I. **Minutes:** January 28, 2020 minutes (pp. 2-3)

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

III. **Reports:**
A. Academic Senate Chair: None
B. President’s Office: None
C. Provost: None
D. Vice President for Student Affairs:
E. Statewide Senate: (p. 4)
F. CFA: (p. 5)
G. ASI: (p. 6)

IV. **Consent Agenda**

<table>
<thead>
<tr>
<th>Course Number/Name</th>
<th>ASCC Recommendation(s)/Other</th>
<th>Academic Senate</th>
<th>Effect Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 771 Selected Advanced Laboratory (1-4)</td>
<td>Recommended for approval 12/5/19</td>
<td>On 2/11/20 consent agenda</td>
<td></td>
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<tr>
<td>CE 403 Civil Engineering Design Competition (1)</td>
<td>Recommended 10/31/19, additional information requested from department</td>
<td>On 1/28/20 consent agenda</td>
<td></td>
</tr>
<tr>
<td>GSA 545 Applied Accounting Research and Communications (4)</td>
<td>Recommended for approval 12/17/19</td>
<td>On 2/11/20 consent agenda</td>
<td></td>
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<tr>
<td>GSB 516 Strategic Marketing Analytics (4)</td>
<td>Recommended and reccomended for approval 12/17/19</td>
<td>On 1/28/20 consent agenda</td>
<td></td>
</tr>
<tr>
<td>LS 255 Children’s Literature in a Diverse Society (4)</td>
<td>Recommended and reccomended for approval 12/17/19</td>
<td>On 2/11/20 consent agenda</td>
<td></td>
</tr>
</tbody>
</table>

V. **Special Reports:**
A. **[TIME CERTAIN 4:40 p.m.] 2-Year Housing Requirement Implantation:** Jo Campbell, Executive Director of University Housing (pp. 7-10)

VI. **Business Items:**
A. **Resolution on University Faculty Personnel Policies Subchapter 12.2: Office Hours:** Ken Brown, Academic senate Faculty Affairs Committee, first reading (pp. 11-18)
B. **Resolution on Subject Area Guidelines (II) for General Education 2020:** Gary Laver, GE Governance Board, second reading (pp. 19-33)
C. **[TIME CERTAIN 4:00 p.m.] Resolution on Adding a Sustainability Catalog Option to Schedule Builder:** David Bruan, Academic Senate Sustainability Committee Chair, second reading (pp. 34-35)
D. **Resolution on University Faculty Personnel Policies Subchapter 6.3: Post-Tenure Faculty Evaluation Pattern:** Ken Brown, Faculty Affairs Committee, first reading (pp. 36-42)

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

VIII. **Adjournment:**
Meeting of the Academic Senate  
Tuesday, January 28, 2020  
UU 220, 3:10 to 5:00 pm

I. Minutes: M/S/P to approve the January 14, 2020 Academic Senate meeting minutes.

II. Communication(s) and Announcement(s): None.

III. Reports:
A. Academic Senate Chair: Dustin Stegner, Academic Senate chair, updated the group on the year-round task force, in which he cochairs with Brian Tietje. The task force has been divided into three subcategories each focusing on either: curriculum and concept, fiscal matters, or operational continuity. This group will be gathering consultative information and presenting it to President Armstrong on February 14, 2020.

B. President’s Office: Jessica Darin, Associate Vice President and Chief of Staff from the Office of the President, updated the Senate on the current efforts the University has taken to inform students and faculty who have traveled to China on the symptoms and resources for the Corona virus. Provost searches are still underway and finalist are to be identified by late March. The Vice President for Development search is expected to start in March as well. She also announced that the State of the CSU was made public on January 29, 2020. The Chancellor search is still underway and forums have been held across the state. Darin also congratulated Brian Self was presented the CSU’s Outstanding Faculty Teaching Award. The article about his achievements can be found at: https://calpolynews.calpoly.edu/news_releases/2020/january/self_award

C. Provost: Mary Pedersen, Interim Provost, announced that enrollment management is working on setting numbers for next year’s enrollment as numbers are to increase slightly due to the graduation rates this year.

D. Vice President for Student Affairs: Keith Humphrey, Vice President for Student Affairs, announced that Spike Lee will be visiting campus on February 10th and will be hosting a moderated discussion that is open to both students and faculty. He also encouraged the body to promote and attend the Change the Status Quo Social Justice Leadership Conference on February 29, 2020. Lastly, he read an official statement on the corona virus to the Senate.

E. Statewide Senate: Gary Laver, Statewide Academic Senator, gave updates to the Governor Newsom’s proposed budget. He also informed the group that the Council of Library Deans will be changing the subheading “alien” to “non-citizen” and the subheading “illegal aliens” to “undocumented immigrants”. This is a change they hope to see implemented in the Library of Congress as well. Steve Rein, Statewide Academic Senator, announced that the board is not in support of Assembly Bill 1460 for an ethnic studies requirement.

F. CFA: Lewis Call, CFA President, Announced that the CFA bargaining proposal is now available to the public and can be found at: https://www.calfac.org/sites/main/files/file-attachments/cfa_sunshine_proposal_final.pdf

G. ASI: Mark Borges, ASI President, updated the group on some of the events happening on campus such as Outdoor Sustainability Week and Be Present Week. He also announced there will be advocacy efforts on campus as changes to Title IX will be released soon. He also asked the Senate to encourage students to participate in student government as applications for ASI president and Board of Directors are now open.
IV. Special Reports:
A. OUDI Inclusive Excellence Update: Dr. Jozi DeLeon, VP for University Diversity and Inclusion, gave a report on updates to the CPX initiative. This report can be found at: https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/Presentation%20to%20Academic%20Senate%20-%20Thursday%2C%20January%2030%2C%202020-2-2.pdf

B. Registrar’s Update: Cem Sunata, Registrar, updated the group on changes to registration as the University is transitioning away from PolyPlanner and PASS.

V. Consent Agenda:

<table>
<thead>
<tr>
<th>Program Name or Course Number, Title</th>
<th>ASCC recommendation/Other</th>
<th>Academic Senate</th>
<th>Provost</th>
<th>Term Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>CE 403 Civil Engineering Design Competition (1), 1 laboratory</td>
<td>Reviewed 10/31/19; additional information requested from department.</td>
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<td>Reviewed 12/5/19; additional information requested from department.</td>
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<td>Recommended for approval 12/7/19.</td>
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VI. Business Items:
A. Resolution on University Faculty Personnel Polices Subchapter 12.2: Office Hours: Ken Brown, Faculty Affairs Committee Chair, presented a resolution that created subchapter 12.2: Office Hours for the University Faculty Personnel Policy. This resolution will return in first reading status at the next Academic Senate meeting.

B. Resolution on Subject Area Guidelines (II) for General Education 2020: Gary Laver, GE Governance Board, Gary Laver, GE Governance Board Chair, presented a resolution establishing new guidelines for Areas C, D and E general education courses for the 2020-2021 and subsequent catalogs that reflect EO 1100. This resolution will return in first reading status at the next Academic Senate meeting.

C. Resolution on Adding a Sustainability Catalog Option to Schedule Builder: David Braun, Sustainability Committee Chair, introduced a resolution that would introduce a new feature to Schedule Builder to allow users to specifically search for SUSCAT classes, or classes that deal with sustainability. This resolution will return in second reading status next Academic Senate meeting.

VI. Discussion Item(s): None.

VIII. Adjournment: 5:00 pm

Submitted by,
Francesca Tiesi
Academic Senate Student Assistant

805-756-1258 -- academicsenate.calpoly.edu
Statewide Senate Report for February 11, 2020

The Chancellor’s Office is soliciting feedback from CSU campuses on the recent Academic Senate CSU recommendation for the implementation of a CSU Ethnic Studies Requirement
CFA SLO sent an e-mail to update faculty about the Fall Quarter traffic stop that we reported as an incident of possible discrimination. Cal Poly's Office of Equal Opportunity (OEO) has begun an investigation into the incident, in cooperation with the California Attorney General's office. OEO has confirmed that the investigation is proceeding according to the process outlined in our Collective Bargaining Agreement.

CFA leaders presented CFA's initial bargaining proposals to the CSU Board of Trustees at the Jan. 28-29 BoT meeting. CFA's proposals, along with the CSU's initial proposals, are available here: https://www.calfac.org/headline/cfa-presents-initial-bargaining-proposals-management
Be the VOICE
2020-21 ASI ELECTIONS
STUDENTS FOR STUDENTS

ASI President & ASI Board of Directors
CANDIDATE FILING
Feb. 3 at 8am - Feb. 21 at 4pm
bit.ly/ASI Elections 20-21

FEB 6
Candidate Information Booth
Thursday, Feb. 6 | 11am
Dexter Lawn

FEB 12
Candidate Information Session
Wednesday, Feb. 12 | 6pm
Cal Poly Recreation Center
Training Room

FEB 18
Candidate Information Booth
Tuesday, Feb. 18 | 11am
University Union Plaza

FEB 19
ASI Board of Directors Meeting
Open House
Wednesday, Feb. 19 | 4:30pm
University Union Room 220

FEB 20
Candidate Information Session
Thursday, Feb. 20 | 11am
University Union Room 221

Scan for all
ASI Elections info!
THE FUTURE OF UNIVERSITY HOUSING

GOALS:

» House all first- and second-year students
» Incorporate more academic and support services
» Diversify housing options
» Provide a diverse and engaging residential experience where students thrive

With roughly 8,000 residents and 5,500 acres, Cal Poly is the CSU’s largest residential university. More than four walls and a bed, University Housing endeavors to design residential communities that complement the classroom — with services and amenities that help students connect, collaborate and realize their academic goals. To serve Cal Poly’s student population, University Housing seeks to modernize and expand its campus housing options. yakən`u, which opened in fall 2018, sets a new standard for campus living, and we intend to continue to create communities that students are excited to be a part of.

BUILDING STUDENT-CENTERED COMMUNITIES
Campus housing should be driven by the needs of students. As Cal Poly plans for the future, we draw inspiration from inclusive, innovative, student-centered designs from top universities across the nation.

MULTI-USE SPACES FOR ACADEMIC AND STUDENT EXPERIENCE SUPPORT

Northeastern University, Seattle
College at Brockport
Portland State University
SUITE-STYLE OPTIONS

Full suite with shared bathroom and living area: College of Wooster

Semi-suite with shared bathroom: West Chester University

RETAIL AND OUTDOOR AMENITIES

University of Kentucky

UC San Diego

FOCUS ON WELLNESS

Integrated dining: St. Louis University

Brigham Young University
To provide all Mustangs with the campus living experience, Cal Poly implemented a first-year residential requirement in 2016. The Campus Master Plan established a goal of housing 65% of students on campus by 2035, at the latest. As we move toward that goal, the University will be implementing a two-year requirement for their students.

TIMELINE
Currently, Cal Poly Scholars and Student-athletes live on campus for two years. The Colleges will be shifting to two-year housing programs for first-year students admitted as early as 2020. As we house more second-year students, there will be fewer spaces for transfers and other continuing students until more housing complexes are built.

FUTURE TWO-YEAR HOUSING IMPLEMENTATION OPTIONS

<table>
<thead>
<tr>
<th>THREE-YEAR PLAN</th>
<th>THREE-YEAR PLAN (alternate)</th>
<th>TWO-YEAR PLAN</th>
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<tbody>
<tr>
<td>Admitted 2020</td>
<td>Admitted 2020</td>
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<tr>
<td>STUDENT-ATHLETES</td>
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<td>CAL POLY SCHOLARS</td>
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<td>CAFES</td>
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In 2019, the College of Architecture and Environmental Design (CAED) became the first College to commit to a two-year requirement for first-years admitted in 2020. 98.6% of CAED students who lived on campus for their first two years continued as Cal Poly students for a third year — as opposed to 90% who only lived on campus for one year. Ultimately, Housing’s primary goal is to help residents reach their own goals: a well-earned cap, gown, and diploma.
BENEFITS
Residents of campus housing enjoy flexible lease agreements and 24/7 support not readily available elsewhere in the local college housing market. Living in University Housing gets you:

2 RETENTION
Students are retained at a significantly higher level than students who live off campus as sophomores

3 INCLUSION
Inclusive communities create a sense of belonging for individuals from different identities and backgrounds

4 NO HASSLE
Friendly, no-hassle service for facilities maintenance and computing support

5 SUPPORT
Tutoring, academic support, and student-centered events

6 24/7 ACCESS
After-hours staff support, including weekends and holidays, to assist with roommate conflicts, needed medical attention, etc.

7 PROTECTION
Residents won’t incur extra costs in case a roommate misses rent or moves out

8 FLEXIBILITY
Flexibility to cancel without penalty for academic reasons (graduation, study abroad, internship, co-op)

EXEMPTIONS
As we commit to housing more students on campus within our current facilities, we will be implementing an expanded exemption policy for second-year students including:

- Current active or military veterans
- Married, domestically partnered students and/or those having legally dependent children
- Students with independent student status or are 21 years of age or older
- Medical and disability circumstances (exemption requests will be forwarded to the Disability Resource Center for review and approval)
- Students who live locally with a parent or guardian (verified by high school graduation location)
- Other special circumstances that impact the student or University in ways that cannot be remedied, i.e. financial hardship (financial exemptions will be forwarded to Financial Aid for review and approval)

Students can request an exemption through the Cal Poly Portal when the Continuing Student Housing Application opens in winter quarter. An exemption for the second-year must be submitted even if you were approved for a first-year exemption.

PLANNED IMPROVEMENTS
With the inclusion of double-suites in campus apartments, we anticipate being able to house all first- and second-year students in our existing communities. Here are some space and program improvements we are considering to enhance amenities and support student success and retention.

- Adding tutoring, lecture, and advising spaces
- Integrating office spaces for advisors
- Creating innovative learning commons and study nooks
- Updating carpet, flooring, and cabinetry
- Optimizing outdoor spaces
- Adding ceiling fans to apartment bedrooms
- Installing additional bike lockers
RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 12.2: OFFICE HOURS

Impact on Existing Policy: The policy enacted by this resolution supersedes CAM 370.2, established by AS-91-80. Further details about its impact on existing policy is described in the attached report.\(^1\)

WHEREAS, Cal Poly’s office hour policy was last updated in 1980; and

WHEREAS, Office hours in the form of regularly scheduled, direct, and immediate interaction with students remains integral to Cal Poly’s instructional mission; and

WHEREAS, Improvements in online communication with students has reduced some of the need for office hours; and

WHEREAS, Online and hybrid forms of course delivery especially warrant the use of synchronous online modes of office hours; and

WHEREAS, Online directories of office hours and teaching schedules facilitate the communication of office hour availability to students and the rest of the university community; and

WHEREAS, Office hour policies should be flexible to accommodate for varying needs of instructors and differences in the ways faculty interact with students in various instructional settings across the university; therefore be it

RESOLVED: The office hour policy contained in the attached report “Proposed Subchapter of University Faculty Personnel Policies Document: SUBCHAPTER 12.2: Office Hours” be established as Subchapter 12.2: Office Hours of UFPP, and be it further
RESOLVED: Colleges revise chapter 12 of their personnel policy documents by Fall 2020 to include office hours suited to the needs of their faculty and the students they serve, and be it further.

RESOLVED: Colleges and departments seek guidance from the Center for Teaching and Learning (CTLT) about best practices for the holding of online office hours, and be it further.

RESOLVED: Cal Poly establish a readily accessible online directory allowing the university community to access faculty teaching and office hour schedules.

Proposed by: Academic Senate Faculty Affairs Committee
Date: [Sometime in 2020]

---

1 (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.
The Academic Senate Faculty Affairs Committee (FAC) is a standing Senate committee with representation from each college, the library and professional consultative services, Academic Affairs, and a student representative. FAC employs a streamlined process for Academic Senate approval of personnel policies which specifies the nature of consultation with faculty affected by proposed changes and provides a clear accounting of which policy documents have been superseded by the proposed change. FAC has used this process to construct a new University Faculty Personnel Policies (UFPP) document and is now employing the same process to revise or create new personnel policies and place them in UFPP on an as-needed basis.

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

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

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

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

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

## Summary of subchapter 12.2: Office Hours

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

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

Impact on Existing Policy

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

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

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

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

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

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

This statement is located here:

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

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

This statement about office hours is located here:

Faculty Affairs Committee, Fall 2019
The current university office hour policy predates the proliferation of online communication by many years. Online communication has relieved some of the need for in-person contact in office hours. The Academic Senate offers this interpretation of office hours in its remarks on the university office hour policy on its FAQ webpage after quoting the original CAM office hour policy:

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

This Academic Senate statement about office hours is located here:

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

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

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

Implementation

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

Colleges need to formulate office hour policies. Any college with formulated and published office hour policies must consider whether their office hour policies are inconsistent with the new university policy. Any inconsistency with university policy must be resolved in their new office hour policy. College level office hour policies would be in Chapter 12 of the college personnel policy documents,
and would be subject to approval the same way that any personnel policy is approved as per UFPP 1.5.5 and 1.5.6.

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

What follows is the proposed text of subchapter 12.2...
12.2. Office Hours

12.2.1. [CITATION OF FOUNDATIONAL SENATE ACTION] This policy supersedes the previous university policy on office hours originally in CAM 370.2.

12.2.2. Cal Poly’s Educational Mission: “Cal Poly is committed to excellence in teaching and learning. In all disciplines, we seek to provide a student-centered, learner-focused education, facilitated by a low student-teacher ratio in classes conducted primarily by full-time, regular faculty. The cornerstone of our educational philosophy is our commitment to Learn by Doing whereby classroom instruction is complemented by practical, hands-on learning in the laboratory, the studio, and the field.” (Cal Poly Catalog)

12.2.3. One-on-one, direct, personal engagement between students and their instructors and faculty advisors in regularly scheduled office hours is a vital means of contributing to the student-centered mission of Cal Poly.

12.2.4. Asynchronous communication (e.g. email) with students and ad hoc appointments to meet with students are expected normal instructional duties distinct from scheduled office hours.

12.2.5. An office hour is one credit hour (i.e. 50 minutes) of regularly scheduled time for faculty to be available to meet in a regularly scheduled location.

12.2.6. Faculty with instructional assignments shall hold scheduled office hours scaled to their instructional assignments. Scheduled office hours should be held during the days and times when classes are normally scheduled, distributed across days and at times suited to the needs of students. During final exam week office hours may be rescheduled as necessary, and should be suited to the needs of the students served in the instructional assignment.

12.2.7. Colleges that assign duties warranting the holding of office hours shall include office hour policies in their personnel policies documents.

12.2.8. Scheduled instructional office hours

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

<table>
<thead>
<tr>
<th>Instructional WTU</th>
<th>Lecturer</th>
<th>Tenure-Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 0 up to and including 4</td>
<td>1 office hour</td>
<td>2 office hours</td>
</tr>
<tr>
<td>&gt; 4 up to and including 8</td>
<td>2 office hours</td>
<td>3 office hours</td>
</tr>
<tr>
<td>&gt; 8 up to and including 12</td>
<td>3 office hours</td>
<td>4 office hours</td>
</tr>
<tr>
<td>&gt; 12</td>
<td>4 office hours</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

12.2.9. Scheduled advising office hours

12.2.9.1. Assigned time for advising duties may have an amount of office hours defined as part of the advising function. Any advising office hours attached to assigned time shall be determined by the instructional unit that issues the assigned time and
specified in the assignment. Office hours for advising duties earning assigned time contribute to the total office hour obligation of the faculty member.

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

12.2.10. **Mode of office hours**

12.2.10.1. Scheduled office hours should be congruent with the mode of engagement with students for the instructional or advising function that requires the scheduling of the office hours.

12.2.10.2. For normal classroom instruction, scheduled office hours should be held in-person in the faculty member’s office. Faculty with more than one scheduled office hour may hold up to one office hour conducted in a synchronous online mode suited to the nature of the engagement with the affected students.

12.2.10.3. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students.

12.2.10.4. Hybrid courses may warrant an appropriate combination of in-person and synchronous online office hours.

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

12.2.11. **Notification**

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

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

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

12.2.12. **Exceptions**

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

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

12.2.12.3. Exceptions should be temporary and specific.

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

12.2.12.5. Colleges and departments with standing needs that deviate from university policy should treat those needs as a basis for asking the Academic Senate Faculty Affairs Committee to revisit university level office hour policies.
WHEREAS, Cal Poly’s Academic Senate has approved the *Template for General Education 2020*; and

WHEREAS, Implementation of the new *Template* requires the establishment of course criteria and educational objectives for all General Education courses; therefore, be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached *Subject Area Guidelines* covering Areas C, D, and E in the *Template for General Education 2020*; and be it further

RESOLVED: That these *Guidelines* be used for the review and implementation of pre-existing and proposed General Education courses from Areas C, D, and E within the 2020–2021 and subsequent catalogs.

Proposed by: General Education Governance Board
Date: November 20, 2019
General Education

The General Education program is compliant with CSU requirements and is uniquely tailored to our comprehensive polytechnic education. At Cal Poly all curriculum, including general education curriculum, is designed and taught by faculty with appropriate training and disciplinary expertise. Educational objectives are expectations for student learning, achievement of which can be periodically assessed. Course criteria are expectations for course design that will be used in the consideration of the course proposal, course modifications, and course renewal. Educational objectives and course criteria for general education subject areas are included below. General education class instruction includes the opportunity for skill acquisition, development, evaluation, and self-reflection.

Arts and Humanities Lower-Division Courses Introduction

Area C

In Area C students explore the human condition as expressed in literature, philosophy, and the arts. Courses in this area expose students to broad achievements in the arts and humanities that changed and/or continue to change how we understand ourselves emotionally, intellectually, and culturally. These courses seek to improve and encourage students' ability to read with critical judgment and write with clarity. These courses emphasize writing as an integral part of the process of learning and discovery. They also cultivate an awareness of language and the arts as forms of expression valuable both in themselves and for developing critical awareness. By placing basic knowledge in a larger context, these courses provide a vision of why the arts and humanities are important to well-rounded university graduates. Lower-division courses provide a broad foundation for in depth experiences in upper-division courses.

Activities in Area C1 may include participation in individual aesthetic, creative experiences; however, courses that primarily emphasize skills development and/or professional preparation are excluded from Area C.

Students may take courses in languages other than English in partial fulfillment of the Area C requirement if the courses do not focus primarily on skills acquisition but also contain a substantial cultural component. This may include literature among other content.

Area C Educational Objectives and Criteria

C1 Arts – Lower-Division Educational Objectives

Consistent with the EO 1100-R and Cal Poly’s current General Education program, “arts” in the GE program means architecture, cinema, dance, music, theater, visual arts, and related fields.
Upon completion of a qualifying C1 course, students should be able to:

EO1 Describe key aesthetic developments in the arts, including formal, material, and/or technical innovations as well as contributions made by individuals from diverse and/or underrepresented groups;

EO2 Summarize key historical and contemporary developments in the arts, including contributions made by individuals from diverse and/or underrepresented groups; relate these developments to their broader social, political, and/or historical contexts;

EO3 Explain and/or employ relevant artistic skills and techniques to explore the possibilities and limitations of aesthetic form as an expressive medium and the relationships between form and content;

EO4 Differentiate between subjective and objective responses to aesthetic experiences and/or works of art;

EO5 Analyze subjective and objective responses to aesthetic experiences and/or works of art;

EO6 Apply critical standards/frameworks to evaluate and interpret the cultural significance of canonical and non-canonical works of art, including works from diverse and/or underrepresented groups and traditions.

C1 Arts – Lower-Division Criteria

The course proposal and expanded outline for lower-division Area C1 courses must clearly indicate how they meet all of these criteria:

CR1 Develop skills in historical and critical analysis;

CR2 Courses with laboratory or activity components develop skills in at least one particular area of practice in the arts;

CR3 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR4 As appropriate, address issues of sustainability;

CR5 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.
C2 Literature – Lower-Division Educational Objectives

All C2 literature courses must satisfy the following educational objectives and criteria.

Upon completion of a qualifying C2 course, students should be able to:

EO1 Identify and define an array of historical and critical literary terms, categories, and conventions;

EO2 Read, analyze, and interpret literary texts with insight, engagement, discernment, and empathy;

EO3 Explicate texts from a diverse range of traditions, including texts from historically underrepresented groups;

EO4 Critique texts that account for the rhetorical relationships among writer, audience, text, and genre;

EO5 Analyze how power structures and how social, cultural, and historical contexts shape literary production and reception.

C2 Literature – Lower-Division Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Compare and contrast a wide range of literary traditions, including works from historically underrepresented groups, from a period covering two hundred years or more;

CR3 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR4 As appropriate, address issues of sustainability;

CR5 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).

C2 Philosophy – Lower-Division Educational Objectives

Upon completion of a qualifying C2 course, students should be able to:

EO1 Read philosophy with a focus on impartiality, careful insight, and engagement;
EO2 Critically compare a historically diverse range of philosophical movements and their relationship to other intellectual movements;

EO3 Critically examine the implications of holding a particular philosophical position;

EO4 Integrate philosophical arguments into a holistic philosophical view;

EO5 Apply philosophical methods to analyze and evaluate a variety of positions.

C2 Philosophy – Lower-Division Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Include at least one ancient or medieval work, at least one modern work, and no more than one work from the 20th and 21st century;

CR3 Rely upon primary texts for readings;

CR4 Include recognized accomplishments in philosophy;

CR5 Address (e.g., readings, course assignments) issues of diversity and inclusion;

CR6 As appropriate, address issues of sustainability;

CR7 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).

C2 Study Abroad Languages Other than English – Lower-division Educational Objectives

Cal Poly study abroad courses (such as SPAN 141-142-143 and SPAN 241-242-243) would be included in this area. In compliance with EO 1100-R, these courses contain a substantial cultural component because they are taken in the context of full immersion in the target language and culture.

Upon completion of a qualifying C2 study abroad course, students should be able to:

EO1 Demonstrate communicative and cultural competence that will enable them to participate actively and appropriately in the target language culture;

EO2 Recognize cultural development reflected in changing language use, including the significance of evolving technology in the development of the target language;
EO3 Describe the social, cultural, and historical contexts specific to the language being studied, including differences between various registers of language use;

EO4 Identify and analyze diverse perspectives based on linguistic and cultural heritage.

C2 Study Abroad Languages Other than English – Lower-Division Criteria

The course proposal and expanded outline for lower-division Area C2 courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Area A;

CR2 Develop speaking, listening, reading, and writing abilities at an intermediate level or above;

CR3 Provide a wide variety of activities and materials designed to develop students’ communicative and cultural competence;

CR4 Emphasize an understanding of language in its socio-cultural context;

CR5 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR6 As appropriate, address issues of sustainability;

CR7 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).

Upper-Division C – Arts and Humanities

These courses must be integrative in nature, requiring the application and generalization of knowledge and/or understanding from foundation Area C courses (as appropriate) to the advanced study of a subject or to new, but related, areas of inquiry within the arts and humanities. These courses may be interdisciplinary in nature and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery.

Upper-Division C Educational Objectives

Upon completion of a qualifying upper-division Area C course, students should be able to:

EO1 Integrate factual and conceptual knowledge in the arts or the humanities to the advanced study of a subject or to new, but related, areas of inquiry;
EO2 Evaluate issues in the arts or the humanities, including issues of diversity and inclusion;
EO3 Critically analyze a focused area of study in the arts or the humanities;
EO4 Evaluate how relationships between different areas of study in the arts or the humanities provide additional perspectives on knowledge.

**Upper-Division C Criteria**

The course proposal and expanded outline for upper-division Area C courses must clearly indicate how they meet all of these criteria:

CR1 Enrollment prerequisites list completion of Areas A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO1100 Revised (section 2.2.3) and C1 or C2; some courses will require additional pre-requisites as course content dictates;

CR2 Explore in depth a subject related to the disciplinary/interdisciplinary study of the arts and/or humanities;

CR3 Demonstrate the subject's relationship to other cultural achievements and to relevant issues of diversity and inclusion;

CR4 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR5 As appropriate, address issues of sustainability;

CR6 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).

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**Social Sciences**

**Area D**

Area D provides students with an understanding of how social, political, and economic institutions and behaviors are historically and inextricably interwoven. Students learn, via social scientific inquiry, how the human experience is shaped by broad societal and cultural traditions and structures as well as by individual factors. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Courses that emphasize skills development and professional preparation are excluded from Area D. Lower-division courses provide a broad foundation for in depth experiences in upper-division courses.
Area D Lower-Division Social Science Educational Objectives

Upon completion of a qualifying lower-division D course, students should be able to meet five or more of the following eight educational objectives:

EO1 Describe how communities have historically grouped together;

EO2 Describe how groups and individuals develop social, economic, political, and legal institutions and relationships that are important for themselves as individuals and the welfare of their communities;

EO3 Provide examples of the origins and meaning of the public order, commerce, and social institutions;

EO4 Interpret the histories of western and non-western societies in a cross-cultural, global perspective and recognize the growing interdependence of the global community;

EO5 Analyze the ways that social, political, and economic institutions and human behavior are interconnected;

EO6 Examine the human experience in comparative terms through an understanding of the diversity of experience from both individual and group perspectives with special attention to the issues of diversity such as gender, ethnicity, and race;

EO7 Examine the structural relationships between diversity, inequality, and social, economic, and/or political power;

EO8 Examine the contributions of the extant literature and research methodologies related to the study of social, economic, political, and/or legal issues in a global society;

D1 Lower-Division: American Institutions (4 units)

Criteria for courses that meet the American Institutions and 40404 requirement

In addition to meeting five or more of the eight educational objectives for lower-division Area D, the course proposal and expanded course outline for courses in American Institutions and 40404 must clearly indicate how the course meets all of the following criteria:

CR1 Address significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study;

CR2 Incorporate the role of major ethnic and social groups in such events and the contexts in which the events have occurred;
CR3 Cover the events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography;

CR4 Incorporate the political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted;

CR5 Highlight the rights and obligations of citizens in the political system established under the Constitution;

CR6 Include the Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution;

CR7 Explore the contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved;

CR8 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.

**Area D2 Lower-Division (8 units)**

*(excludes American Institutions and 40404 requirement)*

The course proposal and expanded outline for lower-division Area D courses must clearly indicate how they meet all of these criteria:

CR1 Address the origins, structures, functions, patterns of change, and integration of basic human social institutions (for example, family, government, economy, education, and/or religion);

CR2 Include relevant research methodologies;

CR3 Explore social phenomena from non-western, cross-cultural, comparative, and/or global perspectives;

CR4 Examine cultural and/or social diversity, including the drivers of ethnic, gender, and class-based inequality;

CR5 Apply theory to practical current issues;

CR6 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.
Upper-Division D (4 units)

Courses must be integrative in nature, requiring application and generalization of knowledge and understanding from foundation Area D courses to the advanced study of a subject or to new, but related, areas of inquiry. These courses may be interdisciplinary in nature and should focus on achieving depth rather than breadth. Courses in this area also emphasize writing as an integral part of the process of learning and discovery. Attention to issues of gender and diversity is encouraged. Courses require the completion of two lower-division Area D.

Upper-Division D Educational Objectives

Upon completion of a qualifying upper-division D course, students should be able to:

EO1 Examine problems and issues from their respective disciplinary perspectives;

EO2 Develop reasoned, logical, evidence-based arguments that expand upon lower-division area D coursework;

EO3 Explain how human, social, political, and economic institutions and individual behavior are inextricably interwoven;

EO4 Examine issues in their contemporary as well as historical settings and in a variety of cultural contexts;

EO5 Examine how relationships between two or more areas of study inform our perspectives.

Upper-Division D Criteria

The course proposal and expanded course outline for courses in upper-division D must clearly indicate how the course meets all of the following criteria:

CR1 Enrollment prerequisites list completion of Areas A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO1100 Revised (section 2.2.3) and a lower-division D course; some courses will require additional pre-requisites as course content dictates;

CR2 Apply knowledge acquired in lower-division Area D courses to the advanced study of self and society;

CR3 Include relevant principles, methodologies, value systems and ethics employed in social scientific inquiry;

CR4 Examine the impact of social, economic, political, legal, and/or commercial institutions on individuals, societies in the U.S. and/or international contexts, including inequities in treatment of diverse groups;
CR5 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements).

Lifelong Learning and Self Development (4 units)

Area E

This requirement is designed to equip students for lifelong learning and self-development as integrated physiological, psychological, and social beings. Courses in this area focus on topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Physical activity may be included, if it is an integral part of the study elements described herein. Courses in this area shall focus on the development of skills, abilities and dispositions. Courses in Area E shall be four units of lower-division foundational course work.

E Educational Objectives

Upon completion of a qualifying Area E course, students should be able to meet five or more of the following:

EO1 Explain the importance of maintaining physical, social, and mental health;

EO2 Describe the self as an integrated physiological, psychological, and social being;

EO3 Recognize themselves as individuals undergoing a particular stage of human development;

EO4 Practice appropriate social skills to enhance learning and develop positive relationships with others who have identities and experiences different from their own;

EO5 Develop a lifelong commitment to practices for personal growth, health, well-being, and societal responsibility;

EO6 Describe the commonalities and differences among people across the lifespan in social or cultural contexts;

EO7 Evaluate how well-being is affected by social systems and how they can facilitate their personal development.

EO8 Critically evaluate information sources and merit of claims on the basis of methods and empirical evidence;
E Criteria

The course proposal and expanded outline for lower-division Area E courses must clearly indicate how they meet all of these criteria:

CR1 Introduce the knowledge, skills and attitudes to engage in learning and personal development practices;

CR2 Examine the interrelation of physiological, psychological, and socio-cultural factors on personal development across the lifespan;

CR3 Illustrate the physiological, socio-cultural, and psychological influences on the well-being of individuals and groups;

CR4 Examine the interaction of social institutions, culture, and environment with individual behavior;

CR5 Explore the importance of active engagement by individuals in their communities for the betterment of personal and public life;

CR6 Apply theories and methods to examine the self in various contexts and assess the advantages and disadvantages of these approaches;

CR7 Focus on lifelong learning and/or student success strategies (but not emphasize the logistics of progressing through a degree program);

CR8 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.
# TEMPLATE FOR GENERAL EDUCATION 2020

## Standard GE Template

The standard template includes the following distribution of courses:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td><strong>Total Units in Area A</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
<tr>
<td>B4</td>
</tr>
<tr>
<td>Upper-Division B</td>
</tr>
<tr>
<td><strong>Total Units in Area B</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower-division courses in Area C must come from three different prefixes.</strong></td>
</tr>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>Lower-Division C Elective — Select a course from either C1 or C2</td>
</tr>
<tr>
<td>Upper-Division C</td>
</tr>
<tr>
<td><strong>Total Units in Area C</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
</tr>
<tr>
<td>D2</td>
</tr>
<tr>
<td>Upper-Division D</td>
</tr>
<tr>
<td><strong>Total Units in Area D</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
</tr>
<tr>
<td><strong>Total Units in Area E</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GE Electives in Area B, C, and D</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Electives — Select courses from two different areas; may be either lower- or upper-division levels.</td>
</tr>
<tr>
<td><strong>Total Units in GE Electives</strong></td>
</tr>
</tbody>
</table>

**TOTAL UNITS IN GENERAL EDUCATION PROGRAM** 72
# GE Template for High-Unit Programs

The template includes the following distribution of courses for qualifying high-unit programs:

<table>
<thead>
<tr>
<th>Area A: English Language Communication and Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Oral Communication</td>
</tr>
<tr>
<td>A2 Written Communication</td>
</tr>
<tr>
<td>A3 Critical Thinking</td>
</tr>
</tbody>
</table>

**Total Units in Area A** 12

<table>
<thead>
<tr>
<th>Area B: Scientific Inquiry and Quantitative Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Physical Science</td>
</tr>
<tr>
<td>B2 Life Science</td>
</tr>
<tr>
<td>B3 Laboratory Activity</td>
</tr>
<tr>
<td>B4 Mathematics/Quantitative Reasoning</td>
</tr>
<tr>
<td>Upper-Division B</td>
</tr>
<tr>
<td>Area B Electives</td>
</tr>
</tbody>
</table>

**Total Units in Area B** 28

<table>
<thead>
<tr>
<th>Area C: Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Arts: Arts, Cinema, Dance, Music, Theater</td>
</tr>
<tr>
<td>C2 Humanities: Literature, Philosophy, Languages other than English</td>
</tr>
<tr>
<td>Lower-Division C Elective – Select a course from either C1 or C2</td>
</tr>
<tr>
<td>Upper-Division C</td>
</tr>
</tbody>
</table>

**Total Units in Area C** 16

<table>
<thead>
<tr>
<th>Area D: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 American Institutions (Title 5, Section 40404 Requirement)</td>
</tr>
<tr>
<td>D2 Lower-Division D</td>
</tr>
<tr>
<td>Area D Elective – Select either an additional lower-division D2 or an upper-division D course</td>
</tr>
</tbody>
</table>

**Total Units in Area D** 12

<table>
<thead>
<tr>
<th>Area E: Lifelong Learning and Self-Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-Division E</td>
</tr>
</tbody>
</table>

**Total Units in Area E** 4

**Total Units in General Education Program** 72
High-Unit Programs

Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly’s definition of a high-unit program in the GE template included herein is equivalent to our definition of “engineering programs” from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.

Writing Component

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. The writing component may take different forms according to the subject matter and the purpose of a course. Outside of the GE areas specified below, at least 10% of the grade in all GE courses must be based on appropriate written work (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

GE areas A2, A3, Upper-Division C, and Upper-Division D are designated as Writing Intensive. All courses in these areas must include a minimum of 3,000 words of writing and base 50% or more of a student’s grade on written work. GE area C2 is also designated as Writing Intensive, but all courses in this area must include a minimum of 2,000 words of writing and base 50% or more of a student’s grade on written work. All Writing Intensive courses must include process-oriented writing instruction in which faculty provide ongoing feedback to students to help them grasp the effectiveness of their writing in various disciplinary contexts. The kind and amount of writing must be a factor in determining class sizes.
WHEREAS, Resolution AS-688-09 “Resolution on Sustainability Learning Objectives”, defines Cal Poly’s Sustainability Learning Objectives; and

WHEREAS, Resolution AS-787-14 “Resolution on Sustainability”, directs the Academic Senate Sustainability Committee to develop a list of classes based on a revised Senate accepted assessment process that meet the Sustainability Learning Objectives; and

WHEREAS, Resolution AS-792-15 “Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives”, identifies the process used to identify courses listed in the Sustainability Catalog (SUSCAT) now found online at http://suscat.calpoly.edu/; and

WHEREAS, The Fall 2019 PASS webpage offers an option to “Show Fully Online Classes,” although students do not have to take online classes to graduate; and

WHEREAS, The 2014 CSU Sustainability Policy states, “The CSU will seek to further integrate sustainability into the academic curriculum working within the normal campus consultative process;” and

WHEREAS, CSU and other campuses use systems to visually identify sustainability courses in their course catalogs or online registration systems; and

WHEREAS, The Second Nature Climate Commitment and the Association for the Advancement of Sustainability in Higher Education/Sustainability Tracking, Assessment & Rating System (AASHE/STARS) programs include curriculum components; therefore be it

RESOLVED: That the Academic Senate recommends adding to Schedule Builder a “Show Sustainability Classes” option to at least one of the Filter Options or Course Options. The attached mockup in Figure 1 shows what students might see on a Schedule Builder screen.

Proposed by: Sustainability Committee
Date: Jan. 14, 2020
Figure 1—Concept showing how Schedule Builder could identify SUSCAT Classes. The screenshot comes from https://www.mhighpoint.com/highpoint-products/schedule-builder/.
Adopted:

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

AS-___-19

RESOLUTION ON UNIVERSITY FACULTY PERSONNEL POLICIES
SUBCHAPTER 6.3: POST-TENURE FACULTY EVALUATION PATTERN

Impact on Existing Policy: This resolution revises academic personnel policies contained in University Faculty Personnel Policies (UFPP) 6.3, which was established by AS-874-19.¹

WHEREAS, AS-687-09 established University Faculty Personnel Actions (UFPA) as Cal Poly's governing document concern faculty evaluation; and

WHEREAS, UFPA VI.B.1.a.(2) requires associate professors and associate librarians to undergo a periodic post-tenure evaluation in their third year at rank; and

WHEREAS, Policies on post-tenure faculty evaluation from UFPA are now contained in University Faculty Personnel Policies (UFPP) chapter 6.3; and

WHEREAS, University policy requiring a third-year associate professor/librarian post-tenure evaluation has long been widely ignored around campus; and

WHEREAS, Consultation with colleges and the library reveals that they prefer the choice of whether or not to implement a third-year associate professor/librarian post-tenure evaluation to be determined at the college level; therefore be it

RESOLVED: The policy included in the report “Proposed Revision of University Faculty Personnel Policies UFPP subchapter 6.3 Post-Tenure Faculty Evaluation Pattern” replace the policies currently in UFPP 6.3, and be it further
RESOLVED: Colleges and the Library revise chapter 6 of their personnel policy documents by Fall 2020 to reflect whether or not they implement the third-year associate professor/librarian post-tenure evaluation.

Proposed by: Academic Senate Faculty Affairs Committee
Date: [Sometime in 2020]

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.
Proposed Revision of University Faculty Personnel Policies
UFPP subchapter 6.3 Post-Tenure Faculty Evaluation Pattern

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

In creating UFPP FAC has adopted a guiding principle that, as far as possible, the migration of existing personnel policies from the former governing personnel policies document, University Faculty Personnel Actions (UFPA), into UFPP shall not change those policies as they are in UFPA, but instead just reformulate them into the new style and structure of UFPP. Once the policies previously in UFPA are in place in UFPP, FAC may then visit them for subsequent revision in the form of presenting to the Academic Senate revisions to chapters and sections of UFPP.

In AY 2018-2019 the Academic Senate moved policies concerning the multi-year patterns of faculty evaluations from UFPA into chapter 6 of UFPP. One policy from UFPA requires associate professors undergo a periodic evaluation in their third-year post-tenure. This policy, though it has been established by Academic Senate resolution AS-687-09, has been widely ignored. When the Senate considered UFPP chapter 6 the presence of this policy and the widespread disregard of it initiated some discussion about whether or not to preserve this policy. In light of the widespread disregard for this policy, and in light of the value of this policy in those few quarters on campus that follow it, our interim Provost, Mary Pedersen, asked that in AY 2019-20 the Senate consider whether to keep this policy and require conformity across campus, or revise the policy to reflect the current practices around campus by rendering this review optional.

FAC has consulted with the colleges and the library on this matter and now proposes a revision to our policies to preserve existing practice. The upshot of this consultation is that the colleges that conform with this policy want to preserve it and those which have not conformed do not want to implement it. In short, colleges want the option to decide at their level whether or not to require a third-year associate professor periodic review and not have such a review be required at the university level. FAC agree that rendering this review optional is a good policy.

Summary of subchapter 6.3 Post-Tenure Faculty Evaluation Pattern

The policy requiring a third-year associate professor periodic evaluation is stated in UFPP:

6.3.1 A Three-Stage Periodic Evaluation shall be conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor or Associate Librarian. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor or Associate Librarian in their preparation for subsequent promotion review.
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This policy is a restated version of the original policy at UFPA VI.B.1.a.(2) established by the Academic Senate in resolution AS-687-09 that created UFPA as the governing faculty personnel policy document at Cal Poly:

*A periodic evaluation is conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor, Associate Librarian, or SSP-AR II. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor, Associate Librarian, or SSP-AR II in their preparation for subsequent promotion review.*

The proposed revision to subchapter 6.3 of UFPP replaces “shall” with “may” in the policy in question, and adds a requirement that if any college or the library or a department decides to require such a periodic evaluation, that this requirement be stated in their personnel policies. Rendering this policy optional at the college level warrants moving it to a place later in that subchapter, below the general allowance of ad hoc post-tenure evaluations off the normal five-year calendar. And so the sections of this subchapter are rearranged. We’ve also implemented one editorial change, replacing “reviews” for “evaluations” in 6.3.1.

Impact on Existing Policy

UFPP subchapter 6.3 is current Cal Poly policy as part of UFPP Chapter 6 established by AS-874-19. These policies about third-year associate professor/librarian evaluation are from UFPA, established by AS-687-09. Enforcing this policy would change practices in most colleges and the library which have not adhered to this policy.

The Collective Bargaining Agreement (CBA) requires tenured faculty to be evaluated at intervals of no greater than five years (CBA 15.35). Timelines for periodic evaluations are determined by faculty units and approved by the President (CBA 15.4). Nothing in the CBA prohibits post-tenure evaluation cycles of less than five years, so long as the timeline is established as a matter of policy.

If the Senate rejects this revision to UFPP 6.3, then the existing policy requiring a third-year associate professor/library evaluation would be tacitly reaffirmed and Academic Personnel would assist the colleges and library in implementing the existing policy.

If the Senate accepts the proposed revision to UFPP 6.3, then the current and long-standing practices at the colleges and library would now conform with university policy.

Implementation

If the Senate rejects the revision to this policy, the third-year associate professor evaluation remains in Cal Poly policy. Implementation of the policy in college and library faculty evaluation calendars would start AY 2020-2021.

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If the Senate revises this policy to render the third-year associate professor evaluation optional, then practices in the colleges and library could continue as they have, though any college or the library may need to revise their policy documents effective the following academic year to reflect their practices in relation to university policy.

What follows is text of the proposed revision of UFPP 6.3. The first version presents the proposed new policy and the second version reveals the revision with markup formatting with existing policy language in black text, moved but otherwise preserved policy in green text with double-strikeout and double-underlining, and revisions to policy text are noted in red with strikeouts for deletions and underlining for new policy text ...
6.3. Post-Tenure Faculty Evaluation Pattern

6.3.1. A Three-Stage Periodic Evaluation of tenured faculty employees at any rank shall be conducted at least once every five years after promotion or appointment to their respective academic rank. Performance evaluations for promotion can serve in lieu of periodic evaluations.

6.3.2. More frequent periodic evaluation of a tenured faculty employee may be conducted by request of the faculty member, the department chair/head, or dean. After such a request, the periodic evaluation shall be conducted as soon as possible.

6.3.3. A Three-Stage Periodic Evaluation may be conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor or Associate Librarian. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor or Associate Librarian in their preparation for subsequent promotion review. Colleges and other faculty units requiring this evaluation shall include that requirement in their personnel policies documents.

6.3.4. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo a periodic evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator (CBA 15.35).

6.3.5. Promotion from Associate Professor to Professor requires a Five-Stage Performance Evaluation.
6.4.6.3. Post-Tenure Faculty Evaluation Pattern

6.4.1. A Three-Stage Periodic Evaluation shall be conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor or Associate Librarian. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor or Associate Librarian in their preparation for subsequent promotion review.

6.4.2.6.3.1. A Three-Stage Periodic Evaluation of tenured faculty employees at any rank shall be conducted at least once every five years after promotion or appointment to their respective academic rank. Performance reviews can serve in lieu of periodic evaluations.

6.4.3.6.3.2. More frequent periodic evaluation of a tenured faculty employee may be conducted by request of the faculty member, the department chair/head, or dean. After such a request, the periodic evaluation shall be conducted as soon as possible.

6.3.3. A Three-Stage Periodic Evaluation shall may be conducted during the third year in which a tenured faculty employee has served in the academic rank of Associate Professor or Associate Librarian. The purpose of the evaluation is formative and intended to assist and guide the Associate Professor or Associate Librarian in their preparation for subsequent promotion review. Colleges and other faculty units requiring this evaluation shall include that requirement in their personnel policies documents.

6.4.4.6.3.4. Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo a periodic evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator (CBA 15.35).

6.4.5.6.3.5. Promotion from Associate Professor to Professor requires a Five-Stage Performance Evaluation.