Meeting of the Academic Senate  
Tuesday, November 8, 2022  
UU 220, 3:10 to 5:00 pm

I. **Minutes**: October 25, 2022 (pp. 3-4)

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

III. **Reports**:
A. Academic Senate Chair: (pp. 5-10)
B. President’s Office: None
C. Provost: (pp. 11-12)
D. Vice President for Student Affairs: (pp. 13-14)
E. Statewide Senate: None
F. CFA: None
G. ASI: (p. 5)

IV. **Special Reports**:
A. University Advising Written Update: Beth Merritt Miller, Assistant Vice Provost for University Advising (pp. 16-18)
B. Graduation Writing Requirement Written Update: Dawn Janke (pp. 19-20)

V. **Consent Agenda**:
A. Consent Agenda Item: (pp. 21-22)

VI. **Business Items**:
A. Resolution on the Tenure Retreat of Former CSU Chancellor Joseph I. Castro to Cal Poly: Thomas Gutierrez, Academic Senate Chair, first reading (pp. 23-32)
B. Resolution on Suspending Term Limits for Academic Senate Curriculum Committees During Quarter-to-Semester Conversion: Thomas Gutierrez, Academic Senate Chair, first reading (pp. 33-34)
C. Resolution on Senior Projects and Semesters: Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 35-36)
D. Resolution on Minors and Semesters: Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 37-39)
E. Resolution on Undergraduate Concentrations and Semesters: Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 40-41)
F. Resolution on Cross-Disciplinary Studies Minors and Semesters: Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 42-43)
G. Resolution on UFPP 12.3 Assigned Time for Exceptional Service to Students: Ken Brown, Academic Senate Faculty Affairs Committee Chair, first reading (pp. 44-54)

VII. Discussion Item(s):

VIII. Adjournment:
I. **Minutes**: M/S/P to approve the minutes from October 4, 2022.

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

III. **Reports**:
   A. Academic Senate Chair: Thomas Gutierrez, Academic Senate Chair, congratulated Samuel Shalhoub for being elected an ex officio voting member as a part time representative.
   B. President’s Office: The President’s Office submitted a written report which can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf)
   D. Vice President for Student Affairs: The Vice President for Student Affairs submitted a written report which can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf)
   E. Statewide Senate: Statewide Senate submitted a written report which can be found here: [https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf](https://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/images/sa102522.pdf)
   F. CFA: Lisa Kawamura, CFA representative, reported that faculty focus sessions regarding pay will be held soon, CFA is hosting a webinar about retirement on November 9th and 10th, and that several campuses within CFA have been discussing the guidelines of summer school.
   G. ASI: None.

IV. **Consent Agenda**: 
   All items approved for consent.

V. **Business Items**:
   A. **Resolution on the Tenure Retreat of Former CSU Chancellor Joseph I. Castro to Cal Poly**: Thomas Gutierrez, Academic Senate Chair, introduced in first reading a Resolution on the Tenure Retreat of Former CSU Chancellor Joseph I. Castro to Cal Poly. This resolution calls on Dr. Castro to voluntarily abort his retreat into the tenured faculty at Cal Poly. This resolution will return in first reading at the next Academic Senate meeting.
   B. **Resolution on Senior Projects and Semesters**: Greg Bohr, Academic Senate Curriculum Committee Chair, introduced in first reading a Resolution on Senior Projects and Semesters. This resolution establishes that the timeline of senior projects will be converted from a maximum of three quarters to reach completion to a maximum of two semesters to reach completion;
Ultimately the timeline remains one academic year. This resolution will return in first reading at the next Academic Senate meeting.

C. **Resolution on Minors and Semesters**: Greg Bohr, Academic Senate Curriculum Committee Chair, introduced in first reading a Resolution on Minors and Semesters. This resolution highlights that the current minor policy states that a minor is 24-30 quarter units, which translates to 16-20 semester units. The ASCC recommends a slight adjustment to minors to account for probably three-unit classes. This resolution will return in first reading at the next Academic Senate meeting.

D. **Resolution on Suspending Term Limits for Academic Senate Curriculum Committees During Quarter-to-Semester Conversion**: Thomas Gutierrez, Academic Senate Chair, introduced in first reading a Resolution on Suspending Term Limits for Academic Senate Curriculum Committees During Quarter-to-Semester Conversion. This resolution states that the Academic Senate should avoid placing constraints on the Academic Senate Curriculum Committee participation during Quarter-to-Semester Conversion. This would make the current quarter the transition period and would temporarily suspend term limits on members/chairs of Academic Senate Curriculum Committees including ASCC, GEGB, USCP, and Curricular Appeals Committee. The term limit clocks would resume in fall 2026. This resolution will return in first reading at the Next Academic Senate meeting.

VI. **Discussion Item(s)**: None.

VII. **Adjournment**: This meeting was adjourned at 4:06 pm.

Minutes submitted by

Shefali Mistry
MEMORANDUM

5/31/22

TO: Cynthia Jackson-Elmoore, Provost and Executive Vice President for Academic Affairs
    Tom Gutierrez, Chair, Academic Senate
    Rachel Fernflores, Director, Semester Conversion

FROM: Academic Senate ad hoc Quarter to Semester Conversion Committee

COPIES: Cheryl May, Special Advisor to the Provost and EVP for Academic Affairs
         Sarah Best, Academic Support Coordinator, Academic Senate

SUBJECT: Recommendations for Strengthening the Teacher-Scholar Model at Cal Poly

When the Academic Senate ad hoc Quarter to Semester Conversion Committee was formed, it was charged with two secondary priorities: 1. Expected faculty workload in semesters and 2. Options for improved implementation of Teacher-Scholar Model in semesters. Since faculty workload is governed by the current Collective Bargaining Agreement and applies to both semester and quarter faculty assignments, the conversion from quarters to semesters will not result in a change in the bargained workload for Unit 3 faculty members.¹ Yet the potential increase in the number of course preparations class enrollments would have a detrimental impact to Cal Poly’s commitment to the Teacher-Scholar Model.²

Across the Cal State University system, different campuses have instituted programs to develop the Teacher-Scholar Model through direct support of faculty research. These include San Diego State University and San José State University, both of which have instituted workloads where faculty members receive three weighted teaching units (WTUs) for scholarship. This workload model of 9 WTUs for teaching, 3 WTUs for research, and 3 WTUs for service is being phased in at San José State University. According to San José State University’s “Faculty Research, Scholarship, and Creative Activity (RSCA) Assigned Time Program,” once the program is fully implemented, “all probationary faculty will … have a maximum teaching load of 18 WTU per year” and “all RSCA productive faculty are at a maximum teaching load of 18 WTU per year.”

The committee recommends that Cal Poly adopt a similar model to ensure the ongoing development of the Teacher-Scholar Model. In particular, the committee recommends the following:

1. While maintaining or increasing tenure density, the establishment of a phased-in assigned time program in which all tenure-line faculty members receive, on an opt-in basis, 3 WTUs of support

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² See “Resolution on Defining and Adopting the Teacher Scholar Model” (AS-725-11); available at https://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1725&context=senateresolutions.
for research per academic term and maximum teaching load of 18 WTUs per academic year for five-year periods that can be renewed;

2. The establishment of reasonable college-specific methodologies for assessing research, scholarship, and creative activity (RSCA) proposals and deliverables;

3. That the RSCA assigned time program equitably include each of the academic colleges; and

4. That the RSCA assigned time be available for lecturer faculty members with active RSCA agendas.

As Cal Poly has repeatedly affirmed, faculty success is a necessary but not sufficient condition for student success. Maintaining an active scholarly agenda enriches the student learning experience in the classroom and throughout Cal Poly’s philosophy of Learn By Doing. As stated in Cal Poly’s “Resolution on Defining and Adopting the Teacher Scholar Model,” “Continued intellectual and professional growth of faculty, such as through RSCA, is central to providing a vibrant learning environment for students.” The Teacher-Scholar model enhances the preparation of our students to be leaders in advancing science, innovation, and discovery. Cal Poly’s ongoing commitment supporting faculty excellence in teaching and scholarship allows students to truly engage in Learn By Doing activities and enables them to be Ready Day One.

ATTACHMENT:
San José State University Research Plan
Resolution on Defining and Adopting the Teacher Scholar Model (AS-725-11)
Faculty Research, Scholarship, and Creative Activity (RSCA) Assigned Time Program
Implementation Details – updated 1/17/19

Introduction
We are dedicated to expanding and enhancing research, scholarship, and creative activity (RSCA) at San José State University. To achieve this goal, an essential component is to afford faculty the time needed to engage in their creative work. The Faculty RSCA Assigned Time program, when fully implemented, is intended to assure that the maximum teaching load of a demonstrably RSCA productive tenured or tenure-track faculty member is 18 weighted teaching units (WTU) per year. To attain this reduced level of teaching, the program will provide up to six WTU per year in assigned time for eligible tenured or tenure-track faculty. Note that this program complements, but does not supplant, existing RSCA release time programs. For example, probationary faculty in their first two years receiving contractually obligated RSCA assigned time will not receive additional assigned time via this program. Rather, this program will provide assigned time for probationary faculty in years 3-6 of their probationary period.

University Expectations and Standards
This program is intended to support faculty who are (or will become) RSCA productive. While each college will determine field-appropriate RSCA metrics and each Dean will determine the methodology for selecting recipients and conducting reviews, the university will maintain an overall standard for RSCA productivity. It is expected that any faculty member receiving a Faculty RSCA Assigned Time award will be engaged in serious scholarly activity and that such activity will be demonstrable through extramural review or validation. The mechanisms for this extramural review will vary, but should include an element of field-appropriate extramural validation of the quality of the RSCA products, such as might be inferred from success with peer reviewed publications or grant proposals, juried exhibitions, and quality academic book publishers, to list just a few examples.

Time Line and 4-Year Phase-In Plan
In order to reduce the impact of releasing a large number of tenured and tenure-track faculty from a portion of their teaching responsibilities, the program will be phased in over four academic years. The program began in spring 2019 with all eligible probationary faculty and 15% of tenured faculty achieving a maximum teaching load of 9 WTU in that semester. In subsequent years, all probationary faculty will continue to have a maximum teaching load of 18 WTU per year, and an increasing fraction of tenured faculty will be guaranteed a maximum 21 WTU or 18 WTU per year teaching load until, after the phase-in, all RSCA productive faculty are at a maximum teaching load of 18 WTU per year.

Faculty Eligibility
All tenured and tenure-track faculty from all SJSU colleges and the University Library who will not be receiving RSCA release as stipulated in their appointment letter (typically for the first two years) at the time of this award, and are not in the Faculty Early Retirement Program (FERP), are eligible for this program.

While in cycle 1 of this program faculty administrators (i.e. department chairs, program directors, and associate deans) were not eligible, these faculty are eligible in the current and future cycles. However, not all faculty administrators have the ability to accept assigned time. If a faculty administrator does
receive this RSCA award, it may be configured in a variety of ways that could include the following: a) A faculty administrator who is teaching, could accept the award as assigned time in place of some or all of the teaching up to the awarded amount; b) A faculty administrator could delegate a portion of his/her administrative duties to another faculty member who would receive the assigned time equivalent to the faculty administrator’s university RSCA program award to carry out these administrative duties; c) A faculty administrator could accept the university RSCA award as a grant equivalent to the cost of the assigned time. The funds for this grant would be held in an account to be used at the faculty administrator’s discretion, provided that it is in direct support of his/her RSCA activities (operating expenses, student assistants, travel, instrumentation, etc.). Any financial award through this program may not be taken as salary by the faculty administrator.

A faculty administrator wishing to apply to this program should discuss the proposal for how the award would be configured, if awarded, with the Dean prior to submission of the application. The Dean has the responsibility for approving any such proposal and the written approval should be submitted with the application.

**Overload**

No overload for academic year teaching is permitted while accepting assigned time through this program. However, in certain circumstances, overload funded by an extramural agency for certain sponsored activities may be allowable. Such overload must conform with all SJSU, CSU, and sponsor regulations and must be approved by the college Dean.

**Academic Year Accounting**

To maximize flexibility, departments may allow faculty to take different amounts of assigned time awarded via this program in the two semesters of the academic year as long as the total assigned time equals the awarded amount. For example, a faculty member whose maximum teaching load is 18 WTU for the year because of this award (i.e. is receiving 6 WTU of RSCA assigned time for the year via this program), may be assigned a fall workload consisting of 4 WTU of awarded RSCA assigned time, 3 WTU of service, and 8 WTU of other work (total 15 WTU) and a spring workload of 2 WTU of RSCA assigned time, 3 WTU of service, and 10 WTU of other work (total 15 WTU).

Note also that a faculty member awarded Faculty RSCA Assigned Time in an academic year in which they are on leave for one semester will receive a maximum of 3 WTU of assigned time in that academic year. No assigned time is awarded in a semester in which a faculty member is on leave.

Roll over of the assigned time awarded to a college to another academic year is not permitted.

**Faculty Application Process**

For consideration for the Faculty RSCA Assigned Time program an eligible faculty member (including probationary faculty) must submit an application packet to his/her Dean’s office by the deadline, consisting of the following components:

1) **Cover Sheet** – including name, rank, department, college, and date of appointment to the University
2) Current *Curriculum Vitae* (CV)
3) Scholarly Agenda – describing the RSCA goals, activities, and expected outcomes/products for the coming 5-year period
4) Faculty member’s RSCA Metric Data – in college-specific format

The expectation is that an award of assigned time via the Faculty RSCA Assigned Time program will be made for a five-year period, but subject to a formal review after year three. The entire application package described above must be submitted at the beginning of each five-year cycle, but RSCA Metric Data – in college-specific format – must be submitted *annually* to retain eligibility. Assessment of applications will include an element of field-appropriate extramural validation of the quality of the RSCA products, as described in the University Expectations and Standards section.

Probationary faculty in their first two years of service at SJSU are automatically awarded assigned time to develop their scholarly agenda as part of their appointment. Probationary faculty should plan to apply to the Faculty RSCA Assigned Time program at a time such that the award through this program would begin when their contractually awarded assigned time ends. Most probationary faculty should apply in March of their second year for an award to begin in fall of their 3rd year.

Note that awards will be made for a period of five calendar years (tenured faculty) or the remainder of the probationary period (probationary faculty), irrespective of leave status, pending review by the Dean. In other words, the award clock does not stop for leaves. However, no assigned time is provided in any semester in which the faculty member is on leave for the entire semester.

**Application Deadline**
For the next award cycle, applications are due on **March 28, 2019** to the Dean’s office.

**Selection of Awardees**
The decision of which eligible faculty will receive assigned time through the Faculty RSCA Assigned Time program will be made by the Dean. The Dean will determine the process by which such selection is made, and may consider the components of the application packet holistically, but the decision should be made with substantial consideration of the faculty member’s prior RSCA productivity. To assure transparency, the Dean’s office should publish, such as on the college web page, the methodology to be used in the selection process.

A list of faculty members selected by the Dean for a Faculty RSCA Assigned Time award should be submitted to the Office of Research for transmittal to the Provost, along with *all* candidates’ complete application packets, by April 22, 2019. The Dean should also submit a list of faculty members (if any) whose previously awarded Faculty RSCA Assigned Time award should be rescinded due to insufficient progress on the research agenda as demonstrated by a review of college-specific RSCA metric data submitted or the three-year formal review.

The Provost may, at her/his discretion, review the Dean’s recommendations and process to assure that the selected faculty members’ RSCA productivity meet university-wide standards. The Provost will notify the Deans and the Office of Academic Budgets and Planning of her/his decision not
later than May 13, 2019. The Deans will notify the faculty members and their department chairs of the Faculty RSCA Assigned Time awards as soon as possible after Provost’s notification.

Review of Awards
Each year, the recipient of a Faculty RSCA Assigned Time award must submit information about his or her RSCA productivity as required for the college-specific RSCA metric process, by the application due date, usually in March. The Dean may recommend to the Provost that the Faculty RSCA Assigned Time award be rescinded for future years for any faculty member, including probationary faculty, if, in her/his opinion, there has been insufficient progress toward the RSCA agenda to warrant continuation.

At the end of year 3 of the award, a more formal review should be undertaken. The methodology for the formal review is at the discretion of the Dean, but should be transparent and should be based on an assessment of progress toward the RSCA agenda submitted with the application and the RSCA metric data submitted annually. The review will contain an element of field-appropriate extramural validation of the quality of the RSCA products, as described in the University Expectations and Standards section.

In most cases the outcome of the formal review will be that there is no change in the award. If, however, in the Dean’s opinion, there has not been adequate progress on the RSCA agenda nor adequate productivity according to the college-specific RSCA metric, then the Dean may recommend to the Provost that the remaining years of the Faculty RSCA Assigned Time award be rescinded.

Appeal Process
If a faculty member has concerns about either the initial award of assigned time or the three-year formal review, a written statement of concern may be submitted to the Deputy Provost for review. Such review would be based upon whether appropriate processes were followed.

Reporting
Faculty members, to retain eligibility for assigned time, must submit annually their productivity data, in college-specific RSCA metric format, to their college by the application deadline, typically in March. Colleges are expected to submit an annual report to the Office of Research for transmittal to the Provost summarizing the Faculty RSCA Assigned Time awards and detailing the RSCA metric data for the entire college, including for faculty not awarded release time. While the college submissions to the Office of Research should be identified by faculty member’s name, there will be no public presentation of the data without de-identifying faculty. A review of the distribution of awards amongst demographic categories will be performed periodically by the Office of the Provost.
International Center to Host International Education Week Nov. 14-18
The International Center will host a series of events Nov. 14-18 to celebrate International Education Week to highlight the benefits of international education and exchange worldwide. Cal Poly activities will provide opportunities for the campus community to participate in cultural and educational programming by sharing their international experiences. Events include:

- Prize drawings for students, faculty and staff. Use the hashtags #IEW2022 and #CPGlobalMustangs to enter to win swag bags.
- Sample international meals from Campus Dining all week.
- Attend information sessions on study abroad opportunities, faculty-led programs, financial aid and scholarships, Fulbright and internship opportunities all week.
- Test your international trivia knowledge on Dexter Lawn, Nov. 15 and 16.
- Attend a Nov. 15 student-led panel, “Living Abroad,” to connect with students who have lived in different cities, cultures and countries.
- On Nov. 17, a panel of international and domestic students will give their perspectives on living in a different culture while attendees sample specialty coffee and teas from around the world.

To learn more, visit https://international.calpoly.edu/event/international-education-week/.

Baker/Koob Endowment Proposals due Nov. 15
Proposals for the Baker/Koob Endowments, which support hands-on, project-based learning opportunities for individual students and groups at Cal Poly, are due Tuesday, Nov. 15. All Cal Poly students are invited to apply for funding, which may be used for student support, travel, expenses associated with participation in student research, group projects, conferences, competitions, and equipment and materials. For more information and full instructions on how to apply, please visit https://provost.calpoly.edu/endowments.

2023 International Faculty Partnership Seminar
The 2023 California State University International Programs (CSU IP) International Faculty Partnership Seminar will take place in Tokyo, Japan, at Waseda University and Tsukuba University from June 19-23, 2023. The seminar provides faculty of diverse disciplines across the CSU opportunities to learn more about CSU IP and the experiences of participating students while interacting with faculty colleagues from partner international universities. This year's seminar will focus on interdisciplinary dialogues and formal presentations. The theme is "Challenges and Transitions: Japan, California, and the World." CSU faculty are encouraged to apply as a participant or presenter. **The deadline to apply is November 15, 2022.** Seminar expenses in Japan, including housing and some meals, will be funded by CSU IP. The department will also provide each participant a subsidy of $1,000 towards travel expenses. [Click here](https://provost.calpoly.edu/apply) for more information and the application. Cal Poly contacts: Cari Vanderkar, Assistant Vice Provost for International Programs (civander@calpoly.edu) and Debora Schwartz, English, Academic Council for International Programs representative (d schwart@calpoly.edu).
California State University International Programs (CSU IP) Resident Director Application Open

CSU faculty can now apply for CSU IP Resident Director positions. The 2024-2025 Resident Directors Application is available now and more information is available via CSU IP Faculty Resources.

Applications are due to CSU International Programs by December 31, 2022. Resident Directors in The California State University (CSU) International Programs are a key element in the success of the overseas centers where they are assigned. They contribute significantly to the quality of the educational experience of our students. It is essential that qualified individuals, from any discipline, be recommended for appointment to these positions. Former Resident Directors constitute an important source of support on each of the CSU campuses for promoting student participation in the International Programs and help to further the integration of the International Programs into the mainstream of each campus’ academic program. The appointments of Resident Directors should be viewed as part of the larger process of enhancing the international dimension of The California State University. If you have any questions, please contact Dr. Jaishankar Raman, Director of International Programs, at 562-951-4790 or email csuip@calstate.edu.
COVID Update

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5 Current Positives:
4 Off campus
1 On campus

Since October 1:
76 total positives
30 on campus
46 off campus
61 roommate/apartmentmate notifications have been sent
2 floors have received exposure notifications

Latinx/e Center

The grand opening of the Latinx/e Center for Academic Success and Achievement (La CASA) is this Thursday, November 10 from 11am-1pm. Festivities will start on Baker Lawn and tours will be available after grand opening remarks. We hope you will join in the celebration!
2022 Grad Survey

The survey of 2022 graduates (combined effort of Academic Affairs and Student Affairs assessment teams) is out and here are some academic related highlights. For a full presentation please contact Dr. Kevin Grant.

- 86.3% of graduates felt the academic rigor was what they expected of Cal Poly
- 87.9% of graduates felt class assignments were applicable to their field of study
- 82.9% of graduates felt curriculum was current with what is happening in their field of study.
- 50.6% of graduates identified that a faculty member was a mentor
ASI Report to the Academic Senate November 8, 2022

- Approved funding for Rose Float Van Purchases.
- Our last board meeting will be on 11/9/2022.
University Advising (UA) oversees the Mustang Success Center, Retention Team, and the Transfer Center. In addition, the Assistant Vice Provost for University Advising leads the CASS (Collaborative Advising for Student Success) Council, comprised of associate deans, college advising directors and leads, and other campus partners. Through CASS Council and the UA areas, ongoing review of success policies and identifying and addressing institutional barriers to retention and graduation continue to drive our work for student success.

In May 2022, NACADA (The Global Community for Academic Advising) conducted an external program review of academic advising at Cal Poly. The program review has provided a roadmap for improvements to be implemented in AY 2022-23. Results of those suggested improvements will be shared in next year's report.

University Advising Area Updates for AY 2021-22

Mustang Success Center:
The Mustang Success Center (MSC) provides advising to all first time first year students, advises all Cal Poly Scholars in their first two years, oversees athletic advising, and coordinates and leads the First Year Success Program (advising program for all students on academic probation for the first time), and advisor training. The following are highlights from AY 2021-22.

- **First Year Advising** – Advised 30,067 students (4,151 unique students – 85.1% of all first-year students) through in person and virtual appointments, virtual drop-in advising, emails and phone calls.
- **Cal Poly Scholars Advising** – Advised 98% of first year scholars, with only nine students who did not meet with their assigned advisor; advised 92.6% of second year scholars who needed to meet their advising requirement for the program.
- **Athletics Advising** – Had over 3,600 advising interactions with student-athletes. Student-athlete average GPA by term:
  - Fall term 2020=3.10
  - Winter term 2021=3.02
  - Spring term 2021=3.11
- **First Year Success Program (FSP)** – Had 293 students complete FSP Winter term 2022; had another 293 students complete FSP Spring term 2022.
- **Advisor Training Programs** – Had 126 faculty and staff participate in training programs; had 28 graduate and undergraduate peer advisors participate in training.

Retention Team:
The Retention Team leverages advising to close the graduation gap for students historically marginalized at Cal Poly; eliminate/reduce barriers to retention and graduation, focusing on those caused by and bias inherent in, academic policies/procedures; and provide time-sensitive and holistic support via outreach to students detaching from Cal Poly (at risk of discontinuing) on behalf of academic advising centers. The following highlight areas of work for AY 2021-22.
• **Provided personalized and time-sensitive outreach** to 1,394 students submitting 1,673 Informal Time Off forms, Leave of Absence requests or University Departure forms as well as sending check-in emails to 2,541 students and calling 956 students (including 288 Black, Hispanic/Latino and Native American and/or First-Generation students between first and second round fall registration) who are in Active status but enrolled in zero units.

• **Provided data for use in new/continuing proactive advising efforts**: New Transfers below full-time units following transfer registration, CP Scholars below full-time units and with holds before first and second round registration, Year 2 students in OCOB and CLA without college advising interaction and with various levels of risk, CLA students in need of specific coursework.

• **Used data to determine effectiveness of advising interventions and equitable outcomes of advising policies and practices**: Second tier of APDQ report revealing opportunities for improving support for students on AP and DQ status and for resolving inequities experienced by students for whom we are striving to close graduation gaps, demographics of CSM students on APDQ after one, two and three quarters, GPA changes for Transfer Academic Success Program (TASP) participants, pre- and post-MEP STAR program participation.

• **Partnered with Academic Programs and Planning** to include identified retention risk factors in quarterly University-wide DEI dataset.

• **Removed barriers to retention and graduation**:
  - Collaborated with the Office of the Registrar to eliminate the maximum number of LOA requests a student can take while maintaining the limit of 6 academic terms.
  - Integrated screening of informal time off (ITO) submissions for enrollment (including block scheduling) in terms indicated for absence, need to extend graduation date, continuous enrollment limits and mental health concerns.
  - Collaborated with Records to implement post-batch-degree posting Red-DPR report to facilitate college outreach to students denied graduation, many of whom don’t realize they have been denied.
  - Worked closely with Financial Aid to simplify Satisfactory Academic Progress (SAP) appeal process and to adopt Federal SAP threshold reducing percent of required units earned per academic year from 75% to 67%.
  - Encouraged Counseling Services to revisit policies around continuity of care for students who have completed a term withdrawal resulting in greater accessibility for students in distress.
  - Collaborated with Admissions to eliminate application fee for returning students easing the process of continuing their degree at Cal Poly.

**Transfer Center:**
The Transfer Center empowers and supports transfer students to succeed and thrive at Cal Poly while advancing institutional support for transfer students. The Center focuses on three key areas: resources (both resources the center creates for transfers and connection to resources on- and off-campus), community, and advocacy. The following are some highlights from AY 2021-22.

• **Transfer Center Space** – 500 unique transfer students visited the Transfer Center at least once (on average students visited 3.9 times per quarter) during AY 2021-22. The center includes space to study, a social connection space to meet other transfers, and offers free printing. In addition, the Transfer Center has trained staff to answer questions and direct students to resources.
• **Transfer Center Events** – 1,529 students joined us for transfer center sponsored events including Transfer Talks (a transfer dialogue space), academic support events, study breaks, and transfer community building.
  
  o 664 students participated in National Transfer Student Week.
  o Through campus partner events, the center's staff engaged with over 700 students sharing Transfer Center resources.

• **Transfer Academic Success Program (TASP)** - Created and piloted an academic intervention for first-year transfers on academic probation after their first or second quarter. 104 incoming transfers were placed in TASP. The pilot program was not required but over 96% of students engaged in some part of the program.
  
  o Winter TASP participants: 43 students saw an increase in their winter term GPA and 44 students saw an increase in their CP SLO GPA. The average fall quarter GPA for first time transfers was 1.49 and the average winter quarter GPA was 2.21.

• **Transfer Academic Coaching Program** - In partnership with the Writing & Learning Center and with grant support from the CSU, created and expanded the academic coaching program. Transfer students participated in 130 academic coaching appointments AY 2021-22. In addition, 10 academic support events, a part of the Transfer Center events, were hosted by transfer academic coaches.

• **Collaboration & Campus Transfer Initiatives** – Worked with Admissions, New Student & Transition Program (NSTP), and other campus partners to support transfer onboarding including supporting SLO Days, WOW, and content for the biweekly admissions newsletter. The Transfer Coordinator supports the Office of the Registrar, Academic Programs & Planning, and Admissions on reviewing and working towards increasing campus Associate Degree for Transfers (ADTs).

• **Transfer Inclusion Trainings** – In AY 2021-22, 63 faculty and staff completed the 90 min staff and faculty transfer inclusion training, and 257 students completed the 40 min student transfer inclusion training. The Transfer Coordinator launched the website page - Supporting Transfer Students – that highlights training opportunities, research, and partnership with the Center for Teaching Learning and Technology on 5 tips for a transfer inclusive classroom.

• **Advocacy** – Transfer Student Advisory Council held 12 meetings and Staff and Faculty Transfer Advisory Board held 4 meetings in AY 2021-22. To improve communication and provide more consistent support for transfers, the Transfer Onboarding Group was created. Facilitated by the Transfer Coordinator, this group meets once a month and includes one academic advisor per college, an admissions representative, a retention specialist, and an NSTP staff member. Starting in January 2021, the group has covered topics related to transfer onboarding, websites, SLO Days, admissions communication, and data and transfer trends.
Systemwide Updates
In Fall 2021, a CSU systemwide committee convened to consider best practices in the teaching and assessment of writing and to address the future of the CSU Graduation Writing Assessment Requirement (GWAR), which at Cal Poly is referred to as the Graduation Writing Requirement (GWR). Cal Poly’s GWR Coordinator, Dawn Janke, served on this systemwide committee.

Based on recommendations from the committee, Executive Vice Chancellor Alva released a March 2022 memorandum on revisions to the CSU Policy on the GWAR (formerly Executive Order 665) in which the CSU established the following systemwide policy changes: elimination of the use of a stand-alone, high-stakes exam to demonstrate writing competence; completion of at least one designated upper-division writing course to satisfy the GWAR; removal of the GWAR for graduate students beginning with the Fall 2023 catalog; and alignment of GWAR assessment with core competency assessment and theWSCUC-required commitment to continuous improvement in writing education.

Cal Poly had previously updated its GWR practices to the extent that the March 2022 memorandum had minimal impact on GWR program operations: use of a high-stakes exam to demonstrate writing competence was eliminated both via AS-858-28 and in response to a previously issued CSU memorandum at the start of the pandemic, and our pathways to satisfying the GWR directly (via designated courses) or indirectly (via the portfolio) incorporate work completed in at least one upper-division writing course. AS-858-28 also established that “instructors of GWR-certified upper-division courses will be expected to participate in aggregate assessment of student performance periodically, on a random basis, by the campus-wide GWR Advisory Board in an effort to inform continuous improvement of course design, foster ongoing professional development, evaluate the GWR program, and ensure alignment between the GWR and the assessment of writing as a core competency.” The GWR Advisory Board and the Office of Writing and Learning Initiatives, under which the GWR operates, will continue to partner with Academic Affairs, the Academic Senate, and the Academic Assessment Council to align GWR assessment with core competency assessment and theWSCUC-required commitment to continuous improvement in writing education.

Regarding the removal of the GWR for graduate students beginning with the Fall 2023 catalog, over the years, Cal Poly’s approach to the GWR for graduate students has evolved in that about 95% of our newly admitted postbaccalaureate students now fulfill the GWR automatically via their undergraduate degree, so this policy change will have little effect on graduate programs. In AY 22-23, the Dean of Graduate Education will engage graduate program coordinators and academic departments on this policy change and will
collaborate with the Office of Writing and Learning Initiatives to establish an administrative response.

Campus-specific Updates

The GWR Portfolio Program in AY 21-22. The portfolio program, which was established in response to the pandemic and was first offered in fall 2020, continued to be offered in AY 21-22. The GWR portfolio requires students to submit two writing projects from an upper-division college course(s) that granted Cal Poly credit and a writing development reflection. For summer and fall 2021, the portfolio program was administered manually via Canvas, and, then beginning winter 2022, the senate-approved UNIV 401: Graduation Writing Requirement Portfolio course was offered. Students interested in completing the GWR through the portfolio pathway enroll in UNIV 401, a CR/NC course that is offered asynchronously and has the following prerequisites: junior standing and completion of GE Area A with grades of C- or better. A final grade of credit in UNIV 401 constitutes completion of the university's GWR. In sum, 3340 students fulfilled the GWR by completing the portfolio program in AY 21-22.

GWR-designated Courses in AY 21-22. The Writing and Learning Initiatives Office also continued to administer the GWR in partnership with the College of Architecture and Environmental Design, the College of Engineering, the College of Liberal Arts, and the College of Science and Mathematics, each of which offered GWR-designated courses in one or more of their academic departments in AY 21-22. Faculty taught 123 sections of these GWR-designated courses through which 2631 students fulfilled the GWR in AY 21-22.

Adding the GWR-designation to a New or Existing Course. In fall of 2021, the Writing and Learning Initiatives Office partnered with the Office of the Registrar to design an update to the course inventory management system so that faculty could formally propose to add the GWR designation to an upper-division course following a similar process as proposing for the GE or USCP designation. This course inventory management system update was released in March 2022. GWR-specific prompts included in the course proposal/ modification process align with course criteria established in AS-858-18. Several new or existing courses have already moved through the curriculum workflow and have formally earned the GWR designation. All ASCC-approved GWR-designated courses are searchable by selecting “GWR Courses” on the university's Courses A-Z webpage. The Q2S conversion is an opportune moment for academic departments to identify a writing-intensive upper-division course(s) that may already satisfy GWR course criteria as outlined in AS-858-28 and embed the GWR-designation proposal process into Q2S course updates. The GWR Coordinator and members of the GWR Advisory Board are available to consult with departments interested in doing so.

Please direct GWR-related questions or concerns to Dawn Janke (dianke@calpoly.edu) or visit writingandlearning.calpoly.edu/gwr for general information.
CATALOG/COURSE REVIEW: Following the practice implemented in previous years, summaries of all course or catalog proposals sent by the Academic Senate Curriculum Committee to the Senate for consideration are posted on the web. Every senator is expected to review these proposals as well as the accompanying recommendations of the Curriculum Committee. The URL for the proposals appearing on the November 8, 2022 consent agenda is provided here:

http://registrar.calpoly.edu/status-proposals

(click second link on page entitled "Status of Proposals, Academic Year 2022-2023 Review (Academic Senate 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>
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<tbody>
<tr>
<td>AGED 530 Developing FFA and Supervised Agricultural Experience Programs in Secondary Education (3), 3 lectures</td>
<td>Reviewed by ASCC and recommended for approval 10/13/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
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<tr>
<td>AGED 581 Graduate Seminar in Agricultural Education (3), 3 seminars</td>
<td>Reviewed by ASCC and recommended for approval 10/13/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
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<tr>
<td>ARCH 320 Topics in Architectural History (4), 4 lectures, GE Upper-Division C</td>
<td>Reviewed by ASCC and recommended for approval 10/20/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Winter 2023</td>
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<tr>
<td>CM 475 Real Property Development (4), 4 lectures</td>
<td>Reviewed by ASCC and recommended for approval 10/20/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Winter 2023</td>
</tr>
<tr>
<td>CSC 429 Current Topics in Computer Security (4), 3 lectures, 1 laboratory</td>
<td>Reviewed by ASCC and recommended for approval 10/20/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
</tr>
<tr>
<td>DATA 100 Data Science for All I (4), 4 lectures, GE Area B4</td>
<td>Reviewed by ASCC and recommended for approval 10/20/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
</tr>
<tr>
<td>ESCI 596 Environmental Sciences and Management Project (5), 5 lectures</td>
<td>Reviewed by ASCC and recommended for approval 10/20/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
</tr>
<tr>
<td>KINE 128 Yoga (1), 1 activity</td>
<td>Reviewed by ASCC and recommended for approval 10/13/22.</td>
<td>On the 11/8/22 consent agenda.</td>
<td></td>
<td>Spring 2023</td>
</tr>
</tbody>
</table>
Issues, concerns, and questions regarding this curriculum proposal should be directed to Greg Bohr, chair of the Academic Senate Curriculum Committee. If the concern is strong enough, any senator may request an item be removed from the Consent Agenda by November 1, 2022.

Pursuant to the curriculum appeals process adopted by the Academic Senate on May 4, 2010, "Items removed from the Consent Agenda will be placed on the Senate agenda as discussion items. The Senate Chair (or designee) will invite representatives from the concerned departments and the Academic Senate Curriculum Appeals Committee to be present at the meetings where pulled proposals will be discussed. Following discussion in the Senate, the Academic Senate Curriculum Appeals Committee will make the final decision to approve, disapprove, or return the items to committee (at any level) for further development. Items not removed from the Consent Agenda are considered approved on the meeting date of the Consent Agenda."
WHEREAS, Former Chancellor Joseph I. Castro has exercised his tenure retreat rights to Cal Poly, San Luis Obispo in the Orfalea College of Business, as verified by Cal Poly administration in late September 2022; and

WHEREAS, Former Chancellor Castro resigned from his position as CSU Chancellor in February 2022 because of his widely reported mishandling of sexual misconduct claims against Frank Lamas at California State University, Fresno while the former Chancellor was President of that university; and

WHEREAS, As is standard practice, former Chancellor Castro’s tenure retreat rights to Cal Poly were established in his contract at the time he was hired as the Chancellor of the CSU and, to the best of our knowledge, individuals involved in that consultation at Cal Poly were unaware of the circumstances at California State University, Fresno (Fresno State) that ultimate led to his resignation as Chancellor; and

WHEREAS, In April 2022, the Academic Senate of Fresno State passed a declaration of no confidence, proclaiming a “lack of confidence in Dr. Castro to enter the professoriate of the CSU as a tenured Professor of Leadership and Public Policy in the Orfalea School [sic] of Business at California Polytechnic State University, San Luis Obispo”; and

WHEREAS, Wide calls for investigations in early 2022, including AS-933-22 at Cal Poly, drove the CSU Board of Trustees to engage an external report into the matter. The Wegner Report, released September 29, 2022, held him primarily responsible for mismanagement of the Lamas case; and
WHEREAS, The Academic Senate at Cal Poly wants to acknowledge the complex chain of conflicting claims and responsibilities in this case, including the possibly active or enabling roles of former Chancellor Timothy White, CSU General Counsel G. Andrew Jones, the CSU Board of Trustees, Fresno State General Counsel John Walsh, Fresno State Director of Title IX and Clery Compliance Jamie Pontius-Hogan, other Title IX administrators at Fresno State, as well as other parties involved in the chain of command or decision tree; and

WHEREAS, The day he resigned, former Chancellor Castro stated “resigning at this time is necessary so that the CSU can maintain its focus squarely on its educational mission.” Using the same sentiment, the Academic Senate of Cal Poly asks Dr. Castro to recognize the chaos he is creating at Cal Poly by joining the instructional faculty here; and

WHEREAS, In the context of asymmetric power dynamics in academia, particularly in the light of the mismanagement of sexual harassment and Title IX, his presence at Cal Poly will generate a chilling effect on our campus and classroom climate; and

WHEREAS, As 1) the former leader of our university system and 2) an internationally recognized figure of a controversial high-profile resignation from this former position, as a colleague and instructor, he will generate pathological distractions for students, staff, faculty, and administration, compromising our educational mission; therefore be it

RESOLVED: Because of the aforementioned context, the Academic Senate calls on Dr. Castro to abort his retreat into the tenured faculty at Cal Poly; and be it further

RESOLVED: Upon passing the Academic Senate, this resolution be forwarded to Joseph I. Castro and relevant stakeholders including the CSU Board of Trustees, the CSU interim Chancellor Jolene Koester, Cal Poly President Jeffrey Armstrong, the Academic Senate of the California State University (ASCSU), and the California Faculty Association (CFA).

Proposed by: Executive Committee of the Academic Senate
Date: October, DD 2022


Declaration of No Confidence in former CSU Chancellor Joseph I. Castro to Exercise Retreat Rights to Enter the Professoriate of the CSU

1. **RESOLVED:** The Academic Senate of California State University, Fresno, given his resignation as Chancellor and implied admission of wrong doing by former Chancellor Joseph I. Castro, in mishandling the sexual harassment allegations against Frank Lamas, proclaim lack of confidence in Dr. Castro to enter the professoriate of the CSU as a tenured Professor of Leadership and Public Policy in the Orfalea School of Business at California Polytechnic State University, San Luis Obispo; and be it further

2. **RESOLVED:** That, the Academic Senate of California State University, Fresno notes that through former Chancellors Castro’s words and actions in this matter, he has violated the trust of not only the students, staff and faculty of the CSU but also the people of the state of California. Therefore, Academic Senate of California State University, Fresno affirms that Dr. Castro has demonstrated that he not only does not deserve to hold the rank of tenured professor but that he is unqualified to teach and/or conduct research in leadership and public policy, and be it further

3. **RESOLVED:** That the Academic Senate of California State University, Fresno distribute this resolution to

   ● CSU Board of Trustees,
CSU Chancellor,  
CSU Fresno President Saul Jimenez-Sandoval,  
The Academic Senate of the California State University (ASCSU),  
The Academic Senates of our 22 sister campuses in California State University system.  
California Faculty Association (CFA),  
CSU Board of Trustees,  
California Senate Education Committee,  
California Assembly Higher Education Committee

RATIONALE:  *USA Today* published an investigative report on February 3, 2022\(^1\) surrounding the handling of sexual harassment allegations against Frank Lamas, former Vice President for Student Affairs at Fresno State University by then- CSU Fresno President Joseph Castro. Following a statement made by now-Chancellor Castro about the incident on February 4, 2022\(^2\), *USA Today* published a follow-up report February 7, 2022 detailing a year-long effort to prevent the release of reports into sexual misconduct and to pressure those officials gaining access to the reports into signing non-disclosure agreements\(^3\). The California Faculty Association (CFA)\(^4\), CSU Board of Trustees Chair Lillian Kimbell\(^5\), State Senator and Chair of the Senate Education Committee Connie M. Leyva (D-Chino)\(^6\), and State Assembly member and

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\(^1\) Jacoby, K. (2022) *Fresno State president mishandled sexual harassment complaints. Now he leads all 23 Cal State colleges.* *USA Today* February 3.
\(^3\) Jacoby, K. (2022) *Fresno State stonewalled the release of sexual harassment investigation reports, sought NDA.* *USA Today* February 7.
\(^5\) This call is stated in the article in fn6; she had previously made public statements in support of Chancellor Castro; see fn7 and Kimbell (2022) *Statement On Behalf of CSU Board of Trustees Chair Lillian Kimbell Regarding USA Today Story On Title IX.* February 3.
Chair of the Assembly Higher Education Committee Jose Medina (D-Riverside), have called for independent investigations into the matter.

**RATIONALE:** Finally, an op ed piece in The Tribune at San Luis Obispo came to the conclusion that former Chancellor Castro has failed at both leadership and public policy and therefore does not deserve a prestigious faculty position at Cal Poly’s Orfalea School of Business.

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8 The Tribune Editorial Board (2022) *Ousted CSU chancellor could wind up teaching at Cal Policy. That’s an outrage*, February 23.
WHEREAS, USA Today published an investigative report that has raised questions about how Chancellor Joseph Castro, while serving as President of Fresno State University, handled the sexual harassment allegations against Frank Lamas, former Vice President for Student Affairs at Fresno State University; and

WHEREAS, Chancellor Castro, on Friday, February 4th, 2022, sent an open letter to the California State University that outlined his handling of the situation involving Frank Lamas, but did not include supporting documentary evidence that provided a full context for his actions; and

WHEREAS, State and local groups, both within and without the California State University system, have called for an external and independent investigation of Chancellor Castro’s handling of the sexual harassment allegations against Frank Lamas; and

WHEREAS, The faculty and staff at Cal Poly, San Luis Obispo, support all members of the campus community who have been subject to sexual harassment, regardless of the privileged position of a perpetrator, and aim to create a culture of accountability on campus and throughout the California State University system; therefore, be it

RESOLVED: That the Academic Senate call on the Cal State Board of Trustees to initiate an external and independent investigation into Chancellor Castro’s handling of the sexual harassment allegations against Frank Lamas; and be it further

RESOLVED: That the Academic Senate urge the California State University System to reexamine its policies regarding the separation of members of the Management Personnel Plan (MPP) who are subject to ongoing Title IX investigations or have been found in violation of Title IX policies; and be it further

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RESOLVED: That this resolution be transmitted to the Office of the Chancellor, Board of Trustees, Academic Senate of the California State University, and Academic Senate Chairs of the California State University system.

Proposed by: Academic Senate Executive Committee
Date: February 15, 2022
To the California State University Community:

As many of you are aware, yesterday a story was published in the national media about the handling of sexual harassment allegations against Fresno State’s Vice President of Student Affairs and Enrollment Management Frank Lamas while I was serving as the campus president. I write to you now believing it to be of utmost importance that I immediately and directly address this matter with the entire CSU community.

Above all, I want to acknowledge the pain suffered by the members of the Fresno State community. To those who were hurt by Dr. Lamas’ behavior and actions, I am deeply and profoundly sorry.

In addition, I also recognize that aspects of Dr. Lamas’ separation from the university may have exacerbated this pain and caused understandable frustration among the campus community. I am sorry for this. I also want to provide some context in the hope that additional clarity will be helpful to those who are frustrated or confused by the circumstances of his departure.

In 2019, when a formal Title IX complaint was filed against Dr. Lamas, we acted immediately. To protect the campus community, he was removed from campus within four days. We then entered into settlement negotiations for two fundamental reasons: to permanently separate Dr. Lamas from campus as quickly as possible – without a prolonged legal fight – and to bar him permanently from future employment at Fresno State or any CSU campus. As part of the settlement agreement, which was mediated by a respected retired federal judge, I was required to provide Dr. Lamas with a letter of reference. I did so, and included language mentioning the progress the campus had made on student success and outcomes during his tenure. In hindsight, while my motives were to expedite Dr. Lamas’ permanent removal from the CSU, I regret agreeing to this aspect of the settlement, knowing that it caused additional pain.

Again, I am sorry for the pain caused by Dr. Lamas’ abhorrent behavior and actions, and for any additional hurt and understandable frustration brought about by aspects of the mediated settlement agreement.

I want you – the entire Cal State community – to know that your health, safety and well-being are my first priority. This includes fostering and sustaining an environment free from sexual harassment and all other forms of sexual misconduct. And it also means respectfully and intentionally holding space for all those affected by this behavior. To that end, I am encouraged by the work we have done over the past year, including launching a systemwide review of Title IX compliance and community awareness of Title IX rights and responsibilities – and addressing the so-called “faculty retreat rights” that complicated Dr. Lamas’ separation.

But, of course, we must do so much more – to strengthen our survivor support services; to sharpen the tools we have to quickly and effectively respond to incidents that occur; and to appropriately address legal, administrative and procedural barriers that can impede action.

We must do more – and we will do more. I am fully committed to working with our campus presidents and the CSU Board of Trustees on these critically important issues, and I pledge to continue to do so until the California State University becomes a national model for the prevention and redress of sexual misconduct in all its forms.

Sincerely,

Joseph I. Castro
Chancellor
MEMORANDUM

To: Thomas Gutierrez  
Chair, Academic Senate

From: Jeffrey D. Armstrong  
President

Date: March 9, 2022

Copies: Bruno Giberti  
Amy Fleischer  
Damon Fleming  
Maren Hufton  
Cynthia Jackson-Elmoore  
Al Liddicoat  
Christine Theodoropoulos  
Andy Thulin  
Dean Wendt  
Philip Williams

Subject: Response to AS-933-22 Resolution Requesting an Independent Investigation Into Chancellor Castro’s Handling of the Sexual Harassment Allegations Against Frank Lamas

By way of this memo, I acknowledge the above-entitled Academic Senate resolution.
RESOLUTION ON SUSPENDING TERM LIMITS FOR ACADEMIC SENATE CURRICULUM COMMITTEES DURING QUARTER-TO-SEMESTER CONVERSION

Impact on Existing Policy: supersedes Academic Senate bylaws on term limits during quarter-to-semester conversion

WHEREAS, The Academic Senate should avoid placing constraints on Academic Senate curriculum committee participation during quarter-to-semester conversion, particularly for experienced members; and therefore, be it

RESOLVED: During quarter-to-semester conversion, starting in AY2022-23, term limits are temporarily suspended for members and chairs on the Academic Senate Curriculum Committee, the General Education Governance Board, the USCP Review Committee, and the Curricular Appeals Committee; and be it further

RESOLVED: Members reaching their term limit during conversion wishing to continue service must still submit a statement of interest and be appointed by the Executive Committee to the respective committee; and be it further

RESOLVED: Term limits will resume at the start of the first semester term, currently Fall 2026; and be it further

RESOLVED: Service prior to conversion will still contribute to term limits once term limits resume; and be it further

RESOLVED: Service during conversion will count as two academic years toward term limits once term limits resume; and be it further

RESOLVED: If the combined service prior and during conversion exceeds the established term limits at the start of the first semester term, then the committee member is termed out; and be it further
RESOLVED: Prior to the start of semesters, the bylaws and constitution shall be appropriately modified to be term-neutral or reflect the semester framework.

Proposed by: Academic Senate Executive Committee
Date: October 11, 2022

\[1\] (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.
Adopted:

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

AS-___-22

RESOLUTION ON SENIOR PROJECTS and SEMESTERS

Impact on Existing Policy: Updates unit count and number of terms from AS-860-19

WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, Cal Poly’s current policy on senior projects states, among other things, that senior projects will:

Include a minimum count of 3 units, or 90 hours of work, with no maximum;
Take no more than three quarters to complete;

; and

WHEREAS, The minimum count of 2 semester units is the equivalent of 3 quarter units; and

WHEREAS, An academic year is routinely divided into either three quarters or two semesters; and

WHEREAS, One academic year is sufficient time to complete a rigorous senior project; and

WHEREAS, Allowing senior projects to take three semesters to complete will slow progress to degree while also being unlikely to enhance significantly the academic quality of the senior project; therefore be it
RESOLVED: That the senior project requirement in degree programs being converted for the semester catalog will:

Include a minimum count of 2 (semester) units, or 90 hours of work, with no maximum;

Take no more than two semesters to complete

and be it further

RESOLVED: No other aspects of the current senior project policy are impacted or changed as a result of this resolution.

Proposed by: Academic Senate
Curriculum Committee
Date: October 11, 2022

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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.
RESOLUTION ON MINORS and SEMESTERS

Impact on Existing Policy: Updates some of the minor program requirements, as originally described in sections of AS-73-79, AS-213-86, AS-312-89, AS-335-90, AS-437-95

WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, The current minor policy states that a minor is 24-30 quarter units with at least half of the units from upper division courses; and

WHEREAS, 24 quarter units is 16 semester units and 30 quarter units is 20 semester units; and

WHEREAS, The Academic Senate Curriculum Committee (ASCC) has reviewed our quarter based minor unit range and recommends a slight adjustment to minors for the purpose of semesters, particularly to account for programs that will likely have many 3 unit classes; and

WHEREAS, The ASCC recommends adopting the attached policy regarding minors; therefore be it

RESOLVED: That the Academic Senate approve the attached ASCC recommendations regarding the size and structure of minors in semesters at Cal Poly; and be it further

RESOLVED: No other aspects of the current policies on academic minors are impacted or changed as a result of this resolution; and be it further
RESOLVED: That this resolution does not pertain to Cross Disciplinary Studies Minors as established by AS-775-14.

Proposed by: Academic Senate Curriculum Committee
Date: October 13, 2022

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.
**Policy on Unit Range and Related Requirements for Minors on the Semester Catalog**

A minor will consist of 15-24 semester units. Completion of the minor will require that at least 5 courses be taken.

At least 6 units of coursework will develop foundational competencies in the discipline that all students in the minor should achieve, which must be demonstrated by the course-to-PLO mapping in the minor proposal.

At least half of the minor units will be upper-division, comprising at least three courses.

At least half of the units in the minor will be completed in residence at Cal Poly. For the Chinese, French, German, Italian Studies, Japanese, and Spanish minors, the requirement for students studying abroad is that at least one third of the units must be taken at Cal Poly.

No more than 1/3 of the units will be taken with credit-no credit grading (CR/NC), not counting courses with mandatory CR/NC grading if desired.

A GPA of 2.0 or better in the minor courses is required to complete the minor.
Impact on Existing Policy: Supersedes AS-745-12

WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, The current policy on undergraduate concentrations is given in AS-745-12 Resolution on Concentration Definition; and

WHEREAS, A concentration is intended to be a coherent and specialized course of study within a student’s major degree program, which presupposes knowledge of the major discipline; and

WHEREAS, A concentration is a carefully chosen and formally recognized course of study with requirements stated in the catalog; and

WHEREAS, Faculty and colleges have a commitment to deliver approved curriculum; and

WHEREAS, Concentrations, including interdisciplinary concentrations, are not baccalaureate programs; and

WHEREAS, Concentrations are noted on the student’s transcript, but not shown on the diploma; and

WHEREAS, Faculty have the option to include concentrations in the baccalaureate programs they develop; and
WHEREAS, CSU Executive Order 1071 delegates authority to campus presidents to approve options, concentrations, special emphases and minors (https://calstate.policystat.com/policy/10867125/latest); therefore be it

RESOLVED: that the criteria for approval of a proposed or edited concentration shall be the following:

1. A concentration is a block of designated courses from one or more lists of designated courses or course areas, totaling at least 12 units.

2. No single course should appear in every concentration of a given major; such courses should be included in the major.

3. The courses for a concentration shall appear in the major course column of the curriculum.

4. The number of concentration units shall not exceed 50% of the total major units.

; and be it further

RESOLVED: that all concentrations proposed or converted for the 2026-27 semester-based catalog, and subsequent catalogs, shall conform to these criteria.

Proposed by: Academic Senate Curriculum Committee
Date: October, 2022

(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.
RESOLUTION ON CROSS-DISCIPLINARY STUDIES MINORS and SEMESTERS

WHEREAS, The Chancellor’s Office has mandated that Cal Poly convert to semesters by fall of 2026; and

WHEREAS, Conversion to semesters requires that all academic policies be reviewed and revised as appropriate; and

WHEREAS, The current policy on Cross-Disciplinary Studies Minors (CDSMs) is given in AS-775-14 Resolution on Cross-Disciplinary Studies Minors; and

WHEREAS, A cross-disciplinary studies minor (CDSM) is the result of a partnership between two or more target major programs. It is defined as a set of curricular requirements comprised of coherent groups of courses tailored for each partner program such that all students from target majors develop (1) depth in the partner discipline, (2) focused study in their own discipline, as well as (3) focused study in the mutual domain of the minor; therefore be it

RESOLVED: that the requirements for a CDSM as listed in the attachment from AS-775-15 be updated to the following:

- The curricular requirements are the same for all students in the CDSM.
- The total number of semester units in the CDSM that cannot be covered by the requirements of the student’s major shall be at least 9 and no more than 16.
- At least half of the units must be from upper division courses.
(300- or 400-level) and at least half of the units must be taken at Cal Poly.

- Not more than one-third of the courses in an CDSM can be graded Credit/No Credit (CR/NC), except for courses that have mandatory CR/NC grading.

- A minimum overall 2.0 GPA for all CDSM required coursework is needed for completion.

; and be it further

RESOLVED: that no other definitions or procedures set forth in AS-775-14 are modified by this resolution; and be it further

RESOLVED: that these updated requirements will apply to all CDSMs proposed or converted for the 2026-27 semester-based Catalog, and subsequent Catalogs.

Proposed by: Academic Senate Curriculum Committee
Date: November 01, 2022

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(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.
RESOLUTION ON UFPP 12.3 ASSIGNED TIME FOR EXCEPTIONAL SERVICE TO STUDENTS


WHEREAS, The 2022 Collective Bargaining Agreement (CBA) includes revisions to Article 27: Assigned time for Exceptional Levels of Service to Students; and

WHEREAS, Practices in the review of applications for such assigned time at Cal Poly have undergone review and warrant some improvements; and

WHEREAS, Proposed revisions to the review processes arise from extensive consultation with faculty and administration to clarify how the faculty committee reviewing applications formulates its recommendations; and

WHEREAS, University Faculty Personnel Policies (UFPP) 12.3 houses policies on Assigned Time for Exceptional Service to Students (ATESS); therefore be it

RESOLVED: UFPP 12.3 be updated to reflect the revisions in the attached report, and be it further

RESOLVED: These policies be used in the next period of review of applications for ATESS in Winter 2023, and be it further

RESOLVED: The new policies be distributed to colleges and the faculty as part of the solicitation of applications for ATESS.

Proposed by: Academic Senate Faculty Affairs Committee
Date: November 1, 2022
**EXECUTIVE SUMMARY**: The Academic Senate Faculty Affairs Committee (FAC) proposes revising policies about the Assigned Time for Exceptional Service to Students program to conform with changes to the Collective Bargaining Agreement and implement improvements in the practices of the committee reviewing applications for such assigned time.

**BACKGROUND**: 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 approval of updates to University Faculty Personnel Policies (UFPP) including consultation with faculty affected by proposed changes and clear identification of which policy documents have been superseded by a proposed change. This process uses Academic Senate resolutions to establish new policy, revise existing policy, or substantially reformulate existing policy.

Summary

Assigned Time for Exceptional Service to Students (ATESS) is a program mandated by the Collective Bargaining Agreement (CBA) to provide assigned time for faculty who engage in service to students that is beyond normal expectations of service, and which has not otherwise been compensated. This program emerged from the 2015 version of CBA as a program with limited timelines for its continued implementation. In the 2022 version of the CBA this program became permanent, and also acquired a clearer set of goals for the program. These changes are reflected in the proposed revisions.

FAC developed the original policies and procedures for application and review processes adapted from boilerplate provided by the CSU. These policies and procedures have undergone minor revision to address issues in the formulation of the committee to review applications, and also in the application and review processes themselves.

The proposed revisions consist of further efforts to improve these processes. The main improvement here consists of clarification about the nature of recommendations for awards by containing recommended awards to amounts of assigned time useful for course release informed by the applicant’s actual teaching assignments.

Impact on Existing Policy

These ATESS policies and procedures would supersede those currently in UFPP 12.3.

Implementation

If passed in Fall 2022, these policies would be in effect for the next application cycle for ATESS in Winter 2023. If passed after the notification cycle for 2022-23 has passed, then these policies should go into effect the subsequent academic year.

Faculty Affairs Committee
Consultation

These proposed changes in policy arose from extensive consultation in Spring 2022 between FAC, the Academic Senate Chair, the chair of the Academic Senate Diversity Committee (which reviews applications for this assigned time) and Academic Personnel.

What follows are the proposed revised policies and another copy revealing the edits from the prior version of the policy.
12.3. Assigned Time for Exceptional Levels of Service to Students

12.3.1. Policy in 12.3 established by Academic Senate Consent 2/9/2021.

12.3.2. PURPOSE: To provide a process for all Unit 3 faculty to write proposals and compete for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and support California Polytechnic State University San Luis Obispo (Cal Poly's) Mission and Strategic Plan pursuant to Article 20, Section 37 of the Collective Bargaining Agreement (CBA) between CSU and the California Faculty Association (CFA).

12.3.3. “Exceptional service awards are intended to recognize faculty who have a demonstrated commitment to working on issues faced by our diverse student population. Assigned time from this pool should be awarded to faculty for mentoring, advising, and outreach, to support underserved, first-generation, and/or underrepresented students and other practices in support of such students, including those caused by cultural taxation.” (CBA 20.37)

12.3.4. Exceptional Student Service Committee (ESSC)

12.3.4.1. Each academic college shall be a constituency and shall have a representative on the Exceptional Student Service Committee (ESSC). The Academic Senate chair may assign the functions of the ESSC to a standing Academic Senate committee.

12.3.4.2. The committees serving the functions of the ESSC shall include one faculty member from each constituency defined above appointed by the Academic Senate Executive Committee, a student appointed by the Associated Students, Inc., and an ex officio non-voting administrative member appointed by the provost and vice-president for academic affairs or their designee.

12.3.4.3. Faculty on a committee serving the functions of ESSC who apply for assigned time under ATESS shall recuse themselves from all work involved in ESSC and shall not attend any meetings concerning ESSC work, nor participate in any discussions about ESSC work. The Academic Senate Executive Committee may appoint another faculty member from the recused faculty member’s constituency to serve the role of the recused member in relation to the functions of ESSC.

12.3.4.4. The functions of ESSC shall be:

- Evaluate faculty applications for assigned time for exceptional levels of service to students.
- Make recommendations based on those evaluations to the provost and executive vice president for academic affairs.
- Periodically review and, if needed, make recommendations for changes in this policy to the Faculty Affairs Committee (FAC).

12.3.5. Assigned Time Budget and Reporting

12.3.5.1. There is no CSU allocation provided to support assigned time. Campuses are required to self-fund the assigned time allocations based on the number of full-time equivalent students at
each campus. At Cal Poly, the assigned time will be funded by the provost.

12.3.5.2. Cal Poly shall expend all assigned time allocated under this program. Cal Poly shall provide an accounting of assigned time expended for this program for the prior fiscal year by no later than November 1 of the subsequent year to the ESSC, the FAC, the Academic Senate, campus CFA president, and the CSU.

12.3.5.3. All assigned time allocations must be expended in the academic year per restrictions specified below. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for an assistant professor. Awards from appeals shall not exceed 10% of the annual budget for assigned time and shall be funded in the subsequent academic year. During the last year of the agreement, appeals must be funded from the funds for that year, including any rollover from previous years.

12.3.6. Eligibility and Restrictions

12.3.6.1. All Unit 3 faculty employees are eligible to submit a proposal to request assigned time for exceptional levels of service to students. Faculty who have previously received assigned time under this program will be eligible to apply for another assigned time award. Faculty members already receiving other sources of assigned time or compensation for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.

12.3.6.2. Assigned time shall be used for course release utilized during the academic year (and not in summer) during which the activity is performed.

12.3.7. Timeline

12.3.7.1. Application for assigned time shall be for activities in the subsequent academic year. A timeline for applications shall be announced in the notification sent to faculty upon the opening of the application period. Typically the call for applications occurs in Fall quarter with applications due to the applicant’s department chair/head around the beginning of Winter quarter, though contingencies may delay the notification period.

12.3.7.2. The applicant’s department chair/head shall submit the application materials to the applicant’s dean, who then shall submit the applications to the ESSC typically by early in Winter quarter. The ESSC reviews applications and submits its recommendations to the provost and vice president for academic affairs in time for applicants to be notified of the status of their applications near the end of Winter quarter.

12.3.8. Application Materials and Criteria

12.3.8.1. The distribution of application materials concerning assigned time for exceptional levels of service to students should target department chairs/heads, program directors and students to encourage applications from faculty they view as having taken on
extraordinary burdens in the related categories of service to students in relation to the aims of the program as stated in UFPP 12.3.3.

12.3.8.2. An application for assigned time to support exceptional levels of service to students shall consist of:

- A completed proposal that includes sufficiently detailed narrative, not to exceed two pages, on the template provided for this purpose, which includes sufficient justification for the use of assigned time requested, the impact factor (see application), a description of how the service is extraordinary, and how the WTUs requested correlate work effort with course release;
- The faculty applicant’s current curriculum vitae (CV), with relevant service activities for which assigned time is being sought highlighted;
- A statement from the department chair about the merit of the proposal, verification that no other source of assigned time or compensation has been provided for the same general activity, an account of the appropriateness of the requested assigned time for course release for the applicant; and
- The college dean’s recommendation.

12.3.8.3. Incomplete applications will not be reviewed.

12.3.9. Supported Activities and Review Criteria

12.3.9.1. The following activities may be supported:

- Student mentoring, advising, and outreach that goes significantly beyond the normal expectations of all faculty;
- Activities that support underserved, first-generation, and/or underrepresented students;
- Curricular redesign intended to improve student access and success;
- Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty;
- Other extraordinary forms of service to students.

12.3.9.2. Review criteria:

- Narrative description of proposed activity/project detailing nature of service provided;
- Demonstration of how the service to the students is extraordinary – provide context of the full service and teaching load such that this service to students is extraordinary in light of the totality of the service and teaching load;
- Justification for how the amount of assigned time requested correlates the service activity with workload in relation to normal instructional activities;
- Demonstrated ability to be successful in accomplishing project goals and previous work in this area.

12.3.10. Recommendations
12.3.10.1. The ESSC shall rate each proposal based on the established criteria and rank order the proposals by total rubric score.

12.3.10.2. The ESSC shall submit its evaluations and the application materials to the provost and vice-president for academic affairs who shall make the final determination regarding the approval or denial of the proposals.

12.3.11. Information Provided to Applicants

12.3.11.1. Once a decision is reached by the provost and vice-president for academic affairs, they will forward their approval or denial of assigned time, and the basis for the denial of assigned time.

12.3.12. Appeals

12.3.12.1. Within 10 days following receipt of the provost and vice-president for academic affairs’ decision, applicants may appeal a denial of assigned time to the associate vice-provost for academic personnel. Appeals will be forwarded to the Faculty Affairs Committee for consideration. The FAC will consider the appeal at their next scheduled business meeting and will respond to the appellant in writing with a copy to the provost. Decisions of the FAC shall be final and binding and are not subject to the grievance procedures specified in Article 10 of the CBA.

12.3.13. Effective Dates

12.3.13.1. The policies and procedures in this document are an implementation of Article 20, section 37 of the CBA, and dependent upon any successor CBA to include additional awards in future years.

12.3.13.2. Academic Personnel shall maintain an updated calendar for the operations of the ESSC and the awarding of this assigned time for each academic year it is in effect.
12.3. Assigned Time for Exceptional Levels of Service to Students

12.3.1. Policy in 12.3 established by Academic Senate Consent 2/9/2021.

12.3.2. PURPOSE: To provide a process for all Unit 3 faculty to write proposals and compete for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and support California Polytechnic State University San Luis Obispo (Cal Poly's) Mission and Strategic Plan pursuant to Article 20, Section 37 of the 2014—2017 Collective Bargaining Agreement (CBA) between CSU and the California Faculty Association (CFA) and the extension of the CBA through 2019—2020.

12.3.3. “Exceptional service awards are intended to recognize faculty who have a demonstrated commitment to working on issues faced by our diverse student population. Assigned time from this pool should be awarded to faculty for mentoring, advising, and outreach, to support underserved, first-generation, and/or underrepresented students and other practices in support of such students, including those caused by cultural taxation.” (CBA 20.37)

12.3.4. Exceptional Student Service Committee (ESSC)

12.3.4.1. Each academic college shall be a constituency and shall have a representative on the Exceptional Student Service Committee (ESSC). The Academic Senate chair may assign the functions of the ESSC to a standing Academic Senate committee.

12.3.4.2. The committees serving the functions of the ESSC shall include one faculty member from each constituency defined above appointed by the Academic Senate Executive Committee, a student appointed by the Associated Students, Inc., and an ex officio non-voting administrative member appointed by the provost and vice-president for academic affairs or their designee. One faculty member from each constituency defined above shall be appointed by the Academic Senate Executive Committee, and a student will be appointed by the Associated Students, Inc. The provost and vice-president for academic affairs or their designee will serve as a nonvoting ex-officio member. Each appointed member shall serve a one-year term. Faculty serving on this committee shall not be applicants for assigned time.

12.3.4.3. Faculty on a committee serving the functions of ESSC who apply for assigned time under ATESS shall recuse themselves from all work involved in ESSC and shall not attend any meetings concerning ESSC work, nor participate in any discussions about ESSC work. The Academic Senate Executive Committee may appoint another faculty member from the recused faculty member’s constituency to serve the role of the recused member in relation to the functions of ESSC.

12.3.4.4. The functions of ESSC shall be:

- Evaluate faculty applications for assigned time for exceptional levels of service to students.
• Make recommendations based on those evaluations to the provost and executive vice president for academic affairs.
• Periodically review and, if needed, make recommendations for changes in this policy to the Faculty Affairs Committee (FAC).

12.3.5. Assigned Time Budget and Reporting

12.3.5.1. There is no CSU allocation provided to support assigned time. Campuses are required to self-fund the assigned time allocations based on the number of full-time equivalent students at each campus. At Cal Poly, the assigned time will be funded by the provost.

12.3.5.2. Cal Poly shall expend all assigned time allocated under this program. Cal Poly shall provide an accounting of assigned time expended for this program for the prior fiscal year by no later than November 1 of the subsequent year to the ESSC, the FAC, the Academic Senate, campus CFA president, and the CSU.

12.3.5.3. All assigned time allocations must be expended in the academic year per restrictions specified below. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for an assistant professor. Awards from appeals shall not exceed 10% of the annual budget for assigned time and shall be funded in the subsequent academic year. During the last year of the agreement, appeals must be funded from the funds for that year, including any rollover from previous years.

12.3.6. Eligibility and Restrictions

12.3.6.1. All Unit 3 faculty employees are eligible to submit a proposal to request assigned time for exceptional levels of service to students. Faculty who have previously received assigned time under this program will be eligible to apply for another assigned time award. Faculty members already receiving other sources of assigned time or compensation for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.

12.3.6.2. Assigned time shall be used for course release can only be utilized during the academic year (September – June and not in summer) during which the activity is performed.

12.3.7. Timeline

12.3.7.1. Application for assigned time shall be for activities in the subsequent academic year. A timeline for applications shall be announced in the notification sent to faculty upon the opening of the application period. Typically the call for applications occurs in Fall quarter with applications due to the applicant’s department chair/head around the beginning of Winter quarter, though contingencies may delay the notification period.

12.3.7.2. The applicant’s department chair/head shall submits the application materials to the applicant’s dean, who then shall submits the applications to the ESSC typically by early in
Winter quarter. The ESSC reviews applications and submits its recommendations to the provost and vice president for academic affairs in time for applicants to be notified of the status of their applications near the end of Winter quarter.

12.3.7.12.3.8. Application Materials and Criteria

12.3.7.12.3.8.1. The distribution of application materials concerning assigned time for exceptional levels of service to students should target department chairs/heads, program directors and students to encourage applications from faculty they view as having taken on extraordinary burdens in the related categories of service to students in relation to the aims of the program as stated in UFPP 12.3.3.

12.3.7.212.3.8.2. An application for assigned time to support exceptional levels of service to students shall consist of:

- A completed proposal that includes sufficiently detailed narrative, not to exceed two pages, on the template provided for this purpose, which includes sufficient justification for the use of assigned time requested, the impact factor (see application), a description of how the service is extraordinary, and how the WTUs requested correlate to work effort with course release;
- The faculty applicant’s current curriculum vitae (CV), with relevant service activities for which assigned time is being sought highlighted;
- A statement from the department chair indicating support for about the merit of the proposal, and verification that no other source of assigned time or compensation has been provided for the same general activity, an account of the appropriateness of the requested assigned time for course release for the applicant; and
- The college dean’s recommendation.

12.3.7.312.3.8.3. Incomplete applications will not be reviewed.

12.3.812.3.9. Supported Activities and Review Criteria

12.3.9.12.3.9.1. The following activities may be supported:

- Student mentoring, advising, and outreach that goes significantly beyond the normal expectations of all faculty;
- Activities that support underserved, first-generation, and/or underrepresented students;
- Curricular redesign intended to improve student access and success;
- Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty;
- Other extraordinary forms of service to students.

12.3.9.212.3.9.2. Review criteria:

- Narrative description of proposed activity/project detailing nature of service provided;
• Demonstration of how the service to the students is extraordinary – provide context of the full service and teaching load such that this service to students is extraordinary in light of the totality of the service and teaching load;
• Justification for how the amount of assigned time requested correlates to the work involved in the service activity with workload in relation to normal instructional activities;
• Demonstrated ability to be successful in accomplishing project goals and previous work in this area.

12.3.9.12.3.10. Recommendations
12.3.9.1.12.3.10.1. The ESSC shall rate each proposal based on the established criteria and rank order the proposals by total rubric score.
12.3.9.2.12.3.10.2. The ESSC shall submit its evaluations and the application materials to the provost and vice-president for academic affairs who shall make the final determination regarding the approval or denial of the proposals.

12.3.10.12.3.11. Information Provided to Applicants
12.3.10.1.12.3.11.1. Once a decision is reached by the provost and vice-president for academic affairs, they will forward their approval or denial of assigned time, and the basis for the denial of assigned time if denied, the basis for the decision, as well as the numeric score and ranking of their application.

12.3.11.12.3.12. Appeals
12.3.11.1.12.3.12.1. Within 10 days following receipt of the provost and vice-president for academic affairs’ decision, applicants may appeal a denial of assigned time the decision in writing to the associate vice-provost for academic personnel. Appeals will be forwarded to the Faculty Affairs Committee for consideration. The FAC will consider the appeal at their next scheduled business meeting and will respond to the appellant in writing with a copy to the provost. Decisions of the FAC shall be final and binding and are not subject to the grievance procedures specified in Article 10 of the CBA.

12.3.12.12.3.13. Effective Dates
12.3.12.1.12.3.13.1. The policies and procedures in this document are an implementation of Article 20, section 37 of the CBA, and dependent upon any successor CBA to include additional awards in future years. The policies and procedures in this document are an implementation of Article 20, section 37 of the 2014 – 2017 CBA. Due to the extension of the CBA through 2017-18 and then again through 2019 – 2020, the 2019 – 2020 academic year marks the end of this program and this policy shall no longer be in effect on or after June 30, 2020, unless Article 20.37 is specifically extended in the successor CBA to include additional awards in future years.
12.3.12.2.12.3.13.2. Academic Personnel shall maintain an updated calendar for the operations of the ESSC and the awarding of this assigned time for each academic year it is in effect.