Meeting of the Academic Senate  
Tuesday, March 14, 2023  
UU 220, 3:10 to 5:00 pm

I. Minutes: February 28, 2023 (pp. 2-3)

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

III. Reports:  
A. Academic Senate Chair:  
B. President’s Office:  
C. Provost:  
D. Vice President for Student Affairs:  
E. Statewide Senate:  
F. CFA:  
G. ASI:  

IV. Consent Agenda:  
A. Consent Agenda Item A (pp. 4-6)  
B. Consent Agenda Item B (pp. 7-8)  
C. Consent Agenda Item C (pp. 9-11)

V. Business Items:  
A. Resolution on Graduate Curriculum for Semester Conversion: Greg Bohr, Academic Senate Curriculum Committee Chair, first reading (pp. 12-15)  
B. Resolution on the General Faculty Status of Participants in the Faculty Early Retirement Program: Steve Rein, Academic Senate Statewide Senator, first reading (pp. 16-17)

VI. Discussion Item(s):

VII. Adjournment:
I. **Minutes**: M/S/P to approve minutes from February 14, 2023.

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

III. **Reports**:
   A. Academic Senate Chair: None
   B. President’s Office: None.
   C. Provost: Provost and Vice President and Executive Vice President for Academic Affairs, Cynthia Jackson-Elmoore, gave an update on the faculty and staff Ombuds recommendation, sharing that a meeting has been scheduled to continue that conversation. Work is continuing with the semester conversion. The semester conversion team is building out the website, semesters.calpoly.edu. Finally, she shared that Dean Andy Thulin from the College of Agriculture, Food, and Environmental Sciences has announced his intention to retire the end of this calendar year.
   D. Vice President for Student Affairs: None
   E. Statewide Senate: Gary Laver and Steve Rein, reported the Senate should consider the impacts of AB 506, AB 1390, AB 1142, and SB 640.
   F. CFA: Lisa Kawamura, CFA President, reminded the Senate to fill out the Bargaining Survey and on that, specify support the SLO model for 933 teaching and 12-3 teaching for lecturers.
   G. ASI: Marirose Evenden, ASI Board Chair, reported that they had 33 people file for candidacy for the election. The election will take place from April 25-27.

IV. **Special Reports**:
   A. **President’s Report**: Jeffrey D. Armstrong, University President, discussed issues of DEI and faculty and staff pay. He shared that he hopes to have new faculty housing available by fall 2025. The Cal Poly applicant pool has remained strong with over 73 thousand applications for fall 2023. The CSU January Board meeting reported that out of the 23 CSU universities, several have dropped in enrollment. The governor’s compact points out disciplines such as STEM, healthcare, education/teacher prep, and social work that are desired for growth. There is significant pressure and rationale for Cal Poly to grow. He also shared updates regarding the Diablo Canyon power plant.
VI. **Consent Agenda:** COMS 206 was pulled from the consent agenda and will be coming back later. All other items on the consent agenda were approved.

VII. **Business Items:**

A. **Election of 2023-2024 Academic Senate Officers:** Jerusha Greenwood, Academic Senate Vice Chair, submitted a petition for Academic Senate Chair. Jose Navarro, CLA Caucus Chair, submitted a petition for Academic Senate Vice Chair. There were no nominations from the floor. Jerusha Greenwood was elected Academic Senate Chair by acclimation. Jose Navarro was elected Academic Senate Vice Chair by acclimation.

B. **Resolution on Graduate Curriculum for Semester Conversion:** Greg Bohr, Academic Senate Curriculum Committee Chair, reintroduced in first reading a Resolution on Graduate Curriculum for Semester Conversion. This resolution introduces amendments to blended programs, unit totals, and double counting. This resolution will return in first reading at the next Academic Senate meeting.

C. **Resolution on the General Faculty Status of Participants in the Faculty Early Retirement Program:** Steve Rein, Academic Senate Statewide Senator, introduced in first reading a Resolution on the General Faculty Status of Participants in the Faculty Early Retirement Program. This resolution states that Faculty Early Retirement Program participants reserve the right to be voting members of the General Faculty of Cal Poly. This resolution will return in first reading at the next Academic Senate meeting.

VIII. **Discussion Item(s):** Steve Rein, Academic Senate Statewide Senator, discussed his draft resolution on the General Faculty Status of Part Time Lecturers that would redefine the general faculty to include all unit 3 employees. Discussion included possibility of changes to the Academic Senate constitution and bylaws. Instead of all part time employees voting on single representation in the Academic Senate, part-time employee representation would be expanded. He requested that all comments and suggestions be emailed to him.

IX. **Adjournment:** This meeting was adjourned at 4:55.

Minutes submitted by:

Shefali Mistry

805-756-1258 - academicsenate.calpoly.edu
TO: Academic Senators

Resolution AS-792-15 dated April 21, 2015 “On Approving Assessment Process For Courses Meeting Sustainability Learning Objectives” directs the Academic Senate Sustainability Committee (ASSC) to identify which courses to list on the Cal Poly Sustainability Catalog (SUSCAT) following the approved assessment process and directs the ASSC to place SUSCAT course recommendations on the Academic Senate’s Consent agenda. The attached revisions will appear as a consent agenda item on March 14, 2023. The URL for the SUSCAT approved courses is provided here:

https://suscat.calpoly.edu

Every senator is expected to review the document.

Issues, concerns, and questions regarding the Cal Poly Sustainability Catalog should be directed to Jonathan Reich, chair of the Academic Senate Sustainability Committee. If the concern is strong enough, any senator may request an item be removed from the consent agenda by Tuesday, March 7, 2023.

Items removed from the Academic Senate consent agenda will be placed on the Academic Senate agenda as business items.

If you have any questions, please contact Jason Peters, Chair Academic Senate Sustainability Committee.
Note: The Resolution on Approving Assessment Process for Courses Meeting Sustainability Learning Objectives (AS-792-15) directs the Academic Senate Sustainability Committee (ASSC) to identify which courses to list on the Cal Poly Sustainability Catalog (SUSCAT) following the approved assessment process. The resolution also directs the ASSC to place SUSCAT course recommendations on the Academic Senate’s Consent agenda. Assessments have taken place since 2015 to produce lists of Sustainability Focused and Sustainability Related courses. This memo lists new additions recommended for SUSCAT to be added to the Academic Senate Consent Agenda.

Date: 13 Feb 2023  
Term: Winter 2023

### COURSES TO LIST ON SUSCAT AS SUSTAINABILITY FOCUSED COURSES

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<td>BRAE 220</td>
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<td>ENGL 316/315*</td>
<td>Writing Sustainability / Writing Sustainability, Resilience, and Equity*</td>
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<td>SCM 316</td>
<td>Environmental Literacy: An Integrative STEM Approach</td>
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<td>HLTH 410</td>
<td>Foundations of Global Health</td>
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*ENGL 315 is a blanket substitution for ENGL 316 effective February 2023*
Cal Poly submitted its first STARS certification application to AASHE in February 2017. The application identified sustainability courses according to the STARS criteria for sustainability-focused courses and sustainability-inclusive courses.[1] Cal Poly interpreted this description as applying to those courses considered for inclusion in Cal Poly’s Sustainability Catalog (SUSCAT).[2] Cal Poly identified courses for SUSCAT following the assessment procedure approved by the Academic Senate.[3] The procedure scores each course according to a rubric.

AASHE/STARS describes sustainability-focused courses as “courses for which the primary and explicit focus is on sustainability and/or understanding or solving one or more major sustainability challenge.”[1] Courses scoring 6-12 points on the rubric that also devote at least 20% of the course to sustainability get recommended as sustainability-focused courses.

AASHE/STARS describes sustainability-inclusive courses (“a.k.a. sustainability-related courses”) as “courses that are focused on a topic other than sustainability, but incorporate a unit or module on sustainability or a sustainability challenge, including one or more sustainability-focused activities, or integrate sustainability issues throughout the course.”[1] Those courses appear in the second table above titled “Fall 2020 Review – Sustainability Related Courses.” The ASSC posts this list online at https://suscat.calpoly.edu/courses-category.

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**COURSES TO LIST AS SUSTAINABILITY RELATED COURSES**

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**COURSES TO REMOVE FROM SUSCAT**

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Note:

[2] https://suscat.calpoly.edu/
The Orfelea College of Business (OCOB) along with the College of Liberal Arts (CLA) is requesting the suspension of the Graphic Communication Documents Systems Management Specialization of the Master of Business Administration (MBA).

Please see the attached memo from Damon Fleming, Dean of the Orfelea College of Business.

Issues, concerns, and questions regarding this proposal should be directed to Angela Standifer with Academic Programs and Planning. If the concern is strong enough, any senator may request an item be removed from the Consent Agenda by March 7, 2023.

Pursuant to the process adopted by the Academic Senate on May 4, 2010, Items removed from the Consent Agenda will be placed on the Senate agenda as business items and be presented as a resolution to the full senate.
Date: 13 February 2023  
To: Cynthia Jackson-Elmore, Provost  
From: Damon M. Fleming, Dean  
CC: Derek Gragson, Andrew Morris, Angela Standifer, Tom Gutierrez, Daniel Parsons, Bruce Greenbaum, Colleen Twomey, Philip Williams, Jennifer Teramoto Pedrotti, Amanda Lathrop  
Subject: Suspension of the Graphic Communication Document Systems Management Specialization

I request suspension of the Graphic Communication Documents Systems Management Specialization of the Master of Business Administration (MBA).

1. **Summary of consultation with faculty.** The MBA Programs Director (Benjamin Alexander) consulted with the Chair of the Graphics Communication Department (Colleen Twomey), the Orfalea Graduate Programs Committee (Mahdi Rastad, Taryn Stanko, Ajay Kathuria, Aric Shafran, Cindy Wang, and David Chamberlain), Orfalea Associate Dean for Programs and Learning (Bruce Greenbaum), and College of Liberal Arts Dean (Phillip Williams). All parties consulted support suspension of the specialization.

2. **Summary of main reasons for the proposed suspension:**
   - **Lack of enrollment.** No students are currently completing this specialization. One student who accidentally selected this specialization has filed to change to the general MBA specialization using a Postbaccalaureate Change of Objective form. The last student (of three total) to complete this specialization graduated in 2017. No students have completed any coursework in this specialization for more than five years.
   - **Relevance.** The MBA program does not currently offer any other specializations. Curricular development has unified the MBA program curriculum and eliminated relevance of the specialization.
   - **Applicant confusion.** The automated presence of the specialization on Cal State Apply has generated confusion for MBA program applicants.

3. **Effective Date of Suspension:** Spring 2023.

4. **Teach out:** No teach out is required based on the information above.
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 March 14, 2023 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)"

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<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>
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<tr>
<td>ENGL 498 Approaches to Teaching English to Speakers of Other Languages (4), 4 lectures</td>
<td>Reviewed by ASCC and recommended for approval 2/24/23.</td>
<td>On the 3/14/23 consent agenda.</td>
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<td>Summer 2023</td>
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<td>(existing course proposed to be offered online)</td>
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<td>ES 322 Asian Americans in Popular Culture (4), 4 lectures, GE Upper-Division D, USCP</td>
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<td>MATH 121 Calculus for Discrete Disciplines I (4), 4 lectures, GE B4</td>
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<td>MATH 253 Introduction to Mathematical Optimization (4), 4 lectures</td>
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<td>SOC 405</td>
<td>Juvenile Justice and Delinquency</td>
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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 March 7, 2023.

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."
RESOLUTION ON GRADUATE CURRICULUM FOR SEMESTER CONVERSION

Impact on Existing Policy: Amends AS 877-19 (blended programs, section on unit total and double-counting)¹

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, AS 825-17 specifies the required percentage of graduate level courses in a master’s program; and

WHEREAS, AS 877-19 provides Cal Poly policy on blended programs; there be it

RESOLVED: that the general guidelines for graduate curriculum at Cal Poly in the attached policy shall be adopted; and be it further

RESOLVED: that the revised policy on blended programs described in section 7 of the attachment become effective immediately upon adoption of this resolution.

Proposed by: Academic Senate Curriculum Committee
Date: January, 2023

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.
1. Number of Units Required in a Master's Degree Program
   a. A minimum of 30 semester units of approved graduate work (Title 5 § 40510).
   b. Not less than 21 semester units shall be completed in residence. The appropriate campus authority may authorize the substitution of credit earned by alternate means for a part of this residence requirement. (Title 5 § 40510).
   c. No fewer than 60% of the units required for the degree shall be in courses organized primarily for graduate students (5000 level) (AS 825-17).
   d. Certain 4000-series courses may be completed by the graduate student as part of the degree program when this is consistent with university requirements, departmental master's degree specifications, and the candidate's formal program of study.
   e. Only 4000- and 5000-level courses are allowed in an approved graduate plan of study.
   f. In those programs where specific courses below the 4000-level may be essential for a student's success, the student may be conditionally accepted to the program contingent upon completing those courses.

2. Core and Specializations
   a. More than 50% of the total units shall be designated as the program core and comprise requirements common to all students earning the degree, addressing a common set of learning outcomes for the program.
      i. Courses required in the core will be drawn from specified courses, lists of courses, or course areas, and may include the units associated with the culminating experience.
      ii. Course/PLO mapping should demonstrate that students earning the same degree have a similar learning outcome.
   b. Specializations are defined as an aggregate of courses within a graduate degree program designed to give a student specialized knowledge, competence, or skill.
   c. A specialization will include at least 8 semester units from specified courses, course lists, or course categories of 4000- or 5000-level coursework distinct from the program core, but will be less than 50% of the total units in the program.
   d. Courses in the specialization will be listed separately from the degree program core on the curriculum sheet.
   e. Completion of a specialization will be noted on the graduate student's transcript and will be shown on the diploma.
   f. In order to ensure accurate reporting of enrollments and degrees granted, the program core must have more required units than the number required in the specialization. Thus, specializations need to constitute less than 50% of the
program curriculum. Conversely, the core must constitute more than 50% of the program curriculum. (ASA-2017-02)

3. Culminating Experience
   a. The culminating experience for the granting of a graduate degree is the successful completion of a thesis, project or comprehensive examination (Title 5 § 40510). Programs shall determine the most appropriate culminating experience for their curriculum, and may choose to allow students to select from multiple options.
      i. Thesis
         1. A thesis is the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation.
         2. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.
         3. Normally, an oral defense of the thesis is required.
      ii. Project
         1. A project is a significant undertaking appropriate to the fine and applied arts or to professional fields.
         2. It evidences originality and independent thinking, appropriate form and organization, and a rationale.
         3. It is described and summarized in a written report that includes the project's significance, objectives, methodology, and a conclusion or recommendation.
         4. An oral defense of the project may be required.
      iii. Comprehensive Examination
         1. A comprehensive examination is one of the possible culminating experiences for the master's degree and assesses the student's ability to integrate knowledge, show critical and independent thinking, and demonstrate mastery of the subject matter.
         2. The results of the examination should show independent thinking, appropriate organization, critical analysis and accuracy of documentation.
3. A record of the examination questions and responses is maintained.

4. Course Unit Limitations (Title 5 § 40510)
   a. No more than six semester units shall be in student teaching.
   b. No more than six semester units shall be allowed for a thesis or project. (Title 5, Section 40510)

5. Time Limit for Degree
   a. The time allowed to complete coursework in the formal study plan, including thesis and project courses, is seven years. (Title 5 § 40510)

6. Grade Point Average
   a. A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the Master's degree is required, except that a course in which no letter grade is assigned shall not be used in computing the grade point average. (Title 5 § 40510)

7. Blended Programs (AS 877-19)
   a. Blended programs award a bachelor's degree and a master's degree at the same time. The purpose of the blended program (AA-2012-01) is to provide an accelerated pathway from a bachelor's to a master's degree and to enhance the undergraduate learning experience.
   b. up to 12 semester units may at the program’s discretion be double counted for both the Bachelor's degree and the Master's degree so that the total number of units may be 138 semester units (Title 5 § 40510), provided that
      i. none of the required graduate classes is replaced by an undergraduate class, and
      ii. the graduate classes that are also counted toward the Bachelor's degree either assume the more rudimentary knowledge taught at the undergraduate level or cover the content of the undergraduate courses that they replace.
   c. Other policies regarding blended programs are specified in AS 877-19 and AA-2012-01
RESOLUTION ON THE GENERAL FACULTY STATUS OF PARTICIPANTS IN THE FACULTY EARLY RETIREMENT PROGRAM

Impact on Existing Policy: None

WHEREAS, members of the General Faculty as defined in our Constitution are allowed to vote for who represents them in the Academic Senate; and

WHEREAS, the Constitution of the Academic Senate refers to “faculty members in the Pre-Retirement Reduction in Time Base Program” as members of the General Faculty but participants in the Faculty Early Retirement Program (FERP) instead are not included as members of the General Faculty; and

WHEREAS, when the Faculty Early Retirement Program was established, the General Faculty the Academic Senate did not initiate a change to our Constitution to include our FERP faculty members as part of the General Faculty; and

WHEREAS, most other CSU campuses currently allow FERP faculty to vote for Senate; and

WHEREAS, membership in the General Faculty alone does imply one has the right to or any obligation to serve on Academic Committees; and

WHEREAS, according to Article 29.19 of the Collective Bargaining Agreement (CBA) participants in FERP should have the same rights as a tenured faculty member:

"29.19 A participant shall, for the period of active employment, be deemed a tenured faculty employee. Such a participant shall be eligible to serve on governance committees whose assignments are normally completed during the period of FERP employment";

therefore, be it
RESOLVED: that the Academic Senate sends to the General Faculty for a vote in Spring 2023 to change the Constitution of the Academic Senate in Article I to read:

ARTICLE I. MEMBERSHIP OF THE GENERAL FACULTY

Voting members of the General Faculty of Cal Poly shall consist of those persons who are employed at Cal Poly and belong to at least one of the following entities: (1) full-time academic employees holding faculty rank whose principal duty is within an academic department, unit, or program; (2) faculty members in the Pre-Retirement Reduction in Time Base Program and Faculty Early Retirement Program; (3) full-time probationary and/or permanent employees in Professional Consultative Services as defined in Article III.1.b of this constitution; (4) full-time coaches holding a current faculty appointment of at least one year; (5) lecturers holding full-time appointments of at least one year in one or more academic departments, units, or programs; or (6) lecturers with a current assignment of 15 WTUs for at least three consecutive quarters.

Members of the General Faculty, including department chairs/heads, shall not cease to be members because of any assigned time allotted to them for the carrying out of duties consistent with their employment at Cal Poly. “Visiting Personnel” shall not be members of the General Faculty. Members of the General Faculty who are on leave for at least one year shall not be voting members during their leave.

Nonvoting membership in the General Faculty consist of all academic personnel not included in the voting membership.

(additions in italics).

Proposed by: Executive Committee
Date: January, 2023