credit hour policy as per the attached "Statement on Credit Hour Policy Assessment and Assurance (proposed May 2021)."

Proposed by: Office of Academic Programs and Planning, Academic Senate Curriculum Committee
Date: May 11, 2021

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

Statement on Credit Hour Policy Assessment and Assurance

Historically, the CSU has used the equivalent of the Carnegie Unit for measuring and awarding academic credit that represents student work and achievement. The credit hour measure has also been consistent with requirements of the accreditor, the WASC Senior College and University Commission.

Federal law requires all accredited institutions to comply with the federal definition of the credit hour. CSU policy is consistent with this federal definition, and states that:

> [F]or all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
>
> 1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
>
> 2. at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."
>
> As in the past, a credit hour is assumed to be a 50-minute (not 60-minute) period.[1]

Credit hours, classroom time, and minimum expectations for out-of-class work correspond to different course modes as follows:

Course Mode	Weekly hours of classroom or direct faculty instruction per unit	Weekly minimum hours of out-of-class student work per unit
Lecture/Seminar	1	2
Activity	2	1
Laboratory	3	0

[1] From CSU memo AA 2011-14: "CSU Definition of Credit Hour" (revised October 2011), most of which is posted on the Academic Programs and Planning "Definition of a Credit Hour" page, in the Cal Poly Catalog in the "About the Catalog" section, and in Campus Administrative Policies 210.5 ("Credit Hour Definition"). The entire memorandum is also enclosed in Academic Senate Resolution AS-838-17 ("Resolution on Review of Courses with Condensed Time Schedules").

Courses offered in shorter time frames (less than ten weeks) must provide the equivalent required number of classroom or contact hours.

The credit hour policy applies to all instructional modes and modalities, as well as to courses at the bachelor's and master's levels.

Review Processes. The application of this policy across the institution, to ensure that credit hour assignments are accurate, reliable, appropriate to the degree level, and conforming to commonly accepted practices in higher education, is assured by the following existing review processes:

- the New Course Proposal form, which, in order to "maintain accreditation standards and quality curricular control," asks the proposer to specify the number of hours of face-to-face, direct synchronous, and/or asynchronous instruction, and the number of hours of out-of-class work;
- the curricular review process as supervised by the faculty, in which the approval of any course includes evaluations by the department, college, and Academic Senate curriculum committees of the course credit hours assigned;
- the course scheduling process as instituted quarterly by the Office of the Registrar, which specifically checks and confirms the correspondence between credit hour assignment and class meeting times.

Faculty are encouraged to acknowledge this policy in course syllabi so that students understand conventional expectations for work outside the classroom.

Departments are encouraged to design their own policies for the review of current courses and their adherence to credit hour policy.

Sources.

Academic Senate Resolution AS-838-17: "Resolution on Review of Courses with Condensed Time Schedules."

Academic Senate Resolution AS-896-20: "Resolution on Online Teaching and Learning."

California State University Coded Memorandum AA 2011-14: "CSU Definition of Credit Hour" (revised October 2011).

California State University Office of the Chancellor, "Update to Federal Definition of the Student Credit Hour," official memorandum (December 21, 2020).

WSCUC (WASC Senior College and University Commission), "Credit Hour Policy" (revised November 2020).

OFFICE OF THE PRESIDENT

MEMORANDUM

To: Thomas Gutierrez
Chair, Academic Senate

From: Jeffery D. Armstrong
President

Jeffrey O. Armstrong

Date: June 7, 2021

Copies: Cynthia Jackson-Elmoore
Al Liddicoat
Amy Fleischer
Andy Thulin
Bruno Giberti
Cem Sunata
Christine Theodoropoulos
Dean Wendt
Gregory Bohr
Philip Williams

Subject: Response to AS-922-21 Resolution on How Credit Hour Policy Adherence is Assessed and Assured

---

By way of this memo, I acknowledge and approve the above-entitled Academic Senate resolution. I thank all who were involved with this effort to promptly update and unify Cal Poly's credit hour policy in response to WSCUC policy and CSU direction. The collaboration between the Academic Senate Curriculum Committee and the office of Academic Programs and Planning is an exemplar of effective shared governance.

Please extend my thanks to the members of the Academic Senate for their attention to this important matter.

Adopted:

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

AS-___-22

RESOLUTION ON TIMELY ADOPTION OF COURSEWARE IN SUPPORT OF AFFORDABILITY AND TRANSPARENCY

Impact on Existing Policy: Formalizes change in deadline for ordering course materials.

WHEREAS, Academic Senate Resolution AS-654-07 specifies deadlines for ordering course materials; and

WHEREAS, AS-654-07 specifies that departments are required to inform the university bookstore of textbook and coursepack selections for all courses requiring textbooks or coursepacks at least six weeks prior to the start of the academic term; and

WHEREAS, In 2008, the Higher Education Opportunities Act (HEOA) was signed into federal law; and

WHEREAS, The text of the HEOA states: “To the maximum extent practicable, each institution of higher education receiving federal financial assistance shall....Disclose, on the institution’s internet course schedule and in a manner of the institution’s choosing, the ISBN (International Standard Book Number) and retail price information of required and recommended [course materials] for each course listed in the institution’s course schedule used for preregistration and registration purposes.”; and

WHEREAS, The CSU Chancellor’s Office has restated the expectation that “Campuses are to provide students access to course material information and costs associated with the schedule of classes for each term, no later than the first date of registration. These requirements are, as noted in the HEOA, ‘To ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials.’”; and

WHEREAS, Complying with the HEOA requirements is a condition for the CSU receiving student financial aid from the Federal government; and

WHEREAS, Complying with the HEOA contributes to Cal Poly's commitment to diversity, equity and inclusion; therefore be it

RESOLVED: Deadlines for ordering course materials shall comply with the HEOA, which supersedes the language of AS-654-07; and

RESOLVED: That by January 15 each year the Registrar's Office should notify all faculty and the university bookstore of the course material adoption deadlines for all terms of the approaching academic year, and be it further

RESOLVED: That the provost or designee will compile, each term, a report detailing that term's timely adoption rates by each department and send that report to all college deans, department chairs, and department heads.

Proposed by the Academic Senate Instruction Committee
Date: April 14, 2022

Adopted:

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

AS-___-22

RESOLUTION ON Cal Poly Values

Impact on Existing Policy: None

WHEREAS, Cal Poly has many official statements via consultative shared governance processes and approved of by the President that should guide the actions of individuals and campus units such as the Mission Statement, Mustang Way; and

WHEREAS, some past controversies where there has been disagreement between students, faculty, staff, auxiliaries, and the administration, such as investments in companies that are not carbon neutral, Chick-Fil-A™, and the like have either not been resolved or have been resolved in ways that may not appear ethically consistent with other campus decisions; and

WHEREAS, one-off approaches are not adequate; and

WHEREAS, to move forward with the confidence comes only from a principled consistency between our values and our actions; and

WHEREAS, there may be a set of ethical values we can distill from past senate and ASI resolutions supported by the President as well as public statements about values commitments from the President's office; therefore be it

RESOLVED, that the Academic Senate understands that these ethical questions are important; and be it further

RESOLVED, that an Ad Hoc Cal Poly Values Committee be created to study ethical principles related to financial, investment, funding, and other decisions and that the committee consist of:

- A Chair to be appointed by the Chair of the Academic Senate
- A faculty member with robust publication record in ethics and/or who has an established track record of consulting with industry on ethical issues

- one representative from each of the Executive, Diversity, Faculty Affairs, Instruction, Sustainability, RSCA, and Budget and Long-Range Planning Committees
- one representative from each Student Affairs, Academic Affairs, AFD, the President's Office
- one representative from each the Cal Poly Corporation and Foundation
- three Student representatives, appointed by ASI;

and be it further

RESOLVED, that if the committee is to meet over the Summer, the Academic Senate request the President provide a stipend of $1000-2000 for the estimated 10-20 hours of work for each faculty and student committee member; and be it further

RESOLVED, that the Ad Hoc Cal Poly Values Committee generate a report with a set of recommendations for the President, ASI, and the Academic Senate, that the report should include but not be limited to:

- considering a standing ethics committee
- suggesting a process for review of ethical questions that came up during the previous academic year and considering questions that will likely come up in the near-term
- developing a process and guidelines for handling ethical issues
- a proposal for revising these recommendation as needed

and that this Ad Hoc Committee propose a resolution on the matter to the Academic Senate Executive Committee by September 2022

- A list of areas where principled disagreement may still be the best we can do at this time.

Proposed by: Budget and Long Range Planning Committee
Date: April 19, 2022

CAL POLY
Commencement

Date: May 2, 2022

To: Academic Senate Executive Committee

From: Keith Humphrey, Vice President for Student Affairs
Tessa Espinoza, Sr. Director for External Relations and Director of Development for Student Affairs

Re: Process for selecting new Grand Marshals for commencement exercises and presentation of potential nominations for a third Grand Marshal

---

Grand Marshals for Commencement play a critical leadership role in representing the faculty and academic colleges in commencement exercises. The Grand Marshals serve on both the Commencement Operations Committee and the Commencement Policy Committee and offer guidance and support to the Commencement staff in recruiting faculty participants and College Marshals for all events.

Grand Marshals do not have term lengths and often serve for many years. Currently, there are two Grand Marshals serving, Camille O'Bryant and Christopher (Chip) Appel. Given the current model where each academic college has its own ceremony in the stadium, the need has become evident for three Grand Marshals to assist with various functions. With a third Grand Marshal, the responsibility of attending all 6 ceremonies can be shared. This year in particular, a third Grand Marshal would be helpful as Chip Appel is overseas on sabbatical.

We ask that the Academic Senate Executive Committee provide feedback on a set of Grand Marshal nominees and offer suggestions for additional names to be considered. With recommendations and feedback from the AS Executive Committee in mind, VP Humphrey and the Commencement team will contact nominees to discuss the opportunity.

MARSHAL RESPONSIBILITIES

The specific roles and responsibilities of each Marshal are as follows (these functions are aligned with single-college ceremonies):

3-4 Weeks before Commencement

- Grand Marshals
    - Attend Commencement Operations Committee meetings and meet separately with Commencement staff to review event details, expectations, and any ceremony changes.
    - The Commencement office solicits names of college marshals and assistant marshals from each college – Grand Marshals assist with tracking assigned college marshals, offering guidance and answering preliminary questions about their participation.

1-2 Weeks before Commencement

- Grand Marshals
    - Remind and encourage faculty to participate in the ceremonies.
    - Remind College marshals to review Canvas course materials and attend the walk-through rehearsal the day prior to commencement.
    - Provide guidance and offer support in concert with Commencement management to the Assistant and College Marshals surrounding their involvement in the stadium including arrival timing, processional expectations, seating arrangements, on-stage participation in name reading process.
    - Provide guidance to colleges around faculty participation in the events.

Before the Ceremony

- Grand Marshals
    - Arrive to the President's home 90 minutes prior to ceremony for the reception.
    - 45 minutes prior to the ceremony start, move to the Alumni House conference room for the regalia robing.
    - 20 minutes prior to the ceremony, begin walking with the platform party down to the stadium, referencing the platform party processional chart for the marching order.

During the Ceremony

- When all faculty have been seated, the platform party begins their march down the aisle to the stage. Grand Marshal(s) carry flags at front of platform party lines, immediately behind the mace bearer.
- Flag catchers take the flags from the Grand Marshal(s) prior to the stage ramp and place flags on stands. Platform party is seated on stage in assigned seats.
- Grand Marshals – hand the certificates to the President and Provost
    - If only one Grand Marshal is available during a ceremony, the Chair of the Academic Senate steps forward to assist with handing out certificates

MARSHAL SELECTION

Below is a list of nominees that were provided by our current Grand Marshals, Camille O'Bryant and Chip Appel. Please offer feedback on the following list, advising on names to be omitted or new recommendations not listed so that we have time to train and onboard prior to June ceremonies.

- Andrew Schaffner – CSM: has been grand marshal before
- Michael Whitt – CENG: attends commencement quite frequently and has been helping as a college marshal the past few years
- Ken Hillers – CSM: has been a great college marshal for CSM
- Ashley McDonald – CSM: has a great voice and presence, has been college marshal for CSM
- Kate Murphy – CLA: has attended frequently and served as a college marshal
- Liz Thompson – CENG: someone who has a solid presence and people will follow her directions
- Jim Prince – CAFES: has been a college marshal multiple times